

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY
SCHOOL, COLNE
LEA Area : Lancashire
Unique Reference Number : 119433
Headteacher : Mr Anthony Stevenson

Reporting Inspector : Mr Louis Crouan

Date of Inspection : 8 to 11 June 1998

Under OFSTED contract number : 508897

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

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Information about the school

Type of school :	Junior	Infants and
Type of control :		Aided
Age range of pupils :	4 - 11	
Gender of pupils :		Mixed
School address : Road	COLNE Lancashire BB8 7AA	Keighley
Telephone number :	01282 865398	
Appropriate authority :	Governing Body	
Name of chair of governors :	Reverend Kathleen Allen	

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Main findings

Christ Church CE Primary School is a successful school with many strengths. It provides a high quality of education and a stimulating and supportive learning environment.

Pupils enter the school with overall levels of attainment that are above average but nonetheless there is a wide range of ability. They make good progress in the reception class and by the time they reach the age of five they achieve the nationally recommended desirable learning outcomes for pupils entering compulsory schooling.

At Key Stage 1 pupils make good progress in English and science and by the end of the key stage achieve standards that are above national averages in these subjects. In mathematics pupils make satisfactory progress and achieve standards in line with the national average by the end of the key stage. At Key Stage 2 pupils make good progress in the core subjects of English, mathematics and science and at the end of the key stage achieve standards that exceed the national averages in all three subjects. These conclusions are supported by the school's results in the 1997 National Curriculum assessments, taken by pupils at the end of Key Stages 1 and 2. Throughout the school pupils make good progress in geography and physical education and by the end of both key stages they achieve standards that exceed those expected nationally. In all other subjects pupils make satisfactory progress and achieve standards that are in line with national expectations at the end of both key stages. Pupils with special educational needs make satisfactory progress towards the targets set for them in their Individual Education Plans and those pupils with formal statements of special educational need make good progress. The only exception to this pattern of satisfactory or good progress relates to the more able pupils who, in a small proportion of lessons, do not achieve the high standards of which they are capable.

Pupils of all ages and abilities have good attitudes towards school and their work. Their good behaviour and the constructive relationships they form with adults and other pupils make a positive contribution to their progress and the standards they achieve. They approach their work with enthusiasm, particularly when challenged by what they have been asked to do. They know the difference between right and wrong, understand and follow school rules, look after their own and other's property and show respect for the school buildings.

Throughout the school the quality of teaching is mostly satisfactory or good. There is some very good teaching in the reception class and also towards the end of Key Stage 2 where, during the inspection, some of the teaching observed was excellent. However, there is some unsatisfactory teaching in a small minority of lessons at both key stages. The quality of teaching in lessons for pupils under the age of five is consistently good and is sometimes very good. All subjects are taught to a standard that is never less than satisfactory. The teaching of English, science, geography and physical education is good at both key stages as is the teaching of mathematics at Key Stage 2.

Teachers have secure understanding of the subjects that they teach and of the National Curriculum programmes of study. In the vast majority of lessons teachers have high expectations of pupils in terms of behaviour and presentation of work but their expectations of the more able pupils are sometimes too low and these pupils are frequently expected to complete the same work as the rest of the class. Teachers plan most of their lessons well. Their plans identify clear objectives for what pupils are to learn during the course of a lesson and appropriate activities to extend and reinforce their knowledge and skills. In the best lessons, teachers modify work to make it suitable for pupils of different ages and abilities. However, in many lessons there is an over-emphasis on planning for the class rather than for separate year groups and planned work is sometimes inappropriate and undemanding for older and more able pupils or too difficult for younger or less able pupils. The good relationships that exist throughout the school enable teachers to create a purposeful working atmosphere within their classrooms and to maintain good standards of discipline and behaviour. They make good use of praise to encourage and support pupils and to reward them for positive behaviour or good work.

All pupils are provided with equal access to a broad and balanced curriculum that successfully promotes their intellectual, physical and personal development. All subjects of the National Curriculum are taught

as are religious education, sex education and personal and social development. Pupils under the age of five receive a curriculum that is appropriate to their needs. The school has established and implemented policies and schemes of work for all subjects. These schemes provide a framework for teachers to plan work that develops pupils' knowledge, skills and understanding in a progressive and systematic way as they move through the different classes in the school. These schemes do not, however, distinguish between pupils in different year groups within the same class and as a result there are instances of a few pupils being set work that is inappropriate for their age or ability. The curriculum is enriched by a broad range of extra-curricular activities that include music and sport. Staff, parents and other volunteer helpers give freely of their time to support these activities.

The school has a good range of formal and informal systems to assess pupils' progress. The information from these assessments has been carefully analysed and used effectively to identify weaknesses in the school's curriculum and to set targets to raise pupils' attainment.

The school makes good provision for pupils' personal development. Adults within the school provide positive role models for pupils and encourage them to develop their understanding of right and wrong. A good system of school rules encourages pupils to be sensitive to the needs of others and to consider the consequences of their own actions. There is a clear sense of community within the school in which all pupils are valued and supported. There is a strong ethos of care, founded upon Christian principles and all staff are committed to the welfare of pupils. There are effective procedures for monitoring pupils' attendance. The school is very successful in promoting the health, safety and general well-being of its pupils and there are appropriate systems for child protection.

The school has established and maintains good links with parents and the local community. Parents are strongly supportive of the school. A small group of dedicated volunteer helpers makes a positive contribution to pupils' learning and there is an active Friends Association which raises considerable funds to support the work of the school. The school has a wide involvement in the local community through the Church, local industry and commerce, environmental projects and the support of local charities which all have a positive effect on pupils' attainment and personal development.

There are sufficient numbers of appropriately qualified and experienced teachers to teach the National Curriculum. They are well supported by a good number of well qualified and experienced support staff. Effective systems are in place for the appraisal of staff. The results of these appraisals, along with the priorities of the school development plan, are used to identify opportunities for staff and teachers to extend their knowledge and expertise through regular training courses.

Although well maintained and cleaned to a high standard, the school's accommodation is less than adequate. Classrooms are cramped and some lack basic facilities such as sinks and display boards. The lack of space limits pupils' progress in physical education and music and sometimes prevents teachers from enabling pupils to work independently or in groups. Lessons are sometimes disturbed by noise from other classrooms. The shortly to be completed building work will ease many of these issues. The school is adequately resourced in most areas of the curriculum and resources for information technology, design and technology, science, history and geography are good. The school library has only a modest number of books and a high proportion of these are old and worn and need replacing.

The leadership and management of the school is of a very high quality and is always focused on maximising the standards that pupils attain. The headteacher has a clear vision for the work of the school and provides firm and competent leadership. Along with governors and staff he has worked hard to create effective policies that underpin the work of the school and has been successful in creating a happy and caring atmosphere in which children feel secure. The governors undertake their responsibilities effectively. They have an appropriate committee structure which enables them to maintain an effective oversight of the key areas of staffing and finance, the curriculum and the school buildings and they take an active role in the management of the school. The role of the curriculum co-ordinator, in overall terms, is still at an early stage of development. Co-ordinators are effective and make a valuable contribution to the school's work in terms of routine administration and the provision of resources and informal support but they are less influential in other aspects of their roles. They are currently too reliant upon the headteacher in areas such as curriculum development and monitoring and

evaluation of the quality of teaching. The school development planning process is well established. There is wide involvement of staff and governors in determining priorities and establishing the necessary tasks and the headteacher and governors are active in monitoring and evaluating the progress made in its implementation. The school complies with all statutory requirements with the exception of some of the details relating to the reporting of special needs issues.

The headteacher and governing body take their responsibilities for financial management very seriously. They work closely together to ensure that educational developments are supported by careful and efficient financial planning that is closely linked to the schools budget and to the priorities identified in the school development plan. Financial control and day-to-day administration are good. The school deploys its teaching and support staff very effectively despite the constraints placed upon it by the cramped accommodation. Its plans to increase the accommodation are matched by plans to improve learning resources and there is a clear view of how these changes will improve teaching and learning. Efficient use is made of the school's accommodation and learning resources. In the light of the standards that pupils achieve and the good quality of education provided the school gives good value for money.

Key issues for action

In order to build upon its current successes and the improvements already made, the school should extend the role of the curriculum co-ordinator in managing the curriculum by:

- adapting existing schemes of work to take account of the different year groups and abilities within each class; this will help address the shortcomings identified in some of the teaching;
- supporting teachers in the implementation of the adapted schemes;
- monitoring and evaluating the impact of curriculum developments upon standards of attainment.

Introduction

Characteristics of the school

Christ Church CE Primary School is a Voluntary Aided primary school catering for boys and girls between the ages of 4 and 11 years. It is situated to the East of Colne in Lancashire. There are currently 162 pupils on roll. There are currently more girls (89) than boys (73) on roll. Whilst some of the pupils live in the area adjacent to the school, a large proportion travel to the school from a very wide area within and beyond Colne. Pupils are educated in five classes, with an average of 32 per class. There are five full-time teachers, including the headteacher, plus two part-time teachers and several part-time members of the support staff. There are 27 pupils with special educational needs, five of whom have statements of special educational needs. There are no pupils from ethnic minority groups and the first language of all pupils is English. There is a wide range of ability amongst the pupils entering the school but the overall level is slightly above average. The proportion of pupils eligible for free school meals (9.9%) is substantially below the LEA and national averages.

The school's current priorities are:

- to improve the accommodation;
- to adjust admissions so as to avoid creating classes with multiple age groups or which include pupils from both key stages;
- to implement the National Literacy Strategy successfully;
- to improve the quality of teaching and the standards of pupils' achievements in mathematics.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1996-7	7	17	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	6	6
	Girls	14	16	17
	Total	20	22	23
Percentage at NC Level 2 or above	School	83 (82)	92 (87)	96 (87)
	National	80 (78)	80 (79)	84 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	7
	Girls	16	17	17
	Total	21	22	24
Percentage at NC Level 2 or above	School	88 (87)	92 (87)	100 (91)
	National	80 (78)	84 (82)	85 (84)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1996-7	14	6	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	13	12
	Girls	5	3	5
	Total	19	16	17
Percentage at NC Level 4 or above	School	95 (69)	80 (94)	85 (94)
	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	13
	Girls	5	4	6
	Total	15	14	19
Percentage at NC Level 4 or above	School	75 (56)	70 (69)	100 (75)
	National	63 (60)	64 (60)	69 (65)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	0
	National comparative data	0.5
Unauthorised Absence	School	0
	National comparative data	1.1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	10.2
Satisfactory or better	85.2
Less than satisfactory	14.8

² Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Pupils enter the school with overall levels of attainment that are above average but nonetheless there is a wide range of ability in each year group. They make good progress in the reception class and by the time they reach the age of five they achieve the nationally recommended desirable learning outcomes for pupils entering compulsory schooling.

At Key Stage 1 pupils make good progress in English and science and by the end of the key stage achieve standards that are above national averages in these subjects. In mathematics they make satisfactory progress and achieve standards in line with the national average by the end of the key stage. At Key Stage 2 pupils make good progress in the core subjects of English, mathematics and science and at the end of the key stage achieve standards that exceed the national averages in all three subjects. These conclusions are supported by the school's results in the 1997 National Curriculum assessments, taken by pupils at the end of Key Stages 1 and 2. Throughout the school pupils make good progress in geography and physical education and by the end of both key stages they achieve standards that exceed those expected nationally. In all other subjects pupils make satisfactory progress and achieve standards that are in line with national expectations at the end of both key stages.

Pupils with special educational needs make satisfactory progress towards the targets set for them in their Individual Education Plans and those with formal statements of special educational need make good progress. There is no discernible difference in the attainment of boys and girls.

The only exception to this pattern of satisfactory or good progress relates to the more able pupils who, in a small proportion of lessons, do not achieve the high standards of which they are capable.

Over recent years the school has set and achieved improvement targets and maintained a steady improvement in the standards attained by pupils. This is reflected in the results of the formal end of key stage assessments. The school has set challenging targets for the forthcoming two years.

Attitudes, behaviour and personal development

Pupils of all ages and abilities have good attitudes to learning and to life in school. Their good behaviour and the constructive relationships they form with adults and other pupils makes a positive contribution to their progress and the standards they achieve. From their earliest experience of school pupils under the age five are motivated to work hard and apply themselves diligently in lessons. They are confident to answer questions and keen to do their best. This is a strength of the school.

Most pupils approach their work with interest and enthusiasm, particularly when lessons are challenging and well matched to their abilities. They are willing learners and are eager to acquire new ideas and improve their skills. Most pupils are keen to do their best and persevere to produce work of which they can be proud. They listen carefully to the teacher's instructions and in most lessons they work with sustained concentration. There are occasions, however, when pupils find it difficult to concentrate on tasks that are unchallenging or overlong. This is particularly apparent as pupils tire towards the end of the school day.

Most pupils are well behaved in lessons, at play and around the school. They have mature and responsible attitudes, and in the vast majority of lessons, respond promptly to the teachers' instructions and settle quickly to work hard. They know right from wrong and are developing a clear sense of fairness. Pupils are able to make decisions for themselves and take responsibility for their own actions. They understand and follow the school rules, look after their own and other's property and show respect for the school building. Incidents of misbehaviour are rare and in the year prior to the inspection no pupils were excluded from the school.

Pupils of all ages and abilities are open, friendly, polite and courteous. They deal confidently and politely with adults and other pupils. They are developing the ability to empathise and are sensitive to the feelings and views of others. The good relationships that exist throughout the school enable most pupils to express their views and beliefs in an unselfconscious way. They are eager to answer teachers' questions and are confident to ask for help when it is needed. Pupils work and play well together. In lessons they share resources well, understand the concept of turn taking and readily accommodate the needs of others. This is also evident in less structured activities at play times. When given the opportunity pupils take an active role in their learning, however, they are not always given the opportunity to demonstrate this skill by selecting equipment and resources for themselves or making choices of media for example in music or art lessons.

Pupils are willing volunteers and respond well to opportunities to take responsibility for jobs in the classroom or around the school. For example, some pupils run the school bank while other pupils take responsibility for keeping the playground free from litter after windy weather. On Tuesday and Thursday lunchtimes groups of four Year 6 pupils arrange games and lead play for younger pupils.

Through the contribution that pupils make to the community they are developing a sense of citizenship and awareness of the needs of others. They support local community events such as a 'clean up' of Ball Grove as part of the National Spring Clean and involvement in operation 'Streetwise'. They take part in fund-raising events for charities such as RNIB, NSPCC and Barnardos and enjoy representing the school in musical events and inter-school sports where they have had some success.

Attendance

Attendance at the school is very good. Overall attendance is higher than the national average whilst authorised and unauthorised absences are below. The vast majority of pupils arrive at school on time and lessons start promptly. The attendance of pupils with special educational needs is also good even where physical disabilities mean time off for medical appointments. The regular and punctual attendance of the vast majority of pupils has a positive effect on their attainment and progress.

Quality of education provided

Teaching

Throughout the school the quality of teaching is mostly satisfactory or good. There is some very good teaching in the reception class and towards the end of Key Stage 2 where a small amount of teaching is excellent. However, there is some unsatisfactory teaching in a small minority of lessons at both key stages. The quality of teaching of pupils under the age of five is consistently good and sometimes very good. All subjects are taught to a standard that is at least satisfactory. The teaching of English, science, geography and physical education is good at both key stages, as is the teaching of mathematics at Key Stage 2.

Teachers have a secure knowledge of the subjects they teach and of the National Curriculum programmes of study. This has a positive impact on the standards achieved by the pupils. However, teachers often expect all pupils to complete the same work and consequently they do not always provide sufficient challenge for the more able.

Teachers plan most of their lessons well. Their plans identify clear objectives for what pupils are to learn in the course of the lesson and appropriate activities to extend and reinforce their knowledge, skills and understanding. In the best lessons teachers modify work to make it suitable for pupils of different ages and abilities. However, in many lessons there is an over-emphasis on planning for the class rather than for separate year groups and planned work is sometimes inappropriate or undemanding for older and more able pupils or too difficult for younger or less able pupils.

Most lessons are introduced clearly and often start with a useful recap of previous work. Teachers make good use of questioning to develop and reinforce important ideas and teaching points. They are effective in moving around the classroom to provide support and encouragement. In many lessons,

teachers make good use of whole class teaching and of activities which encourage pupils to work individually or in groups. However, in a small number of lessons teachers do not sufficiently develop pupils' ability to work independently. In most lessons teachers make good use of the time that is available to them and expect pupils to work quickly and with the minimum of fuss. However, the pace of a small number of lessons is slow, teachers' instructions and explanations are over-long and pupils spend time on simple repetitive tasks. Teachers prepare and use resources well and where they are used imaginatively, for example to illustrate a scientific principle, pupils make good progress. Homework is regularly used to extend and reinforce pupils' work in reading and in spelling. However, there is no homework policy and no consistent approach to the setting of homework to support other areas of the curriculum across the school.

Support offered to pupils with special educational needs is satisfactory. Pupils with special educational needs are, on occasions, withdrawn for additional support. Where this happens the quality of the support is good and the support assistants are well used. Where teachers plan for ability groups in some lessons this enables pupils to work at an appropriate pace. However, the pupils with special educational needs too often follow the same work as other pupils with little modification to take account of their needs.

The good relationships that exist throughout the school enable teachers to create a purposeful working atmosphere within classrooms and to maintain good standards of discipline and behaviour. They make good use of praise to encourage and support pupils and to reward them for positive behaviour or good work.

The curriculum and assessment

All pupils are provided with equal access to a broad and balanced curriculum that successfully promotes their intellectual, physical and personal development. All subjects of the National Curriculum are taught as are religious education, sex education and personal development. The curriculum for pupils under the age of five is not directly planned to the nationally recommended desirable learning outcomes for pupils of this age. However, the teacher's detailed knowledge of the pupils and her understanding of Early Years education ensures that these pupils receive a curriculum that is appropriate to their needs.

The school has established and implemented policies and schemes of work for all subjects. These schemes provide a framework for teachers to plan work that develops pupils' knowledge, skills and understanding in a progressive and systematic way as they move through the different classes in the school. These schemes do not, however, distinguish between pupils in different year groups within the same class and as a result there are instances of pupils being set work that is inappropriate for their age or ability.

The curriculum is enriched at Key Stage 2 by a good range of extra-curricular activities, mainly sporting and musical. Staff, parents and other volunteer helpers give freely of their time to support these activities. At both key stages the curriculum is extended by visits to places of interest and a residential experience is available for older pupils.

The school has a good range of formal and informal assessment strategies to monitor pupils' progress. Each pupil is developing a portfolio of best work in the core subjects of English, mathematics and science. This enables each pupil to see his or her own progress and feel a sense of achievement. Information from these assessments has been carefully analysed and used effectively to identify weaknesses in the school's curriculum and to set targets to raise pupils' attainment. For example, in English, writing was identified as an area of relative weakness by National Curriculum Assessment and the school used this information to plan staff development.

The school's curriculum is effectively modified to meet the requirements of pupils with statements of special educational need. However, curriculum provision is less effective for other pupils on the school's register of special educational needs because work is not always matched to their individual needs. For example, the school used National Curriculum assessment results to identify writing as an area of relative weakness in English. The school then implemented a programme of staff development that

contributed a significant increase in writing standards.

Pupils' spiritual, moral, social and cultural development

The school makes good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. The values set out in its aims are successfully promoted throughout the school.

The school provides good opportunities for pupils to develop their awareness of values and beliefs. Well-planned assemblies are structured around themes that enable pupils to reflect on some of life's fundamental questions and to consider the feelings of others. A particularly good assembly was observed where the "March of the Hebrew Slaves" was used to create a calm and reflective atmosphere. Through its curriculum the school provides a range of opportunities for pupils to develop their self-awareness and spirituality. For example, in art at Key Stage 2 pupils are encouraged to express their feelings about the sea through the expressive use of paint and colour. The use of music during registration and at the start of some lessons helps pupils to think about how mood can be created through music.

Provision for pupils' moral development is good. Teachers take opportunities to develop pupils' moral awareness through the curriculum. For example, pupils are expected to show a good understanding of fairness and honesty when playing games and following rules in physical education. In all aspects of school life, adults reinforce the principles which separate right from wrong and provide good role models for pupils. The school provides a clear moral code and although there is a good work board in some classes and a "miss a playtime" sanction at lunchtime, pupils often try hard and behave well because they feel that they should rather than because they are seeking rewards or avoiding punishments.

In the curriculum the school makes satisfactory provision for pupils' cultural development. Pupils are being helped to develop their awareness of western culture. This is done effectively through visits to places such as the Hallé Orchestra. However, more steps should be taken to teach pupils to appreciate more of the richness and diversity of cultures and countries other than the western tradition especially their contributions to music, art and scientific development. Performers come into school and pupils are involved in musical and dramatic performances. The school has a good policy for a multi-cultural society which reflects the school's aims. The school has successful links with a multi-cultural school in Nelson.

Support, guidance and pupils' welfare

The school very good provision for the educational and personal support and guidance of its pupils. This makes a very positive contribution to their behaviour, personal development and progress and is a strength of the school. Teachers and other adults in school provide a good role model for pupils by developing good relationships and responding sensitively to their needs. As a result, pupils are confident, feel secure and are not afraid to make mistakes. There is a strong ethos of care, founded upon Christian principles and all staff are committed to the welfare of pupils. Academic progress and personal development are also supported by a record of achievement system which encourages pupils to set their own targets for improvement.

The school provides satisfactory support for pupils with special educational needs. Individual Education Plans set out achievable targets which help the pupils make progress. Sensitive support showing an awareness of the needs of the pupils is reflected in the good use of support teachers.

The school successfully promotes good behaviour. Its behaviour policy sets high standards and is implemented consistently. An imaginative system of rewards and sanctions is clear to all. Procedures are in place for dealing with any incidents of bullying. Any incidents are dealt with promptly to the satisfaction of both children and parents. Satisfactory systems are in place for monitoring and recording attendance.

The school has established effective procedures for child protection which comply with statutory

requirements. These are monitored by the headteacher and nominated governor. Staff are aware of procedures and there are appropriate links with specialist agencies.

The school is very successful in promoting the health, safety and general well being of its pupils. It takes its responsibilities very seriously. Day-to-day procedures for playtime and lunchtime are well thought out and are effective. Pupils know the routines well and are cared for if in need of help. Staff know the pupils well and are aware, for example, of any particular allergies pupils in their charge might have. First aid procedures and the arrangements for recording and reporting of accidents are good. The headteacher and governors monitor all health and safety issues rigorously.

Partnership with parents and the community

The school has established and maintains a good partnership with parents who are strongly supportive of the school. Links with the local community and church are very good and have a positive effect on pupils' attainment and progress.

Through its Prospectus, frequent letters, termly news sheets and 'open door' policy the school ensures that the vast majority of parents receive satisfactory information. All the parents who responded to pre-inspection questionnaire agreed that the school is very approachable and responds well to any concerns or requests for information on a daily basis. Parents' Evenings and other meetings provide valuable information about children's progress and the work they are doing but whilst Parents' Evenings are very well attended other meetings are not so well supported. Pupils' annual progress reports meet statutory requirements in their format and contain much valuable information.

Information provided for parents of pupils with special educational needs is not as good, especially at a formal level. Although parents are invited to the annual statutory reviews, they are not involved in the development of their children's Individual Education Plans.

The school successfully involves a small group of dedicated volunteer parents and other helpers in the classroom. Help provided in this way has a positive effect on pupils' learning and development. Parents are strongly supportive of the school and there is no shortage of helpers to provide transport to and from sporting events, competitions and on out-of-school trips. All helpers are welcomed and their work is much appreciated by the staff who maintain open friendly relationships with them. Parents also provide support for reading by listening regularly to their children at home.

An active parent teacher association, the Friends of Christ Church School, enjoys very good support from school families, parishioners and the staff. The Friends Association provides much appreciated additional resources for the school and pupils.

The school maintains good links with the church and is successfully involved in the local and wider community. Pupils take part in church services, local festivals and sing at local venues. The school makes a valuable contribution to the local community through its work on environmental projects. In these ventures the school has successfully gained sponsorship and support from local industry and commerce. Participating in these activities gives pupils a greater understanding of society and the nature of citizenship. By raising money for charities on a regular basis the personal development of all pupils is enhanced.

A variety of visitors are welcomed into school who broaden pupils' experiences and contribute positively to their attainment. Medical, safety and social support agencies are made welcome and have good relationships with the school. The school maintains good professional links with destination high schools and fully participates in induction activities and other events when possible. The school regularly offers placements to work experience students to the benefit of all concerned.

The variety of experiences and extra resources the school is able to provide for pupils through its partnership with parents, the church and the local community have a positive effect on learning and attainment.

The management and efficiency of the school

Leadership and management

The leadership and management of the school is of a very high quality and is always focused on maximising the standards that pupils attain. The headteacher has a clear vision for the work of the school and provides firm and competent leadership. Along with governors and staff he has worked hard to create effective policies that underpin the work of the school and has been successful in creating a happy and caring atmosphere in which children feel secure. The governors undertake their responsibilities effectively. They have an appropriate committee structure which enables them to maintain oversight of the key areas of staffing and finance, the curriculum and the school buildings and they take an active role in the management of the school. Although the development and improvement of the school over recent years has been led by the headteacher, the decisions reached and action taken have included widespread involvement of staff and governors. This reflects the shared sense of purpose which permeates the school.

The school has good systems in place to support teaching and curriculum development. The headteacher monitors teachers' plans, observes lessons and monitors pupils' work. Curriculum co-ordinators have the opportunity to monitor teachers' plans and portfolios of children's work. However, the role of the curriculum co-ordinator, in overall terms, is still at an early stage of development. Co-ordinators are effective and make a valuable contribution to the school's work in terms of routine administration and the provision of resources and informal support but they are less influential in other aspects of their roles. They are currently too reliant upon the headteacher in areas such as curriculum development and monitoring and evaluation of the quality of teaching.

The school development planning process is well established. There is wide involvement of staff and governors in determining priorities and establishing the necessary tasks. The headteacher and governors are effective in monitoring and evaluating the progress made in its implementation.

The school complies with all statutory requirements with the exception of some minor details relating to the reporting of special needs issues.

Staffing, accommodation and learning resources

The school has an appropriate number of qualified and experienced staff to teach the number of pupils currently on roll. More support staff than average are employed but their effective deployment has a positive impact on the quality of education and standards achieved. Staff working with pupils with special educational needs are appropriately experienced and qualified. Both teaching and non-teaching staff are extremely hard working, show a high level of professional commitment to the school and co-operate well. The school clerk/senior mid-day supervisor provides a good level of support and is a valued member of the school community.

A staff handbook provides effective procedures and serves as a useful reference on agreed policies. An annual appraisal system operates for all staff. Their training needs are carefully considered through a well thought out programme which runs alongside the priorities outlined in the school development plan.

The school's accommodation is less than adequate. Several classrooms are cramped and some lack basic facilities such as water, permanent display boarding and comfortable reading areas. Lack of space and effective sound barriers limit the choice of activities, especially in physical education and music, as well as opportunities for group work and independent research. The shortly to be completed building work will ease many of these problems. The school has a large playing field including a garden and a wild life area created by the pupils. The school buildings are clean and well maintained reflecting the hard work and commitment of the site supervisor.

Learning resources are generally appropriate in range, quality and quantity. Provision is particularly

good in history, geography, science, design and technology and information technology. However, the school has too few books, both in individual classrooms and within the library, for the number of pupils on roll. Many of the books are dated and in a poor state of repair. The school makes good use of the County Library Service to supplement resources and provide support materials. Pupils also visit places of interest and make good use of the school grounds and local area as part of their studies and this enriches their learning.

The efficiency of the school

The school plans and spends its budget carefully so as to address its agreed educational developments and priorities. Because of the small size of the school, the scope to undertake extensive developments is very limited but the school maximises its potential to undertake constant improvement through the efficient use of its resources.

Teaching and support staff are deployed effectively despite the constraints placed upon activity by the cramped accommodation. The current building programme, which will achieve improvements to the accommodation, is matched by plans for the re-organisation of other resources, including staffing, and there is a clear rationale as to how this will enhance the quality of teaching and learning. Learning resources are put to good use in lessons.

Funds identified for the support of pupils with special educational needs are spent appropriately and specific grants, in particular the Standards Fund, are used to bring about improvements in teaching and learning.

The school has appropriate systems in place for financial control and school administration which are both undertaken with calm assurance and efficiency.

In the light of the educational standards achieved and the quality of education provided, the school gives good value for money.

PART B : CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

Pupils enter the school with overall levels of attainment that are above average but nonetheless there is a wide range of ability in each year group. They make good progress in the reception class and by the time they reach the age of five they achieve the nationally recommended desirable learning outcomes for pupils entering compulsory schooling. This good pattern of attainment is evident across all areas of learning and is a direct consequence of the good quality of teaching that they receive.

Pupils develop well socially, taking part with enthusiasm in class discussions, making their own contributions and listening well to others. For example, when sharing a text they listened to the teacher reading the story and then asked and answered a range of questions related to it. When undertaking group activities, including construction work, role play and investigative work, they took turns, shared equipment, helped each other and responded well to the teacher's and helper's suggestions.

Pupils' linguistic and literary development is good and by the time they reach the age of five, many of the pupils are able to read with reasonable fluency, accuracy, understanding and enjoyment. They develop good mathematical skills based upon the establishment of a sound understanding of concepts related to numbers, shape and space. They learn about scientific and technological ideas by a combination of play, investigative work, designing and making, using a wide range of media and equipment including construction kits, card, wood, water and the school's technology trolley. They develop a good level of knowledge and understanding of aspects of the world in which they live and represent their ideas in a variety of ways including drawing, painting and writing.

Although sometimes matched to the National Curriculum programmes of study for Key Stage 1 rather than the areas of learning, the curriculum is well matched to the pupils' needs and levels of development. There is a school policy for the Early Years and the quality of medium and short-term plans is good. Priority attention is given to personal and social development, language and literacy and mathematics and the teacher has a clear idea of what the pupils should learn and the appropriate strategy to achieve it.

English, mathematics and science

English

Standards of attainment, at the end of both key stages, are higher than national averages in most aspects of English. National Curriculum assessment results in 1997 confirm these findings. The school places appropriate emphasis on developing the basic skills of English and a majority pupils make good progress in speaking and listening, reading and writing. Less able pupils at both key stages do not always make sufficient progress, particularly in reading.

In speaking and listening, pupils at both key stages achieve standards that exceed national averages at the end of both key stages. They listen attentively, speak with increasing confidence and take account of other people's views and contributions. Pupils listen to and recite poetry with obvious pleasure. They make good progress in using their speaking and listening skills in other subjects where they take part readily in discussions with one another, with their teachers and with visitors to the school. Older pupils contribute ideas and opinions with confidence.

Pupils' attainment in reading is above the national average at the end of Key Stage 1 and well above at the end of Key Stage 2. From an early age pupils can distinguish fact from fiction and they use their reference skills appropriately in other subjects. Most pupils read with understanding and expression. At Key Stage 1 pupils use their knowledge of phonics and a good sight vocabulary to make sense of their reading. Most read fluently and with pleasure. By the end of Key Stage 2 pupils are proficient readers and many are able to discuss characters and express opinions about their reading. However, they do not read a wide enough range of good fiction.

Standards are above average in writing across the school. By the end of Key Stage 1 pupils are able to write sentences and punctuate them appropriately. More able pupils are beginning to check and correct their work. By the end of Key Stage 2 sentence structure is of a good standard but the use of paragraphs, particularly by the most able, is under developed. Much of pupils' writing is done for a variety of purposes within other subjects and topics. Pupils are beginning to plan and draft their writing and to use this to write extended pieces. Pupils do not readily use word processors to re-draft and edit when writing. This aspect of writing needs further development. Standards of handwriting are good throughout the school. Most pupils write in a legible well-formed handwriting style. While standards of spelling are satisfactory the school has identified this as an area for development.

Pupils' attitudes to learning in English are satisfactory at Key Stage 1 and good at Key Stage 2. They behave consistently well. At all key stages pupils demonstrate enjoyment and interest in reading. They write with enthusiasm when the lesson is well structured and the work is matched to their abilities. Pupils are less attentive when they are not clear about what they should do. During the inspection there was little evidence of pupils developing their capacity for personal independent study. Few pupils used information technology to write independently or to access reference sources. Pupils with statements of special educational need make good progress when support staff assist them.

The quality of teaching in English is good throughout the school and very good at the end of Key Stage 2. Teachers' have sound knowledge of the subject and planning for lessons is at least satisfactory. Learning objectives are clear and teaching strategies and resources are identified. There are occasions, however, when work planned for the whole class does not adequately meet the needs of the more and less able. Teachers' expectations of pupils are satisfactory overall and high at the end of Key Stage 2, but expectations of more able pupils are sometimes too low. Pupils at both key stages are given opportunities to plan and discuss their work together in pairs and in small groups. There is some use of role-play at Key Stage 1 that provides pupils with opportunities to develop their speaking and listening skills. However, teachers provide too few opportunities for pupils to develop independent learning and research skills.

Teachers usually structure lessons well to provide initial input and instruction and motivate pupils to complete their tasks. They provide appropriate accessible resources. Dictionaries are made available at both key stages and the use of a thesaurus is encouraged for older pupils. Whole school assessment is used very well to inform curriculum development and teaching. However, assessment opportunities are not always clearly identified in lessons.

English is led by an experienced co-ordinator who is available to offer guidance and support to staff. A procedure is in place for monitoring standards and teaching but this could be developed further to ensure a better match of work particularly for more and less able pupils. The school makes very good use of the Local Authority Library Service to supplement its stock of books. However, while textbook and reading scheme books are adequate the range, quality and condition of reference and fiction books are unsatisfactory.

Mathematics

Towards the end of Key Stage 1 pupils' attainment is in line with the national average. This view is slightly different from 1997 National Curriculum test results where the percentage of pupils reaching level 2 (the nationally expected level) was above national expectations. Pupils make a good start in learning the subject. Most of the younger pupils can recognise and write numbers up to and over 10. The most able pupils can make up their own simple number problems. As pupils progress through the key stage they can classify shapes by their straight and curved edges. By the end of the key stage many children can order, read and write numbers up to 100 and the majority of pupils have sufficient numeracy skills to support their learning in other subjects. Some pupils can add up in their heads, however, their understanding of number bonds, place value and their ability to see patterns and relationships between numbers is less well developed. The great majority of pupils can distinguish between 2-D and 3-D shapes but only a few can name 3-D shapes such as a cylinder or cube. All pupils can measure in centimetres using a ruler.

Towards the end of Key Stage 2, most pupils attain the nationally expected standard and around a third attain above this level. Overall attainment is thus above the national average at the end of the key stage. This is consistent with the 1997 National Curriculum test results in which the percentage of pupils reaching level 4 or above was above national expectations. By the end of Key Stage 2 pupils reach a good standard when working with shape. Many pupils can draw isosceles and scalene triangles and test whether shapes tessellate. Pupils are confident in testing mathematical hypotheses. They are able to ask mathematical questions in a logical way and are developing their own strategies for solving problems. Most are able to explain the reasoning behind the use of certain approaches. The least able are able to describe how shapes fit together and know that patterns can be continued using tessellating shapes. Whilst pupils' written work in number is better than average many are slow or inaccurate in mental problems such as 7×9 or mentally adding several single digit numbers. Many lower and middle attaining pupils have difficulty in calculating for example $1000 - 13$. Nonetheless, pupils' skills in numerical calculation and in using graphs enable them to be successful when using mathematics in other subjects.

Pupils make satisfactory progress through Key Stage 1. Progress is limited in some lessons when insufficient assessment of what the pupils know and can do means that there is little difference between the standards achieved by the least and most able. In Key Stage 2 pupils' progress is never less than satisfactory and towards the end of the key stage progress is good. Early in the key stage pupils make at least satisfactory progress in completing number squares and most pupils are able to answer questions on their tables. Older pupils are increasing their knowledge of using Venn and flow diagrams and are making good progress in creating their own repeating patterns.

Pupils behave well in lessons and they are confident in answering questions. In Key Stage 1 pupils co-operate well in groups and when given the opportunity are able to organise themselves with a satisfactory level of independence. When the work is challenging pupils have good attitudes to mathematics and are enthusiastic when undertaking their work. In these cases the pupils concentrate well. However, noise levels sometimes rise when pupils are insufficiently stimulated by the work they are given. They are, however, quick to return to their work when prompted. In Key Stage 2 pupils are well motivated and keen to achieve high standards. This is demonstrated in the high quality of presentation of work of the older pupils. Pupils throughout the key stage are able to concentrate well and in the middle and upper parts of the key stage they get on with their work without constant support from the teacher. Pupils are keen to answer questions and older pupils show good levels of perseverance.

At Key Stage 1 most of the teaching is satisfactory and in the lower part of the key stage it is often good or very good. However, much of the teaching of mathematics at the upper part of Key Stage 1 is unsatisfactory. The best lessons are well organised and have plenty of pace. They have clear introductions and explanations from the teacher. Less successful lessons do not build on what the pupils can already do and pupils can become bored and noisy. At Key Stage 2 most, but not all, teaching is satisfactory and is often good. High expectations of the older pupils is a particular feature of the teaching which promotes above average attainment. For example in the work on tessellation the teacher was skilled in judging the amount of support to give pupils in order get them to test out their ideas and to draw mathematical conclusions in a mature way. At present homework is not used as effectively as possible to promote pupil progress in the subject.

A commercial maths scheme is used throughout the school. This ensures that there is progression from class to class but this does not take sufficient account of different ages and abilities within classes. Arrangements for assessment are in place and there is an ongoing individual pupil record. The school takes due regard of the national tests for example teaching Venn diagrams and decision trees at an early stage when the tests indicated pupils needed greater data handling skills. However, day-to-day assessment is not always used to develop and extend pupils' mathematical ability. The school is developing a portfolio of levelled pupil work which should help teachers in rectifying this.

Science

In the 1997 National Curriculum Key Stage 1 assessments the proportion of pupils who attained the

nationally expected standard of Level 2, (100%), was above the national average. Of these pupils, 38% attained Level 3 and this proportion was well above the national average. At Key Stage 2 100% of the pupils attained the nationally expected standard of Level 4 and this was well above the national average. 15% attained Level 5.

The picture of high attainment in science shown in the assessment results is also evident in the pupils' work throughout the year and was seen in the lessons observed during the inspection. Towards the end of Key Stage 1 pupils are gaining extensive knowledge and skills by undertaking a wide range of topic work. Investigations are a feature of their work and this ensures that pupils are establishing the skills of scientific enquiry. For example, they are able to provide explanations for changes in living things when studying aspects of plant and animal life. They learn about the properties of a range of materials, testing these properties and recording their results in a variety of ways. They are learning how to check whether or not their experiments are fair tests and can discuss their findings in a sensible and reasoned manner. Towards the end of Key Stage 2 pupils are gaining good levels of scientific knowledge. For example, in work on the topic "The Human Body" they have learnt a great deal about the nature and purpose of muscles, the heart and the skeleton. As in Key Stage 1, investigations help them to develop the ability to pose hypotheses, ask questions, undertake practical experiments and present findings in a well reasoned form. Their records include writing, bar charts and computer records. They learn how to use the good quality equipment available, for example Newton gauges, taking proper care. Pupils' folders contain work of a high standard.

Throughout the school, pupils respond with interest and enthusiasm to their science lessons. They listen carefully to the teacher's instructions, are willing to make suggestions in class discussions and they pay attention to the suggestions of others. They concentrate, are co-operative and behave well. A feature of the science lessons is the obvious enjoyment that pupils take in carrying out and recording their own experiments. This positive response helps ensure that, throughout the school, pupils make good progress in the subject. A feature of the work is the good progress that they make, not only in the acquisition of knowledge and understanding but also the skills involved in undertaking scientific investigations.

The quality of teaching in science is good. Throughout the school, teachers plan their lessons well, identify clear learning objectives and match these to interesting and varied study topics. They select appropriate materials, give clear explanations to the pupils and make good use of questioning to ensure that pupils contribute well to the lessons. They set challenging targets in terms of the quality of work expected from the pupils and this is rewarded with the high standards of attainment.

The teaching of science is co-ordinated very effectively by the headteacher. He provides good quality subject leadership based upon his own interest in the subject. The subject is monitored through teachers' plans and individual teachers receive good quality advice and guidance in planning their work. There is a very good range of equipment and materials to support science lessons. Teachers have received extensive in-house training to support their teaching of the subject. Science lessons typify the school's ethos of involvement, enjoyment in learning and good quality relationships.

Other Subjects or Courses

Art

Attainment in art is in line with national expectations at the end of both key stages and pupils make good progress across a range of skills. At the end of Key Stage 1 pupils have developed sound painting and drawing skills. They use satisfactory brushwork and can mix colours appropriately. Pupils are beginning to use the work of other artists to develop their own work or to explore media and materials imaginatively, for example, in their use of wet and dry crayons to create patterns.

By the end of Key Stage 2 pupils make satisfactory progress in developing their painting and drawing skills with some expressive work on water being produced early in the key stage. Some pupils at the end of the key stage produced above average observational drawings of tools following the visit of a working artist. However, throughout the key stage pupils' development of imaginative and expressive

art is limited.

Pupils throughout the school have positive attitudes to art. They enjoy their activities particularly when they have some freedom to experiment. Most pupils work hard in lessons both independently and co-operatively.

The quality of teaching in art is satisfactory. Teachers knowledge of most aspects of the subject is sound but further development is needed in increasing their knowledge and understanding of the work of other artists. Lessons are well planned to provide a range of opportunities and the limited space in classrooms is carefully organised. Resources are prepared well for lessons but pupils' opportunities to select and use from a range of tools and materials are limited. Teachers ensure that pupils with special educational needs receive appropriate additional support. The introduction of sketchbooks is making a positive impact on the standards of pupils' drawing at Key Stage 2. Expectations of most pupils are appropriate but pupils are insufficiently challenged to extend their creative ability.

A co-ordinator has recently been appointed and she is beginning to offer support and guidance to colleagues. A policy and scheme of work are in place but are due to be reviewed at the end of the year. This review should take account of the need to introduce a more balanced programme of art and to plan for pupils' development in year groups rather than in classes. Resources in art are satisfactory for the current programme but will require further development to support the introduction of the work of other artists and to widen the range of three-dimensional materials used.

Design and Technology

As a result of the timing of the inspection it was only possible to observe a small amount of work in design and technology. In the lessons observed pupils demonstrated good skills in designing decorations for pottery and in making model boats on which they tested various shapes of sail. Pupils' work on view around the school indicated skills in line with the nationally expected levels. In the small amount of work seen, they were making good progress in the development of their skills. They approached their work with interest and enjoyed their activities. They were able to shape and assemble models using a saw, scissors, card and wood. They could test their models to see if they fulfilled the required purpose. Examples of pupils' previous work indicate good levels of skill in both designing and making throughout the school.

Teachers' plans indicate that the school gives appropriate attention to design and technology. There is a scheme of work which provides for pupils to learn the skills involved in designing and making using a wide range of media. These include construction kits, textiles, food, card and wood. These are used within a structured programme of topics which are undertaken over a two-year rolling programme which takes account of the mixed age groups in the classes. Individual teachers' plans are well matched to the scheme of work and indicate that pupils undertake the required topics. The school has high quality sets of tools and equipment to support the subject. The subject is well planned and the co-ordinator has been effective in developing a programme of work, well matched to pupils' needs and the National Curriculum requirements and supported by appropriate resources.

In the small amount of work observed, good use was made of classroom support staff and particular attention was given to emphasising safety issues when using sharp tools.

Geography

In the one lesson seen at Key Stage 1 pupils were developing an appropriate understanding of the use of simple co-ordinates to locate places on a map and were extending their knowledge of the geography of the United Kingdom. Good use is also made of large scale maps for local studies and pupils show skills of interpretation and use of geographical enquiry.

At Key Stage 2 map skills are further developed along with the introduction of appropriate vocabulary which is a feature of the work. Physical geography includes the study of simple plate tectonics, earthquakes and volcanoes. By the end of the key stage pupils are confident in the use of an atlas and

can calculate bearings using a compass. The more able can extend the activity plotting routes for others to follow.

The majority of pupils make good progress in geography. At Key Stage 1 they show clear gains in knowledge and understanding and there is evidence of developing geographical skills and vocabulary. The local environment is used constructively. At Key Stage 2, a developing awareness of map reading and interpretation is evident. At the end of the key stage progress is good when the pupils, during a lesson using compasses, are able to set their own targets within a teacher structured situation. Pupils with special educational needs are appropriately supported and make good progress.

In both key stages the pupils' attitude to learning is usually good. At Key Stage 1 they are good self starters and the higher ability pupils are quite autonomous and confident. Pupils accept that they will not always get the answers right but are willing to persevere. At Key Stage 2 pupils behave appropriately and are attentive. They respond well and work conscientiously, making sensible contributions to class discussions. During a lesson relating to environmental issues they listened carefully to the facts before offering considered judgements of their own.

Teaching is never less than satisfactory and in the majority of lessons observed it was good. At Key Stage 1 planning is well thought out with practical activities giving a good framework for developing pupil knowledge. Good open ended questioning ensures full participation by all. At Key Stage 2 instructions precise and the pupils are well managed and kept alert. Lessons are appropriately structured and often supported by discussion which focuses on geographical terms. Relationships are positive and supportive enabling pupils of all abilities to progress well. Non-teaching assistants working in classrooms provide effective help for pupils throughout the school.

The geography curriculum meets National Curriculum requirements. The study of the local area is emphasised, and good comparisons are made with other areas both within the United Kingdom and beyond. Good use is made of educational visits. A useful scheme of work and policy document has been produced by the co-ordinator as well as guidance relating to training. There is a good range of easily accessible resources available to support all age groups. Work has started on developing the role of the co-ordinator to ensure effective monitoring of the subject.

History

By the end of both key stages pupils' attainment in history is in line with national expectations. At Key Stage 1 pupils, including those with special educational needs, develop a sense of chronology. They gain an understanding of the past realising how artefacts have helped us discover information. Younger pupils understand the difference between past and present as they contrast horse drawn canal barges to the boats with "engines" that we have today. Pupils at Key Stage 2 develop skills of enquiry in their study of topics such as transport. They are able to discuss the conditions and way of life of "navigators" as they constructed the canals. They are able to produce a pictorial time line about developments through history.

Pupils' progress is satisfactory at both key stages. Better progress is made when lessons are well structured, the teacher's subject knowledge is good and use is made of skilful questioning. Pupils with special educational needs make satisfactory progress but often need support in completing worksheets. Higher attaining pupils make slow progress when the work lacks challenge and purpose.

The majority of children listen attentively and contribute well to class discussions. Pupils are enthusiastic and enjoy the activities presented to them. They enjoy talking about what they have learnt. The younger pupils show an enthusiasm for exploring the past and respond eagerly in class discussion. Towards the end of Key Stage 2 good levels of interest are displayed by all pupils including those of lower attainment. Pupils work hard and sustain concentration within written tasks and show good standards of behaviour in response to teacher expectations.

Teaching is generally satisfactory across the key stages. In the better lessons teachers are confident in their subject knowledge and good use is made of probing questions which leads to high quality

discussion and enhanced understanding. Pupils are offered a variety of sources of evidence and are encouraged to use enquiry skills. For example, whilst studying Victorian railways, a variety of resources were presented to pupils including artefacts, time tables, maps, paintings and music. Good cross curricular links were made. Weaknesses are evident when the lessons lack pace, do not have clear objectives and do not fully challenge all pupils.

The co-ordinator fulfils her role effectively and the curriculum is well planned to meet national requirements. History is taught as part of a two year rolling programme and a scheme of work has been produced in consultation with staff. It does not, however, distinguish between pupils in different year groups within the same class. Good use is made of visits to historical sites and museums, library project loans are well used and there are good displays of artefacts. Links with the Education Business Partnership enhance provision. The subject is generally well resourced but library provision is inadequate and there is a need to build up a collection of artefacts belonging to the school. In both key stages, computers are insufficiently used to enable pupils to gain access to historical information and ideas.

Information Technology

Pupils' attainment in information technology at the end of both key stages is in line with national expectations in most aspects of the subject. By the end of Key Stage 1 pupils are able to use a keyboard to operate programmes and to navigate around the screen using the mouse. They use simple word processing skills, which are developed to an average standard. The skills of data handling and interpretation of information using graphs are in line with expectation at the end of the key stage. Some pupils can enter and store information in graphical form as part of their topics.

By the end of Key Stage 2 pupils use computers more confidently. They are able to use word processing skills to communicate information, and to produce charts and graphs from data. Many pupils are beginning to use graphics at a level appropriate to their age. Towards the end of the key stage pupils demonstrate that with support they can combine these skills to desktop publish a booklet, linked to a science topic.

Pupils in both key stages are making satisfactory progress in developing familiarity with the computer and using it for word processing and data handling. By the end of Key Stage 2 pupils have made a successful introduction to desktop publishing skills. Some more able pupils, however, are not building sufficiently on the skills they learn at home. Pupils at both key stages are making insufficient progress in using the computer independently in other subjects as a tool to support learning.

Pupils have positive attitudes to acquiring information technology skills. There is good co-operation and pupils behave responsibly when using the computer.

From the small sample of evidence seen during the inspection the quality of teaching is satisfactory. Appropriate programmes are chosen to link with current themes. Teachers' knowledge and understanding of the basic principles of information technology is sound. All are able to use the current range of graphics, word processing and data handling programmes adequately. They manage the computer and the printer satisfactorily. Expectations of pupils at both key stages are appropriate for most pupils. Teachers' planning is consistent and often reflects work in the current topic. Information technology usefully supported an investigation into forces by enabling pupils to record and analyse their observations appropriately. However, since plans often cover classes rather than year groups they do not always match the work to pupils' abilities. Records of pupils' coverage of the various skills are satisfactory but progress is not evaluated to inform curriculum planning.

The co-ordinator manages information technology adequately and has produced a policy and a scheme of work to give structure to the subject. The scheme of work contains too little guidance for less confident staff. Insufficient time is allocated to the co-ordinator to monitor progress or to support colleagues. With the support of parents the school has taken advantage of a supermarket scheme to ensure that there is an adequate supply of computers and printers to facilitate delivery of the National Curriculum.

Music

During the course of the inspection it was not possible to observe any lessons in Key Stage 1. By the end of Key Stage 2 most pupils make satisfactory progress and their attainment overall is in line with national expectation. They know and use terms such as melody, time and rhythm and can demonstrate their knowledge of the terms in the music that they produce. Pupils are tuneful and sustain a good level of melody using their voices or with instruments when involved in lessons or in assembly. Pupils are developing the ability to listen critically and can evaluate their own performance and that of a group. Many pupils receive coaching in recorder which has a positive affect on their attainment in music. Because of the way recorder is taught pupils are developing the ability to keep time and play by ear, however this is to the detriment of following musical notation. Nevertheless, a significant majority of pupils have a satisfactory understanding of fingering on the recorder in relation to the letter B, A, G, C.

Pupils have positive attitudes towards music and are prepared to practise to raise the standard of their performance. They work with interest and show obvious enjoyment of the subject. There is good co-operation between pupils when performing. This is particularly marked in singing and recorder playing at Key Stage 2. Pupils show initiative and readily organise themselves for musical lessons. The commitment that pupils show in lessons and extra-curricular musical activities has a positive effect on the standards they achieve.

The teaching of music is satisfactory across the school. In the best lessons time is used well, preparation is thorough and discipline is firm and fair. The co-ordinator is a skilled musician and as such teaches in classes other than his own. The co-ordinator has high expectations of the pupils and this promotes high standards in singing and playing the recorder. Lessons proceed at a lively pace and pupils respond positively to the teacher's high expectation to improve their musical performance.

There is a music policy and a scheme of work. The scheme of work is based on what classes should cover but is insufficiently detailed to give teachers guidance on how to plan to extend pupils' musical ability from one year to the next. Although music is taught regularly there is insufficient focus on ensuring that pupils gradually and systematically increase their ability to communicate their ideas in a written form or improvise and explore using sound to reflect mood and create effect. More detailed guidance in the scheme of work would also assist teachers to assess pupils' musical ability and to plan opportunities for pupils to make personal choices of musical media and technique.

The curriculum has been extended through visits to the Hallé Orchestra and it plans to include music in other areas of the curriculum, for example the Tudor Hit Parade in history. Pupils have the opportunity to perform both in school productions and church services.

Physical Education

Pupils attain well in physical education and, towards the end of both key stages, are attaining standards reflecting good progress against nationally established standards. For example, towards the end of Key Stage 1 they practise and improve their skills of throwing and catching, working alone and with a partner. They develop a good awareness of space, can link actions together in a sequence and recognise the effect of sustained energetic activity. Towards the end of Key Stage 2 pupils continue to demonstrate good levels of skill, recognising the level of their performance and working towards improving it. Despite the current cramped conditions in the hall, they make good progress in dance and gymnastics. Because of the timing of the inspection, the building programme and poor weather, it was not possible to observe any outdoor games lessons.

The quality of teaching in physical education is good throughout the school and reflects the interest and enthusiasm that the teachers have for the subject. Teachers plan their lessons well, provide good, clear instructions to the pupils and challenge them to improve their skills. Discipline in lessons is firm, fair and good humoured. Good use is made of praise to encourage pupils and support is provided for the less able ones. In dance lessons, good use is made of pre-recorded support material. At present the hall is too small and cramped and constrains the older pupils from engaging in sustained energetic activity. However, the school is addressing this in its current building programme.

Pupils respond with enthusiasm and interest in physical education lessons. They behave well, pay attention to instructions, work individually when required to do so and also co-operate well with each other. From the earliest stages they show considerable independence and maturity in getting changed and also take responsibility for the care and use of equipment.

The school has a well developed policy and scheme of work for physical education. This ensures that teachers have a clear idea of the range of activities and the progression in pupils' development appropriate for each year group. The scheme of work is reflected in individual teachers' plans which ensure that the pupils experience a well balanced programme of lessons in the subject.

The physical education programme available in the school is greatly enriched by a wide range of sporting activities provided after school by teaching and support staff and by other willing volunteers. These activities contribute to the strong family ethos of the school and make a most valuable contribution to pupils' social and cultural development.

PART C: INSPECTION DATA

Summary of inspection evidence

Prior to the inspection the inspection team studied a wide range of documentation relating to the school. This included the school's Prospectus, the school development plan, minutes of meetings, the staff handbook, curriculum documents and budgetary information. The headteacher completed and submitted the headteacher's form and his personal statement about the school. Statistical information was studied relating to the school's context and performance. The registered inspector and lay inspector met parents at the parents' meeting.

In the course of the inspection inspectors visited each class in the school between eight and nine times to observe lessons taught to mixed age groups of pupils. Lessons covered the core subjects of English, mathematics and science and the majority of the other subjects of the curriculum. The headteacher and staff provided samples of the pupils' work undertaken during the current academic year representing the work of pupils of different ages and levels of ability. Pupils' records and reports were examined, together with statements of special educational need and Individual Education Plans. Discussions were held with the headteacher, deputy head and staff, the school governors, parents and pupils. Fifteen percent of the pupils were heard read.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	162	5	21	13

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	27

Education support staff (YR - Y6)

Total number of education support staff	7
Total aggregate hours worked each week	101

[Primary and nursery schools]

Average class size:

32

FINANCIAL DATA

Financial year:

1996-7

	£
Total Income	229,419.00
Total Expenditure	224,831.00
Expenditure per pupil	1,379.33
Balance brought forward from previous year	13,603.00
Balance carried forward to next year	18,191.00

PARENTAL SURVEY

Number of questionnaires sent out:

121

Number of questionnaires returned:

69

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44.1	51.5	1.5	2.9	
I would find it easy to approach the school with questions or problems to do with my child(ren)	75.4	24.6			
The school handles complaints from parents well	36.4	51.5	12.1		
The school gives me a clear understanding of what is taught	27.5	65.2	4.3	1.4	1.4
The school keeps me well informed about my child(ren)'s progress	34.8	53.6	10.1	1.4	
The school enables my child(ren) to achieve a good standard of work	43.5	53.6	2.9		
The school encourages children to get involved in more than just their daily lessons	39.1	53.6	5.8	1.4	
I am satisfied with the work that my child(ren) is/are expected to do at home	31.9	59.4	5.8	2.9	
The school's values and attitudes have a positive effect on my child(ren)	56.5	42.0	1.4		
The school achieves high standards of good behaviour	58.8	41.2			
My child(ren) like(s) school	68.1	30.4	1.4		