

INSPECTION REPORT

Holy Saviour RC Primary School
Nelson

LEA area : Lancashire

Unique Reference Number : 119654

Headteacher : Mr D Armstrong

Reporting inspector : Mr R A Robinson
T13137

Dates of inspection : 5 - 8 October 1998

Under OFSTED contract number: 702770

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Voluntary Aided
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Holland Place Nelson Lancashire BB9 8ST
Telephone/Fax number :	01282 612319
Appropriate authority :	Governing Body
Name of chair of governors :	Rev. M Haworth
Date of previous inspection :	12 - 15 June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robert Robinson, RgI	Art	Attainment and progress
	Design and technology	Teaching
	Information technology	Efficiency of the school
	Physical education	Special educational needs
Sharon Scull, Lay Inspector	N/A	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Equal opportunities
Judith Clarke	English	Pupils' spiritual, moral, social and cultural development
	Under fives	
	Geography	Staffing, accommodation and learning resources
	History	
Paul Ingram	Mathematics	Curriculum and assessment
	Science	Leadership and management
	Music	

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MAIN FINDINGS

What the school does well

- The quality of teaching is good at both key stages and for children under the age of five, with some very good teaching seen throughout the school.
- Support staff are deployed effectively to assist pupils, including those with special educational needs.
- Most subjects are well taught and pupils make sound progress. Pupils, however, make good progress in science at Key Stage 2 where their attainments are above the national average. In information technology pupils are making good progress through the introduction of new high specification computers and good teaching.
- Children under the age of five make good progress in their personal and social development.
- The provision for pupils' spiritual, moral, social and cultural development is very good. There is a strongly felt caring atmosphere in which every individual is valued. Pupils of all ages have good attitudes to their work and they behave well.
- The leadership and management of the school are good. The headteacher provides strong leadership together with an effective staff who are well supported by a highly committed governing body.
- Very good day-to-day financial control and school administration exist allowing the headteacher to spend time in classrooms assisting pupils and staff.

Where the school has weaknesses

- The procedures for assessment and recording of pupils' progress throughout the school are unsatisfactory.
- The roles of the subject co-ordinators for the monitoring of pupils' attainment and progress are underdeveloped.
- The individual educational plans and the register for pupils with special educational needs do not provide sufficient information to enable the pupils' progress to be assessed adequately.
- Planning, schemes of work and records of previous work do not provide enough details to assist teachers in assessing pupils' attainments against the programmes of study and levels of the National Curriculum or the six areas of learning for children under the age of five.
- The pupils' annual reports are inconsistent and some do not explain clearly enough strengths and weaknesses in pupils' attainments and what might be done to improve the quality of their work.
- The governors' annual report to parents and the special educational needs policy have omissions and do not meet statutory requirements.
- Governors' planning for the use of finances is limited to the current year. They do not identify financial requirements for the future.
- Minutes of the committees of the governing body are not circulated to all members of the governing body.
- Pupils' progress is unsatisfactory in art and in design and technology because of the lack of schemes of work to assist teachers to plan more effectively for the systematic development of pupils' skills.
- The school has no arrangements for the mentoring of newly qualified and newly appointed teaching staff.

Holy Saviour RC Primary School is a good school with many strengths. The strengths outweigh the weaknesses. The weaknesses will, however, form the basis for the governors' action plan, which will be sent to parents or guardians of pupils at the school.

How the school has improved since the last inspection

Taking into account the significant changes in the teaching staff and in the senior management of the school, overall, the school has made satisfactory progress in addressing the weaknesses pointed out in the previous inspection in 1995.

Teachers are challenging effectively the higher-attaining pupils at Key Stage 2 through improvements in the planning, in new schemes of work, and through the good quality of teaching. The success of the initiatives are reflected in the results of the 1998 national tests for eleven-year-olds in which approximately one in five pupils attained the higher levels in English, mathematics and science.

The school has made sound progress in developing subject guidance which specifies what pupils should learn, and how it should be taught throughout the school.

Insufficient progress has been made in the assessment of pupils' progress and in the use of subject co-ordinators in the process.

Significant improvements have been made since the previous inspection to raise standards of attainment in information technology by the end of Key Stage 2; standards were described as low and teaching often weak, whereas pupils' attainments are now in line with national expectations. Pupils' progress and the quality of teaching of information technology are good

The quality of teaching has improved since the previous inspection; during the last inspection eight out of ten lessons were satisfactory or better with some inconsistencies at Key Stage 2; during this inspection all teaching was satisfactory or better and consistent throughout the school.

The school is now well placed to make further improvements and to meet its new targets.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1997 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key <i>well above average</i> <i>above average</i> <i>average</i> B <i>below average</i> C <i>well below average</i> D
C		C	
	C	C	
	A	A	

es

The school's performance in the National Curriculum test for eleven-year-olds in 1997 concurs with the results of the inspection findings, with the exception of science. Science was judged to be above average and this reflects differences in cohorts at the school. Pupils' attainments in information technology are in line with national expectations. Most children by the age of five exceed the standards expected for personal and social development and achieve the level expected of their age in the other areas of learning.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
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English	good	good	good
Mathematics	good	good	good
Science		good	good
Information technology		good	good
Other subjects		Satisfactory	Satisfactory

The quality of teaching is good. Twenty per cent of lessons observed were very good or better; 42 per cent were good and 38 per cent were satisfactory. No unsatisfactory teaching was seen during the inspection. The quality of teaching of children under the age of five is good in all the six areas of learning. The quality of teaching is good in English, mathematics, science, geography, information technology and physical education; the teaching of history and music is satisfactory. The teaching of art and design and technology is unsatisfactory as pupils make insufficient progress in these subjects; however, during the inspection the teaching in lessons observed, was satisfactory. In art and design and technology teachers do not have sufficient subject guidance to plan effectively a clear pathway of progression of skills building on pupils' prior experiences. The good quality of teaching observed during the inspection follows a period of significant changes in the teaching staff and management of the school.

The new members of staff are now established, though the impact of the good teaching of all the staff has not yet had sufficient time to have an effect on pupils' attainments by the end of both key stages.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour of pupils is good; members of staff have high expectations and pupils respond positively.
Attendance	Pupils' attendance is satisfactory; attendance rates are broadly in line with the national average. There is a very low rate of unauthorised absence.
Ethos*	There is a very strong ethos based on Christian principles. Parents, governors, headteacher and all staff are committed to providing a high standard of education for the pupils.
Leadership and management	Good leadership and management support fully the school's strong ethos.
Curriculum	The school provides a sound curriculum which is broad and balanced and supports strongly its Catholic foundation.
Pupils with special educational needs	Pupils with special educational needs make similar progress to other pupils relative to their prior attainment. They are taught well by both teachers and classroom assistants and they receive good support, particularly, in literacy and numeracy.
Spiritual, moral, social & cultural development	The provision for pupils' spiritual, social, moral and cultural development is very good overall; the provision for spiritual development of pupils is, however, excellent. This has an outstanding influence on the relationships within the school and the pupils' self awareness.
Staffing, resources and accommodation	These are sound. Staffing has recently undergone a period of extensive change though it is now stable. Members of support staff give very good support to pupils and teachers. The school is mainly adequately resourced with considerable recent input of high specification computers. The accommodation is adequate and well maintained.
Value for money	The school gives good value for money

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">· The school is a welcoming school.· Parents are encouraged to become involved with their children's education.· Parents' concerns are listened to.· The school is approachable.· Parents are kept well informed about what is taught.· Children achieve good standards of work.· The school encourages children to get involved in more than just their daily lessons.· The school's values have a positive effect on their children.· There are high standards of behaviour at the school.· The children enjoy going to school.	<ul style="list-style-type: none">· The preparation their children are given for the move between classes, particularly, from Key Stage 1 to Key Stage 2, is insufficient.· The information in the written annual progress reports is inconsistent between classes.

Inspectors' judgements support the parents' positive views. With regard to the parental concerns, the school makes suitable provision for all pupils to feel part of a whole-school community and suitable arrangements are made for the transfer into new classes. Parental concerns about the quality of the information in the pupils' annual reports are justified. The reports are variable in standard and many do not provide a clear picture of what children can do or need to do to improve.

KEY ISSUES FOR ACTION

In order to raise standards further the school should take the following measures:-

- Implement consistent effective assessment procedures to monitor individual pupils' attainment and progress to inform future planning by:
 - developing the roles of subject co-ordinators in the monitoring of pupils' attainments and progress (see paragraphs 54, 75, 121, 133, 144);
 - collating a school portfolio of assessed pupils' work to the National Curriculum criteria to assist teachers' judgements (see paragraphs 18, 54, 112, 144);
 - including specific aims in the individual education plans for pupils with special educational needs to enable progress to be effectively assessed (see paragraphs 44, 63);
 - maintaining a register of pupils with special educational needs which gives details to enable the pupils' progress to be monitored and provides information to enable the success of the school's policy to be judged (see paragraph 78);
 - linking learning objectives in the medium-term and short-term planning to programmes of study and levels of the National Curriculum (see paragraphs 43, 54; 121, 132);
 - planning assessment opportunities to inform future planning at the appropriate level of the National Curriculum and including this information in the schemes of work (see paragraphs 43, 54, 121, 132, 151);
 - linking assessment opportunities to the six areas of learning for the under fives as

described by Qualifications and Curriculum Authority and including this in planning documents (see paragraphs 54, 106);

- recording pupils' attainment and progress with reference to the programmes of study and levels of the National Curriculum, and, for the under fives, with reference to the six areas of learning (see paragraphs 37, 43, 54, 106, 121, 151);
- improving the consistency of the pupils' annual reports by using assessment information to explain clearly strengths and weaknesses in pupils' attainments and what might be done to improve the quality of pupils' work (see paragraph 70).

Fulfil all statutory requirements in respect of:

- information in the governing body's annual report to parents (see paragraph 79);
- the content of the special educational needs policy (see paragraph 78).

· In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- The development and implementation of schemes of work for art and design and technology to assist teachers to plan more effectively to effect improvements in pupils' progress (see paragraphs 26, 49, 157, 162).
- The circulation of the Minutes of committees to all members of the governing body prior to their next meeting to ensure all governors are fully informed (see paragraphs 77, 86).
- The improvement of the governing body's strategic planning by predicting the allocation of funds for at least the following two years based on expected pupil numbers, anticipated staffing costs and estimated funds (see paragraphs 76, 77, 86).
- The implementation of procedures for the mentoring of newly qualified and newly appointed teaching staff (see paragraph 81).

INTRODUCTION

Characteristics of the school

1. Holy Saviour Roman Catholic Primary School is situated on the north-eastern outskirts of Nelson and draws pupils from two local parishes. There is a mixed intake across the full economic range. A large percentage of the children attending the school live on the adjacent Reedyford Council Estate or in the older, traditional, closely terraced houses in Nelson; other children come from Barrowford village and the surrounding district and most live in good quality private housing. The school admission policy identifies an admission figure of 31 for each age group. Roman Catholic children have priority in the criteria for admission and pupils are admitted in the August before their fifth birthday. The children's attainment on entry is generally at the level expected of four-year-olds. The children under the age of five are taught together in a reception class. The school has 7 classrooms, a shared area in Key Stage 1 and a central hall. The accommodation in Key Stage 2 has been completely remodelled to provide four large classrooms. The school is set in large grounds, which has grassed areas and hard play areas.
2. There are 216 pupils on roll, 107 boys and 109 girls. Seventeen pupils come from homes where English is not the first language. Twenty-two pupils in reception class are under the age of five. Twenty-one per cent of the pupils are eligible for free school meals; this figure is about the national average. Twenty-two pupils are on the school's register of special educational needs and four of these have a Statement of Special Educational Need.
3. The staff has changed considerably in the past eighteen months. A new headteacher, deputy headteacher and three other teachers have joined the school during this time.
4. The school endeavours to build on and promote the foundation of the Catholic faith instigated in Baptism by parents. The school aims are:-
 - to provide a curriculum that will educate the whole child in an environment which encourages growth in understanding and in the acquisition of skills, attitudes and values;
 - to ensure that the pupils' experience of relationships has a formative and significant influence on their dealings with others in school, in the family and in the community while, at the same time, developing a respect for people of other faiths and cultures;
 - to integrate the pupils' intellectual, spiritual, moral, emotional, psychological, social and physical development through a balanced curriculum which sees God as the centre of the learning process inspiring the development of the whole child;
 - to help the pupils acknowledge that we are commanded to love God and love one another by encouraging the development of meaningful relationships in our school.
5. The key priorities for 1998 – 1999 are to be the development of the roles of the management team and the implementation of the literacy hour.

Key Indicators

6. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1997	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	9	12
	Girls	11	13	13
	Total	19	22	25
Percentage at NC Level 2 or above	School	68 (89)	79 (89)	89 (89)
	National	80 (78)	80 (79)	84 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	12	12	11
	Total	20	20	19
Percentage at NC Level 2 or above	School	71 (80)	71 (79)	68 (84)
	National	80 (79)	84 (82)	85 (84)

7. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1997	16	12	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	14
	Girls	9	7	8
	Total	17	15	22

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

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

Percentage at NC	School	61 (62)	54 (47)	79 (59)
Level 4 or above	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	9
	Girls	8	7	8
	Total	16	17	17
Percentage at NC Level 4 or above	School	57 (59)	61 (68)	61 (65)
	National	63 (60)	64 (60)	69 (65)

8.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised	School	6.3
Absence	National comparative data	5.6
Unauthorised	School	0.02
Absence	National comparative data	0.5

9. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

10. Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	20
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

11. Children's attainments on entry to the school are generally at the level expected of children of this age. Most children by the age of five achieve the desirable learning outcomes defined by the Qualifications and Curriculum Authority in language and literacy, mathematics, knowledge and understanding of the world, physical development, and creative development. In personal and social development the children exceed the expected standards by the age of five. Judgement of the children's attainments is based on their work at present, at the beginning of their time in the school, and the work of last year's under-fives children.

12. Children under the age of five make good progress in their personal and social development and sound progress in all their other areas of learning through the good quality of teaching. In personal development they gain an understanding of the school routines. Children respond well to staff and listen carefully to instructions. In language and literacy children talk about their work willingly. They learn to recognise their own name in print and most begin to write their name correctly. Children start reading simple texts, and handle books competently. In mathematics they count to fifteen with support from the teacher. They begin to construct block graphs to represent the colour of hair of children in the class. In knowledge and understanding of the world children develop an early understanding of science, design and technology, history, geography and information technology. In physical development they find different ways to move around a hoop, and use classroom equipment with increasing control. In creative development children begin to use paint expressively in their pictures. They act out stories they have heard and enjoyed. There is no variation in the progress of pupils of either gender, of different ethnicity or background.

13. The findings of the inspection are:-
 - by the end of both key stages pupils' attainments are in line with the national average in English, mathematics and information technology;
 - by the end of Key Stage 1 pupils' attainments in science are in line with the national average and above the national average by the end of Key Stage 2.

14. The results of the National Curriculum tests for seven-year-olds in 1997 show that:-
 - the performance of pupils in reading is well below the national average and below that of similar schools;
 - the percentage of pupils in reading attaining the level expected of their age and the higher levels was well below the national average;
 - the performance of pupils in writing is below the national average though average in comparison with similar schools;
 - the percentage of pupils in writing attaining the level expected of their age was in line with the national average; however, the percentage of pupils reaching the higher levels was below the national average;
 - the performance of the pupils in mathematics is in line with the national average and above when compared to schools with pupils from similar backgrounds;

- . the percentage of pupils in mathematics attaining the level expected of their age was above the national average of all schools; however, the percentage of pupils reaching the higher levels was below the national average.

15. The results of the teacher assessments for seven-year-olds in 1997 show:-

- . the percentage of pupils in science attaining the level expected of their age is well below the national average.

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The results of National Curriculum tests for eleven-year-olds in 1997 show that:-

- the performance of pupils in English was in line with the national average and similar when compared to schools with pupils of similar backgrounds;
- the percentage of pupils in English attaining the level expected of their age was in line with the national average; however, the percentage of pupils reaching the higher levels was below the national average;
- the performance of the pupils in mathematics was in line with the national average and similar when compared to schools with pupils from similar backgrounds;
- the percentage of pupils in mathematics attaining the level expected of their age was below the national average; however, the percentage of pupils reaching the higher levels was in line with the national average;
- the performance of pupils in science was well above the national average and well above that of pupils of similar backgrounds at other schools;
- the percentage of pupils in science attaining the level expected of their age was above the national average of all schools; however, the percentage of pupils attaining the higher levels was well above the national average.

17. In 1996 pupils' attainments in reading at Key Stage 1 were in line with the national average and above in writing. Taking the two years 1996 and 1997 national test results together show that reading, writing, and mathematics are in line with the national average. Trends for 1996 and 1997 show the performance of pupils at Key Stage 2 is in line with national average in English. Pupils' attainments improved slightly in mathematics to reach the national average in 1997, and standards in science exceeded the national average for both years. The school national test results for eleven-year-olds for 1998 show an improvement in the number of pupils attaining the level expected by the end of Key Stage 2 in English, mathematics and science although, as yet, there are no national figures for comparison.
18. The variations between the inspection findings and the national test results, and differences between the 1996 and 1997 results are a reflection of staffing changes in the 1996/1997 academic year. The new teachers at this time had limited guidance, in the form of schemes of work or a school portfolio of work to the criteria of the National Curriculum, to assist accurate assessments to be made. Schemes of work have been written recently to guide staff in all subjects except art and design and technology, though the school portfolio is still unsatisfactory and gives only limited help to teachers when assessing pupils' attainments.
19. The performance of boys and girls show no significant differences overall, though in reading at Key Stage 1 in the 1997 national tests, boys' attainments are slightly below that of the girls. In 1996 their attainments were similar to the national average for boys and girls. The school has made additional provision to encourage boys to improve their attainments; for example, a poet is to visit the school to read his poems in order to provide a good role model for the boys. This is part of an initiative by the school to raise the interest of all pupils in reading. Differences between the performance of boys and girls were not apparent during the inspection.
20. In English by the end of Key Stage 1 pupils speak clearly and confidently; for example, they talk about their reading books and express opinions about the books they enjoy reading. Pupils read confidently and the majority employ a range of strategies to decode difficult words. They use

capital letters and full stops appropriately and write neatly in a print style. They write for various purposes such as stories, poems and records of scientific investigations.

21. Pupils by the end of Key Stage 2 use their speaking and listening skills well; they present ideas in discussions in history and have an appropriate command of language to suit the subject being studied; they listen attentively to other pupils, their teachers and visitors to the school. Most pupils read fluently and with expression from a wide range of books. They know how to use a thesaurus to aid their writing. Pupils use imaginative and expressive language to improve their prose. They include a wide range of punctuation in their work and often spell complex words correctly.
22. In mathematics by the end of Key Stage 1 pupils add and subtract two digit numbers and realise the significance of zero. They interpret information from a block graph. Pupils use their number skills to find the total of simple shopping lists. Pupils by the end of Key Stage 2 use brackets and apply these to several stages of product including zero. They multiply and divide decimal numbers by ten or one-hundred. Pupils know angles as a measure of turning, and the mathematical language and meaning of acute, obtuse and reflex angles. They calculate the area of a rectangle by applying the formula. Pupils solve problems such as the area of complex buildings and rooms.
23. In science pupils by the end of Key Stage 1 recognise appliances which use electricity and know which common objects will conduct electricity and which act as insulators. They represent their choices of healthy foods in a simple diagrammatic form. Pupils by the end of Key Stage 2 predict changes in the size of shadows as the distance of the light source is changed. They classify living creatures and name the parts of their bodies correctly. They realise the need for a fair test in their investigations.
24. Literacy is used soundly across the curriculum. The opportunity to use writing in other subjects is good and it is very effective; for example, pupils research information on the CD-ROM and make notes to assist their scientific studies of small creatures. Pupils' numeracy skills of counting, measuring and estimating are effectively used in science; time lines are used in history and grids in geography. Information technology supports learning satisfactorily in other subjects ranging from obtaining information for history topics to improving the presentation of pupils' written work.
25. Pupils make satisfactory progress at Key Stage 1 and Key Stage 2 in English, mathematics, history, geography, music and physical education. They make satisfactory progress at Key Stage 1 in science and good progress at Key Stage 2. In information technology pupils make good progress at both key stages; this is the result of the implementation of a new scheme of work, re-equipment with high specification computers and good teaching.
26. Pupils' progress is unsatisfactory throughout the school in art and in design and technology; no schemes of work are available to guide teachers in their planning to ensure a systematic development of pupils' skills.
27. There is no variation in the progress of pupils of either gender or of different ethnicity. Pupils with special educational needs make similar progress to other pupils relative to their prior attainment as a result of the good support they receive from teachers and classroom assistants. The overall sound progress of pupils throughout the school is the result of the good quality of teaching and the provision for pupils' spiritual, moral, social and cultural development linked to

the recent introduction of schemes of work in most subjects to assist teachers in their planning. However, the weaknesses in the procedures for the assessment of pupils' progress restrict further improvements in progress.

28. Assessment and the involvement of the subject co-ordinators to monitor effectively pupils' attainment and progress were highlighted as key issues in the previous inspection report; the school has made insufficient progress in addressing these issues. Significant improvements have been made since the previous inspection to improve standards of attainment in information technology by the end of Key Stage 2; standards were described as low and teaching often weak, whereas pupils' attainments are now in line with national expectations. Pupils' progress and the quality of teaching of information technology are now good. A further key issue in the previous report stated that the staff should improve standards by planning more activities which fully challenge the able pupils at Key Stage 2. The school has improved its schemes of work which give further opportunities for the higher-attaining pupils. Planning often includes extension activities for these pupils. The success of the initiatives are reflected in the results of the 1998 national tests for eleven-year-olds in which approximately one in five pupils attained the higher levels in English, mathematics and science.

Attitudes, behaviour and personal development

29. Pupils' attitudes to learning throughout the school are good. The children who are under five have good attitudes to school. They settle well into the life of the school and relate well to the adults and with one another. They listen carefully to instructions and their behaviour is of a high standard. The children concentrate on their tasks for an appropriate length of time. They develop their independence and confidence; for example, they undress themselves for physical education lessons and replace equipment sensibly at the end of lessons.
30. At both key stages pupils work with enthusiasm, concentrate well and listen attentively. Pupils settle quickly to their work and they are eager to contribute in question and answer sessions. At Year 6, pupils show commitment to their studies and they regularly give time during lunch breaks to complete work. Pupils with special educational needs respond well to additional support. These good attitudes contribute positively to pupils' progress.
31. Standards of behaviour throughout the school are good. Pupils are polite and courteous. They hold doors open for one another and they greet visitors cheerfully. Their behaviour at the Harvest Mass held during the inspection was exemplary. Pupils usually behave well in class and they know and follow school rules. Behaviour at lunchtimes is good and pupils of all backgrounds play together harmoniously. Bullying is not a current problem within the school and there have been no recent exclusions. Pupils respect property and they handle books and equipment carefully.
32. Members of staff are caring and relationships within the school are good. Pupils show respect for their teachers and for one another. In class pupils listen patiently to the views of others and work together effectively in pairs when required. Pupils are concerned for the needs of others and they support their friends sensitively when they are upset. In physical education lessons pupils form working groups irrespective of gender or race.
33. The personal development of pupils is good. In all classes pupils collect registers and help distribute books and equipment. Pupils at Year 6 are monitors; they tidy classrooms and prepare the hall for assemblies. All these duties are carried out willingly and conscientiously. Older pupils act maturely and volunteer to play with younger children at break times. Pupils'

participation in a wide range of extra-curricular activities and the many links with the church and parish also contribute positively to pupils' personal development.

Attendance

34. Attendance rates are satisfactory and they are broadly in line with national averages. There is a very low rate of unauthorised absence. Generally pupils are punctual and a prompt start is made to lessons. A small number of pupils arrive late but they are integrated into sessions with minimal disruption. The school is working effectively with parents to improve punctuality. Pupils return quickly into school from the playground and no time is lost in lessons.
35. Registration is carried out quickly and efficiently in accordance with legal requirements. Absence rates are reported in the prospectus and in the governors' annual report to parents. Pupils' regular and punctual attendance has a positive impact on their learning.

QUALITY OF EDUCATION PROVIDED

Teaching

36. The quality of teaching is good overall throughout the school. The quality of teaching is excellent in 1 per cent of lessons seen, very good in 19 per cent, good in 42 per cent and satisfactory in 38 per cent. The quality of teaching is good at both key stages and in the under-fives class. No unsatisfactory teaching was observed.
37. Teachers' knowledge and understanding is good; they question and explain well. They expect high standards of work and behaviour. Short-term planning is sound, though it is rarely linked to the programmes of study and levels of the National Curriculum. Teachers use effective teaching methods to extend pupils' skills. However, the consistency of assessment, the recording of pupils' attainments and the use of the information gained is unsatisfactory overall.
- 38.

The quality of teaching of children under the age of five is good. It is often very good and, occasionally, excellent. Members of the staff have a good understanding of the needs of this age group; they are patient and consistent with the children; they have high expectations of pupils' behaviour and work. Planning is effective with good opportunities for the children to develop their use of literacy and numeracy across the curriculum. Members of staff are well organised and classroom management is good. There is a high pace of learning in most lessons with an emphasis on the learning objectives. Members of the staff show the children how to use the good selection of equipment and resources available to assist the children's learning. The children are encouraged to tidy up and look after the classroom equipment. The class teacher has a clear view of each child's progress in practice through observations and uses this information to plan what to teach next; however, this information is not recorded against the desirable learning outcomes to provide other teachers with a clear view of children's progress.

39. At Key Stage 1 and Key Stage 2 the quality of teaching is good. About two out of ten lessons are very good, four out of ten lessons are good and a similar number are satisfactory. The teaching of English, mathematics, science, geography, information technology and physical education is good; the teaching of history and music is satisfactory. The teaching of art and design and technology is unsatisfactory as pupils make insufficient progress in these subjects; however during the inspection the teaching in lessons observed, was satisfactory. In art and design and technology teachers do not have sufficient subject guidance to plan effectively a clear pathway of progression of skills building on pupils' prior experiences. The teaching of literacy and numeracy is effective.
40. In lessons with very good features teachers have a very good knowledge and understanding of the subject and the ability to put over the knowledge most effectively to enable pupils to make good progress. They have high expectations of good standards of work and behaviour, which are achieved. The effective structure of the lesson leads to a very good pace of learning.
41. In lessons with good features teachers' questioning techniques explore pupils' knowledge and develop their understanding. Lessons are planned to make good use of literacy and numeracy skills; for example, numeracy was used well in a science lesson to count items of food in a lesson at Year 1. Teachers organise lessons to start with a whole-class explanation followed by the activity and concluded with a question and answer session to consolidate learning. Teaching and support staff work closely together to enable pupils with special educational needs to do similar work to other pupils whether in classrooms or when in a withdrawal group. There are good relationships with the pupils and they are actively encouraged to improve their work. Resources are used well with textbooks being supplemented by work sheets and other teaching aids as necessary.
42. In lessons with satisfactory features teachers have a sound knowledge and understanding. Planning is effective though is not linked to the programmes of study and levels of the National Curriculum. Teachers use class responses to questions to assess immediately the effectiveness of their teaching. Homework consolidates learning at school and is used to practise reading and the learning of spellings and tables.
43. Teachers mark and correct pupils' work conscientiously though often miss opportunities, particularly with older pupils, to add comments which will assist future learning. Teachers do not have ongoing day-to-day consistent records to help guide them as to what next to teach and to

determine what has previously been taught. Planning is not directly linked to the programmes of study and levels of the National Curriculum and assessment opportunities are not sufficiently detailed in the schemes of work.

44. Teachers have equal and high expectations of all pupils, including those with special educational needs. Pupils with special educational needs are well supported by teachers and classroom assistants. The quality of teaching is good whether inside or outside the classroom. Teachers and support staff have good relationships with the pupils. Careful account is taken of their needs identified in their individual educational plans, though most individual educational plans are too general and do not include specific aims to enable progress to be effectively assessed.
45. Teachers have made a good start in implementing the National Literacy Strategy. All classes spend an hour each day on literacy. The school is making good progress in planning the implementation of the National Numeracy Initiative and teachers are including many features of the numeracy hour in their teaching and evaluating the effects of the changes.
46. The quality of teaching has improved since the previous inspection. At that time the quality of teaching was judged to be satisfactory or better in more than eight out of ten lessons with some inconsistencies at Key Stage 2. Significant improvements have been made in the teaching of information technology since the previous inspection when it was described as weak; it is now judged to be good. The school has experienced a significant change of staffing during 1996 and 1997. The new staff are now established and the quality of teaching was good amongst all staff during the inspection. This improvement in the quality of teaching and the established staffing gives the school the capacity to improve further pupils' attainments by the end of both key stages.

The curriculum and assessment

47. The school provides a broad and balanced curriculum, which supports strongly its Catholic ethos. The school curriculum policy provides for compliance with current requirements of the programmes of study of the National Curriculum in English, mathematics, science, information technology, swimming and other subjects of the National Curriculum.
48. The children under the age of five receive a broad and balanced curriculum which contributes to the good progress made in personal and social development and the sound progress made in the other areas of learning defined by the Qualifications and Curriculum Authority. This curriculum successfully guides the children into the lower levels of the National Curriculum.
49. Time allocations for subjects are appropriate at Key Stage 1 and Key Stage 2 with the curriculum taught at Key Stage 1 in cross-curricular themes, apart from in English and mathematics which are taught separately. All subjects of the National Curriculum are taught separately at Key Stage 2. Sound progress has been made in planning and implementing the

National Literacy Strategy which has proper timetable provision. The whole school environment encourages the use of words. Appropriate initial steps are being taken in mathematics in the successful development of number work in anticipation of a national numeracy strategy. Measurements and graphical work in science, number lines in history and using grids in geography give good support to a whole-school approach to number work. The school has implemented recently an information technology policy and a scheme of work which provide good guidance for teachers. All subjects have schemes of work apart from in art and in design and technology. The lack of schemes of work in these two subjects gives rise to unsatisfactory progression of skills' development. The homework policy ensures that suitable homework is set at Years 5 and Year 6 in English and mathematics and that reading books are taken home regularly at both key stages. Some topics in mathematics are now being taught at an earlier stage than previously. This creates more time to deal with other aspects of mathematics at Year 6 and increases the challenge to higher-attaining pupils. Planning throughout the school provides a clear pathway of development of individuals' learning in all subjects, except for in art and in design and technology.

50. The school's personal and social education policy complements its behaviour policy in ensuring high standards of pupil behaviour and reinforces the school ethos of the unique importance of every child. Sex education, drugs awareness and health education are dealt with in a sensitive way as part of the science curriculum.
51. The comparatively small number of pupils with special educational needs follow the same courses and topics as all the other pupils and remain in class for most lessons. This is successful because of the high quality of support staff who ensure that similar topics are studied either in class or on the small number of occasions when pupils are taught separately.
52. All pupils have full access to the curriculum. Girls and boys sit together in classes taking part equally in all games and pupils from ethnic minority groups are respected members of the school who follow the full curriculum aided by language support if this is required.
- 53.

The extra-curricular provision of the school is good. The wide range of sporting activities includes football for all pupils, cross country, netball, swimming and rounders. Pupils take part in competitive sport against other schools. Pupils are involved in line and country dancing, chess, mathematics club, choir, and recorder work. The school music supports services in church at Christmas and Easter time and in special services in school.

54.

are made. Samples of pupils' work are kept, including samples of work in English, mathematics and science, test results and a copy of pupils' annual reports. However, there is no collation of a school portfolio of assessed pupils' work to criteria of the National Curriculum to assist teachers' judgements. Pupils' attainment and progress are not recorded with reference to either the programmes of study and levels of the National Curriculum, or to the six areas of learning as defined by the Qualification and Curriculum Authority. Learning objectives are rarely linked in the medium-term and short-term planning either to programmes of study and levels of the National Curriculum or the areas of learning for the children under the age of five. Assessment opportunities are not planned to inform future planning at the appropriate level of the National Curriculum and are not included in schemes of work. Subject co-ordinators are not sufficiently involved in the monitoring of pupils' progress. The development of the monitoring and assessment of the curriculum is recognised in the school development plan for 1998/1999.

55.

The previous inspection highlighted the need in the key issues for action to put in place a clear and detailed scheme of assessment through which pupils' progress can be effectively and consistently monitored. The school has made insufficient progress since the previous inspection addressing this issue. It is, however, seen as a priority by the school and the school development plan recognises the need to improve this year the monitoring and assessment of the curriculum. The school has made sound progress in developing subject guidance that specifies what pupils should learn, and how it should be taught throughout the school. Subject guidance is available for all areas of the curriculum except in art and in design and technology. The schemes of work for art and for design and technology are planned to be written this year. The school is now well placed to effect improvements in assessment and to maintain and improve subject guidance for teachers.

Pupils' spiritual, moral, social and cultural development

56.

The school's provision for the pupil's spiritual, moral, social and cultural development is very good overall. There exists, within the school, a strongly felt atmosphere in which every individual is valued and there is a positive and caring ethos. This has a positive effect on pupils' progress, their behaviour, personal development, and attitudes to work. Parents, including those with children under the age of five, actively support the provision the school makes for their children's spiritual, moral, social and cultural development.

57.

The provision for the pupils' spiritual development is excellent. During the acts of collective worship, the effective use of music encourages a calm atmosphere as pupils enter and leave the hall reverently. The Roman Catholic tradition within the school is strong and the school is considered by the parish priest to be the 'jewel in the crown' of the parish. All the pupils are valued in the eyes of the adults in the parish and the comment by the parish priest that 'God does not make rubbish' enhances the value of each individual in the school community. The pupils often lead prayers and there are good opportunities for the pupils to think about themselves and others. The school makes good use of cross-curricular links to develop and extend the pupils' own spirituality; this was seen in the older pupils' poetry work. Acts of

collective worship meet statutory requirements.

58. The provision for the pupils' moral development is very good. The pupils are taught how to distinguish right from wrong and their behaviour in and around the school reflects the high standard of moral development promoted. Even the youngest children in the reception class have a clear understanding of what constitutes acceptable and unacceptable behaviour. School rules are displayed clearly around the school and, indeed, in some classes there are class rules. Members of staff set a good example in their relationships with one another and with pupils. There is a strong school ethos, supported by all staff, that pupils take responsibility for, and develop an understanding of, the consequences of their own actions. The parents at the parents' meeting commented on the good behaviour of the pupils and their respect for members of staff and the respect that the pupils were taught to have for their own and others' property.
59. The provision for the pupils' social development is good. Pupils contribute to the life of the school. They are pleased to help in class giving out and tidying away resources; in some classes this is formalised and there are helpers for the week. The older pupils in Year 6 take on school responsibilities as they help with chairs for assemblies, collect class registers and assist the younger pupils during wet playtimes. Pupils have good relationships with one another, and view all their colleagues as part of the wide Catholic family. Each year the school supports a wide range of charities and, during the Harvest celebrations, the pupils donated a considerable amount of produce, which was then distributed around the parish.
60. The provision for the pupils' cultural development is satisfactory. Pupils are given the opportunity to learn about their own and other cultures. This is clearly demonstrated in the curriculum in geography, history, music, and art. Pupils learn about life in St Lucia in geography and the Vikings, Romans, Ancient Greeks, the Aztecs, the Elizabethans, and the Victorians in their history lessons. A range of artists including, Van Gogh, Delauney and Klee are studied, and the music of Andrew Lloyd Weber and Bach is appreciated. A wide range of extra-curricular activities is provided in which pupils can participate; these are well supported and enjoyed by pupils. There are a large number of pupils within the family of the school who come from a range of different cultural heritages and this vital resource is at present underused.
61. The previous inspection found the provision for pupils' spiritual, moral, social and cultural development to be good. Improvements have taken place through the continued emphasis on this aspect of the school's work by parents, staff, governors and clergy. The school has the capacity to maintain the high standards and to further improve the provision for pupils' cultural development.

Support, guidance and pupils' welfare

62. The school provides a welcoming and caring environment in which pupils feel happy and secure. Members of staff know their pupils well and relationships are good. Pupils are confident enough to approach adults with any concerns and they receive effective and sensitive guidance. Although the layout of the building does not lend itself to pupils mixing easily, teachers ensure that all pupils feel a part of the whole-school community. Pupils of all ages worship together and shared meal times provide suitable opportunities for them all to be a part of the school family. Parents report that their children are happy and enjoy coming to school.
63. Procedures for monitoring pupils' personal development are satisfactory. The support of staff ensures the pupils develop confidence; members of the teaching and support staff know their pupils well. The school is a caring and friendly environment where pupils feel happy and secure. The procedures for monitoring pupils' progress are unsatisfactory overall. There is regular dialogue in daily lessons between pupils and teachers about completed work; however, procedures for the assessment of pupils' progress are unsatisfactory. Pupils with special

educational needs are well supported. There are sound procedures for the early identification of pupils with special educational needs and regular reviews are held to monitor their progress; work targets in individual education plans are, however, not always detailed enough or linked to specific needs to assess adequately pupils' progress.

64. Children under the age of five receive a high level of care. There are opportunities for parents and children to visit the school before entry and they soon become familiar with their new surroundings. As pupils progress through the school, members of staff make suitable arrangements for children transferring into new classes. There is good liaison with the local Roman Catholic high school, which eases the transition to secondary education. Pupils attend 'experience days' at their chosen schools and appropriate records are transferred.
65. There are effective procedures in place for monitoring and promoting discipline and good behaviour. Members of staff have high expectations of pupils' behaviour and children respond positively. Parents report that they are pleased with the standards of behaviour within the school. There is a suitable system of rewards and pupils' achievements are celebrated at fortnightly awards' assemblies. Any incidents of inappropriate behaviour are dealt with calmly and effectively. Although bullying is not a current concern the school has suitable procedures to deal with any cases that might arise.
66. Arrangements for monitoring pupils' attendance are satisfactory. The school works closely and effectively with parents to encourage regular and punctual attendance. The educational social worker liaises with the school and gives extra support to pupils and their families. Child protection procedures are good and there are suitable links with specialist agencies.
67. There are good systems in place to promote pupils' health and safety. First aid arrangements are good and parents are alerted quickly if their child becomes ill during the school day. Pupils with medical problems are dealt with very sensitively and caring welfare staff supervise children well at lunchtimes. Safe practices within lessons are emphasised and regular safety talks are arranged for pupils.

Partnership with parents and the community

68. Parents make a positive contribution to the life of the school. An active Parents' and Teachers' Association holds well-supported fund raising events. Several parents help in classrooms and this has a beneficial effect on pupils' learning. Parents report that they find staff approachable and they are made to feel welcome in the school.
69. The majority of parents are effectively involved in their children's education. They are encouraged to support their children with homework tasks, including reading. Parents' evenings to discuss their children's progress are well attended, but parents know that they are welcome to contact the school at other times with any concerns. A recent curriculum evening was arranged to give parents details about the new literacy strategy but this was not well attended. Parents of pupils with special educational needs are invited to reviews of progress, though the contents of their children's individual education plans are not formally shared with them. A meeting is held for new parents and they are given useful activity boxes to complete at home with their children.
70. Information for parents is satisfactory. The prospectus is detailed and informative but there are several omissions in the governors' annual report to parents. Regular, well-presented, bulletins provide details of forthcoming activities and events and information for new parents is very good. Parents are given suitable information about the forthcoming class topics. The

quality of pupils' end of year reports is inconsistent; while some give good insights into progress, others do not explain strengths and weaknesses in pupils' attainments clearly enough and what might be done to improve the quality of work.

71. There are satisfactory community links and close ties with the church. Children's masses are celebrated regularly and special services are held in church. Pupils collect harvest gifts to distribute to local senior citizens and they support several charitable collections. There are good links with local nursery schools which the majority of children have attended and older pupils take part in chess and sporting competitions at the nearby Roman Catholic high school.
72. A number of pupils have visited the local heritage centre as part of historical studies and geographical trails have been completed in the immediate area. A successful link has been established with the local education business partnership. This funded visits for pupils to a theatre to study the Victorian building and to take part in drama workshops. All of these links provide valuable, additional, learning experiences for pupils, which enhance the curriculum.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

73. Good leadership and management support fully the strong ethos of the school which is based on Christian principles. The senior management team is effective and has been recently re-organised. Within the senior management team the headteacher provides strong leadership. The headteacher has a clear vision and realistic aims for the future development of the school based on sound knowledge of its strengths and weaknesses. These aims are supported strongly by parents.
74. The deputy headteacher, as Key Stage 1 co-ordinator, and the Key Stage 2 co-ordinator bring a collective approach to planning for curriculum development. This planning recognises the importance of individual children within a secure, caring environment and of raising attainment and the personal skills of pupils. Policies and schemes of work have been implemented successfully during the last twelve months in all curriculum areas apart from in art and in design and technology. Standards of attainment show an improvement recently in the number of pupils attaining the expected levels of the National Curriculum by the end of Key Stage 2 in English, mathematics and science.
75. All job descriptions are in place for members of staff. The effectiveness of the curriculum co-ordinators in the monitoring and evaluation of the teaching in their subjects is unsatisfactory due to the lack of effective monitoring procedures for pupils' attainment and progress.
76. The school development plan is relevant to the needs of the school and covers all subjects and the management of the school. It contains details of costings and time-scale though it does not include plans for future years.
77. The governing body is kept well informed about the working of the school and, in particular, has received reports recently on the school's provision for reading skills and mathematics. It has committees which work closely with the main governing body. Minutes are produced for all committee meetings, though these minutes are not circulated to all members of the governing body. Governors are highly committed to the work of the school, and governors, headteacher, staff and parents work together for the benefit of the pupils. The governing body has every confidence in the senior management of the school. Governors do not predict the allocation of funds for the future based on expected pupil numbers, anticipated staffing costs and estimated funds, and this a restriction on their role in terms of strategic planning. The school has governors responsible both for special educational needs and for literacy.
78. The special educational needs policy does not meet statutory requirements. It lacks basic information on admission arrangements, criteria for the success of the policy, complaints procedures, information about in-service training and links with other agencies. The register of pupils with special educational needs gives limited information to enable the pupils' progress to be monitored and to provide information to enable the success of the school's policy to be judged. However, provision for pupils with special education needs is, in practice, sound because of the high quality of support they receive from classroom assistants, teachers, the special educational needs co-ordinator and the headteacher.

79. The governors' annual report to parents does not meet all statutory requirements. Details of terms of office of governors, progress of the OFSTED action plan, the address of the clerk to the governors, information about the election of the parent governor, school security, sport, arrangements for pupils with disabilities, and professional development of staff are all omitted.
80. Apart from changes in the senior management team the school has had a significant number of changes to teaching members of staff since the previous inspection. Taking these factors into account the school has made sound progress, overall, in the implementation of the key issues for action highlighted in the previous report. The school has been effective in improving standards in information technology and challenging the higher-attaining pupils at Key Stage 2. Adequate subject guidance has been written for all areas of the National Curriculum except for in art and in design and technology. Since the last inspection, however, insufficient progress has been made in putting in place effective assessment procedures and developing the role of the co-ordinators to monitor pupils' attainments and progress. The conscientious and capable senior management team and staff are well-supported by pupils, parents and governors. There is a determination within the school to improve standards of pupils' attainments. The school is well placed to move forward positively.

Staffing, accommodation and learning resources

81. Teaching quality is enhanced by the qualifications and training of all teaching staff and the dedication and commitment they bring to the classroom. The school has just come through a period of substantial change in the teaching staff team and this has had an unsettling impact upon the continuity of provision within the school. The situation has now been stabilised and the school has the capacity to move forward very effectively to maintain and improve pupils' progress. There are sufficient teachers for the numbers of pupils at the school. There is a balance of experienced and recently qualified teachers. They all have sufficient expertise to teach all the subjects of the National Curriculum and the appropriate curriculum for the children who are under five. Teachers have additional responsibilities and there is a thorough staff handbook to guide them. There is no arrangement for the mentoring of newly qualified and newly appointed teaching staff. The school has not recently been involved in any initial teacher training schemes.
82. There is good provision of educational support staffs who enhance and assist learning for all pupils, including those with special educational needs. All support staff play a significant part in the life of the school, with the efficiency of the office and caretaking staff being appreciated by all.
83. Appraisal of staff is linked effectively to curriculum co-ordination and staff development. Members of staff have regular meetings with the headteacher to discuss targets for their curriculum area and their personal development. The professional development of all staff is given a very high priority by the headteacher and is closely linked to the school development plan.
84. The accommodation is adequate for the numbers on roll and is well maintained. Considerable internal work has recently completed which has enhanced the learning environment for the pupils. The classrooms are spacious, though the numbers of pupils in some classes are high; for example, most classes at Key Stage 2 are of over thirty pupils with one class of 38 pupils. There is no available space in the school to enable a reduction in class sizes. The teachers, part-time teachers, classroom assistants and the headteacher are supporting the very

large class groups effectively to ensure the pupils are making suitable progress in their learning. The children in the reception class, who are under five, have a pleasant area just outside the classroom for role-play and for structured play. They have also access to a large covered area for play activities. A large playground and a pleasant grassed area with trees provide good provision for outdoor play and physical education. The school hall has a number of functions: it is used for assemblies, physical education lessons and as a dining room at lunchtimes. The school has attractive displays of pupils' work which are very effective in promoting a warm and welcoming atmosphere.

85. The school has satisfactory and sufficient resources which are used effectively to support pupils' learning. In information technology the school has recently bought a large number of new computers to enhance the provision in this vital area of the curriculum. The school has spent a considerable amount of money in purchasing new books to support the National Literacy Strategy. There is a good range of quality equipment for the children who are under five that enhances all the six areas of their learning. There are libraries for both key stages. The school is aware already of the need to improve and replenish the reference library at Key Stage 2 and the structured reading-scheme books at Key Stage 2. The books in the Key Stage 1 library are sufficient. The sound provision of learning resources and adequacy of the accommodation positively support teaching and learning.

The efficiency of the school

86. Financial planning is generally satisfactory. The governing body works through a finance committee which monitors closely the current year's finances. The committee keeps the governing body informed through oral reports; Minutes of its meetings are available at the school but they are not circulated to the governors either before or after the governing body's meetings. The school is clear about its priorities for 1998–1999 though these short-term objectives are not linked sufficiently to medium-term or long-term planning. The school has a large financial reserve brought forward from previous years; the governing body has plans to allocate the money during 1998 and 1999 for staffing, resources and building repairs. The school development plan states the financial requirements for the curriculum and school improvement over the current year, though it does not identify future needs or identify success criteria for initiatives.
87. Grants for staff development are allocated soundly. They are monitored effectively by the head teacher. Funding for pupils with special educational needs is spent appropriately to give these pupils effective help from support staff, class teachers and the headteacher. The school has provided sufficient resources to meet the costs of the school's literacy initiatives and these resources are being used effectively.
88. The school deploys its teachers effectively to year group classes. The deployment of educational support staff is very effective, as are staffing arrangements for curriculum organisation. The accommodation is used well. Pupils' attainments in the large classes have been maintained through support from the class teachers, classroom assistants, a part-time teacher, the special needs co-ordinator and the headteacher. Resources are used effectively throughout the school to assist teaching and learning.
89. Day-to-day financial control and school administration are very good and enable the headteacher to concentrate on the central purposes of the school: teaching and learning. Finances are kept in good order and the minor recommendations of the latest audit by the local education authority have been fully enacted.
90. There are significant strengths in the teaching, pupils' attitudes and behaviour, the provision for the spiritual, moral, social and cultural development of pupils and the management of the school. In relation to the educational standards achieved by the pupils, the quality of

education provided, and the effectiveness with which resources of staffing, accommodation and learning resources are used, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91. The majority of children enter the reception class with attainment that is generally in line with that expected of children of this age. Most children by the time they are five have achieved the desirable learning outcomes in the six areas of learning defined by the Qualifications and Curriculum Authority for young children and are working in the lower levels of the National Curriculum; in personal and social development, however, most children exceed the standards expected by the time they are five. The judgement of the children's attainment is based upon their current work and a scrutiny of the work of the last year's reception children who are now in Year 1. The children attend school full time from the August in the year that they will become five. They are taught by an experienced and well-qualified teacher who is well supported by a full-time nursery nurse in the reception class. Almost all of the children have attended a nursery prior to entering the school. At the time of the inspection there were twenty-two children under the age of five.
92. In personal and social education by the time they are five most children exceed the standards expected for this area of learning; the children make good progress. The children understand and follow the school routines; for example, they line up in the classroom and walk sensibly into the school hall in single file. The children understand the need to wash their hands when they have been to the toilet. When helping themselves to their milk and snack-time fruit and biscuit they do so in a mature way. They undress themselves for physical education and drama lessons and, given some help with shirt buttons and shoes, manage well. They fold their clothes tidily and put on their own shirts and shorts. The children, when looking at artefacts from the past, wait their turn and treat the objects with care and respect. They tidy up the classroom at the end of a session replacing the equipment sensibly. They talk to each other and form friendships. The children respond well to the teacher and support staff and listen carefully to what they have to say.
93. The teaching of personal and social education is good. Members of the staff are patient and consistent with the children. They show a great deal of care and concern for all the children. The teacher ensures that the children know the school and class rules so that the children know exactly what is expected of them. The result is a calm working environment in which the children feel happy and secure. The teacher and nursery nurse are very good role models for the children; they are unfailingly polite to the children and set them a very good example. The children are actively encouraged to be independent by the class teacher and she helps and supports them as they strive for this goal.
94. In language and literacy by the time they are five most children attain standards that are in line with those expected for this area of learning; the children make satisfactory progress. They talk willingly about what they are doing and take part in the discussion about artefacts from the past. The children talk about the fishes in the water tray and describe the mathematical shapes on their work sheet. They listen carefully to instructions, stories and rhymes. They enjoy listening to the story of 'The Bear Hunt' and can recall and recount what comes next.
95. The children handle books competently and by the age of five most children can read simple texts. They recognise their own name in print and most children can write their own name and copy a list of five words from the whiteboard. Their letter formation is developing well. The children are encouraged to be aware of letter sounds and they are beginning to recognise frequently used words. The majority of children now in Year 1 could write simple sentences by the time they were five and had developed their pencil control appropriately.
96. The teaching of language and literacy is good. The teacher has a good knowledge and

understanding of enhancing children's progress in literacy; she takes every opportunity to develop their reading skills and gives ample opportunities for writing across all the areas of the curriculum. The staff all work hard to develop and extend the children's language skills and no opportunities are lost in discussing work and play. The children recognise that snowstorm starts with the letter 's' and that the letter 'g' is at the beginning of

grass. In role play there is usually an adult present to talk to the children about their play and this has a positive impact upon the experiences of the children.

97. In mathematical understanding by the time they are five most children attain the expected standards; the majority of children make satisfactory progress. They are beginning to understand the properties and names of shapes. The children recognise a triangle and know that it is still a triangle if it is positioned at a different angle. They colour in all the triangles on a worksheet. The children count to fifteen with the support of the class teacher. They sort the farm animals and zoo animals into appropriate sets. The children construct a graph of the different colours of hair in the class and understand that thirteen children have brown hair. They can write the number two and draw two eyes, two ears, two feet and two hands on their worksheet. The children now in Year 1 had mastered simple addition sums by the time they were five and knew the names of a range of solid and flat shapes.
98. The teaching of mathematical understanding is good. The teacher takes every opportunity to develop the children's understanding of number through play and structured activities. The children are shown how to record numbers and encouraged to work hard. Activities are well organised and the children work in a calm, purposeful atmosphere.
99. In knowledge and understanding of the world by the time they are five most children attain standards that are typical of those expected for this area of learning; the children make satisfactory progress. A wide range of activities is provided which are planned to extend early concepts in science, design and technology, history, geography and information technology. The children manipulate the large 'tracker ball' on the computer to work with an animated speech alphabet program in support of their literacy curriculum. They observe artefacts from the past and consider what they were used for, contrasting them with their modern equivalents. The children are developing an awareness of where they live and the majority of the children recognised their own address when the teacher read it out. They also noticed that some of them lived in the same street and that the difference in the address was the house number. The children develop their observational skills and use appropriate symbols when recording the weather on a chart. They enjoy sorting farm and zoo animals and construct enclosures for them from construction sets.
100. The teaching of knowledge and understanding of the world is good. The teacher plans effectively to link the themes of activities together so that the children paint pictures of their homes while learning their addresses. The teaching of literacy links effectively into the good use of information technology as the children learn to match letters on the computer.
101. In physical development by the time they are five most children attain standards that are similar to those expected for this area of learning; the children make satisfactory progress. The children use a range of equipment and materials in their work and their skills develop satisfactorily. They use pencils, crayons and felt tip pens on the writing table where they make cards and books which they decorate with the aid of scissors. The children use brushes well when painting their pictures. In physical education lessons the children hop and skip and are able to move around a hoop in a variety of ways. The children enjoy working on the large apparatus and wheeled toys in the covered area.
102. The teaching of physical development is good overall. In the excellent physical education lesson observed the class teacher set a fast pace to the lesson, gave very clear explanations, offered excellent suggestions of how the children could improve their work and worked as an effective role model for them. Members of the staff provide a wide range of activities for the children and show them how to use the equipment and resources provided.
103. In creative development by the time they are five most children attain the standard expected in this area of learning; the children make satisfactory progress. The children use paint expressively as they paint pictures of their homes and their self-portraits. They work as a group

creating an 'under' and 'over' coloured paper sculpture, which is then hung in the classroom. The children show pleasure in their work and are pleased with the results. In the imaginative play area the children develop their skills of co-operation and communication as they play with one another. In their drama lesson the children acted out a story in support of their literacy curriculum and they enjoyed retelling the story in actions.

104.

The teaching of aesthetic and creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing and drama. The teacher encourages the children to express their feelings and provides a range of materials to challenge and develop the children's learning. Teachers value children's efforts by displaying their work well.

105. The children make a positive start to their full time education in all their areas of learning. They listen carefully to instructions and behave well. They concentrate on the activities set for them and persevere with the tasks even when they find them hard. When the children are allowed some free choice in their tasks, they remain with the task they have chosen for an appropriate length of time. The children have settled well into the life of the school and understand and appreciate their vital contribution as part of the family of the school.
106. The children receive a broad and balanced curriculum which contributes to the satisfactory progress made in the reception class in the six areas of learning defined by the Qualifications and Curriculum Authority. This curriculum successfully guides the children into the lower levels of the National Curriculum. The class teacher plans the work to be taught and discusses the programme with the nursery nurse. In the first weeks in the school the children are assessed using initial assessment procedures. This provides useful information from which future progress can be measured. The school has no procedures for assessing the children's progress against the desirable learning outcomes. The children are assessed later in the school year against the programmes of study of the National Curriculum. The experienced reception class teacher has a clear picture of the attainment of the children in the class but this information is not documented or formalised.
107. The classroom for the reception children is spacious and there is a good area just outside this room for role play. The children have access to a large covered area, which enables them to make good use of sand, water, large equipment and wheeled vehicles. This very good provision demonstrates the commitment the school has to this area of learning. The resources available to the children are of sufficient quality and quantity and are arranged so that the children have easy access.
108. The teacher and the nursery nurse in the reception class work very well together. They understand the importance of parental involvement in the children's education and work hard to foster good, supportive, links. There are good induction procedures for the reception children, as they visit a number of times before they start school. Parents have the opportunity to borrow activity boxes, which the school provides, containing books, games, crayons and paper. These boxes can be changed regularly and provide a good link between home and school.
109. The children receive a good quality of teaching in all aspects of the curriculum with ample consolidation of learning. This solid foundation assists their future progress. Following a recent period of instability of staffing at the school there is now the capacity for the good teaching observed during the inspection to be reflected in further improvements in children's attainments and progress.

ENGLISH, MATHEMATICS AND SCIENCE

English

110. The results of the National Curriculum test for seven-year-olds in 1997 show that:-
- the performance of pupils in reading was well below the national average and below that of similar schools;
 - the percentage of pupils in reading attaining the level expected of their age and the higher

levels was well below the national average;

- the performance of pupils in writing was below the national average though average in comparison with similar schools;

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- the percentage of pupils in writing attaining the level expected of their age was in line with the national average; however, the percentage of pupils reaching the higher levels was below the national average;
- the performance of boys in reading was below that of girls.
111. However, in the National Curriculum test for seven-year-olds in 1996:-
- the performance of pupils was in line with the national average in reading;
 - the performance of pupils was above the national average in writing;
 - the performance of boys and girls in reading was similar.
 - The findings of the inspection do not support the results of the 1997 national tests:
 - pupils' attainments were found to be in line with the national average in reading and writing;
 - no significant differences were observed in the performance of girls and boys.
112. There are a number of factors that explain these discrepancies; in 1996/7 academic year the school had a number of key teachers leave and new and temporary teachers were working with the pupils. The insecurity of these members of staff is apparent in the teacher assessments which are all below the actual test results. There was no effective scheme of work or school portfolio to guide the teachers' assessment of pupils' work. These factors all had an effect on pupils' levels of attainment. The staff is now firmly established, and the proportion of pupils attaining the national expected level in the 1998 test is above the previous year in both reading and writing, though no statistics are available yet from which to make national comparisons. The school has made additional provision to encourage boys to improve their attainments since 1997.
113. The results of National Curriculum tests for eleven-year-olds in 1997 show that:-
- the performance in English was in line with the national average and similar when compared to schools with pupils of similar backgrounds;
 - the percentage of pupils in English attaining the level expected of their age was in line with the national average; however, the percentage of pupils reaching the higher levels was below the national average.
114. The findings of the inspection, based on the evidence of the pupils' work that was examined, their progress and the lessons observed, confirm that standards remain in line with the national average. In 1998, however, a higher percentage of pupils attained the expected level for their age than in previous years, and a much higher proportion of pupils, about one in five pupils, attained the higher levels. This shows a rising trend at the school, though the national comparisons are not yet available for 1998.
115. Pupils by the end of Key Stage 1 speak clearly and confidently; for example, they program a computerised toy and they can talk about where they are going to send it to and how many movements they think it might take. They talk enthusiastically about their reading books and what they prefer to read. They discuss their work using good vocabulary and listen carefully when the teacher is speaking to the class. Pupils by the end of Key Stage 2 use their speaking and listening skills well. They explain carefully how they can change the border around their written work on the computer and talk sensibly about the range of options available for presenting their work. Pupils present ideas relating to artefacts in their history lessons and demonstrate a range of language to suit the subject being studied. They listen carefully to their teachers, classmates, and clergy, valuing their ideas and making their own contributions.

116. Most pupils by the end of Key Stage 1 read fluently and accurately; the average and higher-attaining pupils begin to use expression in their reading. Pictures help lower-attaining pupils effectively to make sense of the story. The majority of the pupils employ a range of strategies to help them tackle words that they find difficult. Most pupils by the end of Key Stage 2 read fluently and with expression. They read a wide range of books including poetry and the works of William Shakespeare. The pupils discuss the poems they have read and talk about which poems they prefer and why. A few of the lower-attaining pupils decode words efficiently but lack fluency and expression in their reading; for these pupils reading is less enjoyable. The older pupils can find books in the reference library using the card index system.
117. Pupils by the end of Key Stage 1 write clearly and neatly in a print style. Capital letters and full stops are generally used accurately; the higher-attaining pupils use capital letters and full stops effectively in their work. Spelling of common words is accurate for the majority of pupils. Pupils work hard with their spellings and their good knowledge of letter sounds aids them in this respect. Pupils write stories and poems, sequence stories and record their experiments in science, with appropriate layouts and language.
118. Pupils by the end of Key Stage 2 write for a range of purposes: poems, reports, lists, stories and posters. The pupils are beginning to use imaginative and expressive language and understand that metaphors, similes and alliteration will enliven their writings. They write in response to a range of influences, writing witch poems after studying the witches' speeches in "Macbeth" by William Shakespeare. Pupils use a wide range of punctuation accurately and complex words are often spelt correctly because the pupils study their dictionaries as they draft their work. They have a good understanding of parts of speech and they know that adjectives are words that describe nouns. A few of the lower-attaining pupils lack sufficient fluency in their handwriting and their work is generally printed.
119. Pupils, including those pupils with special educational needs, make satisfactory progress throughout both key stages. The progress the younger pupils make in their speaking and listening skills is developed as they move through the school. Pupils learn to concentrate and listen to their teachers for increasing lengths of time and to a range of increasingly complex instructions. They develop their speaking skills and learn to express themselves in a manner appropriate to the audience and set task; for example, older pupils regularly read prayers in an appropriate and respectful manner at the school assemblies. Satisfactory progress is made in reading and writing at both key stages. During Key Stage 1 pupils systematically acquire skills to improve their accuracy and fluency in reading, which are constantly reinforced by the teachers, support staff and parents. They read a range of materials including stories and poems with increasing understanding. Older pupils become increasingly adept at using their dictionaries and thesauruses as they draft and redraft their work. Younger pupils learn to form their letters and, through handwriting practice, this is developed and extended as pupils develop first a print and then a cursive style. The presentation of the pupils' work is good but the work of the older pupils is not sufficiently developed as they continue to use pencil in their work. Pupils with special educational needs have learning targets that are often not sufficiently detailed and specific; however, they make sound progress as they have very good help and guidance from the teachers and support staff.
120. Pupils, including those with special educational needs, have good attitudes to their work. The majority of pupils discuss their work with the teacher and put forward their ideas and thoughts. They settle well to written tasks and concentrate for increasing lengths of time. Attitudes to reading are generally good although some pupils undervalue their reading abilities. Pupils take a pride in their written tasks and work hard to complete their assignments. Behaviour is very good and the pupils are caring with each other and are courteous to staff. All

resources are treated with respect and are replaced after use. Pupils show independence in organising their own tools and workspace and this is a feature of the work of even the youngest children.

121. The quality of teaching observed was good. Teachers have good subject knowledge and this is demonstrated effectively in the way they lead discussions with the pupils about set texts. The school has recently adopted the National Literacy Strategy and has incorporated it into its scheme of work. Teachers have worked hard to introduce the Literacy Initiative and they have fully embraced its structure. Lessons are delivered at a fast pace and the teachers have suitably high expectations of the pupils. All teachers have good relationships with the pupils and actively encourage the pupils to improve their work. A scheme of work has been introduced recently to aid the teachers in their work, though it does not have comprehensive assessment opportunities detailed to link to the programmes of study and levels of National Curriculum. Teachers do not have ongoing day-to-day assessments to help and guide them in the careful focusing of their lessons; neither do they have consistent previous records of pupils' prior attainments. There are no consistent records of pupils' attainments. The co-ordinator for the subject monitors teachers' planning but does not monitor teaching or pupils' progress. The good quality of teaching established since the recent stability of staffing has been achieved and the changes in the structure of lessons has not yet had time to affect significantly pupils' attainment and progress.
122. Teachers use literacy skills in the support of other curriculum areas regularly. Pupils draw posters in geography of places of interest to visit. They write descriptions of clothes and people from the past in support of the history curriculum. Pupils use information technology to present and refine their work. Teachers regularly mark the pupils' work and they make supportive comments; however, they do not always show the pupils how they might improve their work. Teachers display at Key Stage 2 the writing level descriptors of the National Curriculum, so that the pupils can see what they need to do to improve their work to attain the next level. Spellings and reading are regularly set as homework at both key stages and the pupils are helped generally with these tasks at home. The school library books and reading books are in need of replenishment.
123. The school has made a good start in implementing the National Literacy Strategy. Members of the teaching and support staff have received the appropriate training. Parents were invited to a curriculum evening to discuss the new literacy strategy at the school, though this was not well attended. They do, however, support their children's learning by listening to children read at home regularly. All teachers are working with the Literacy Initiative and are using time and resources well to support the teaching of literacy.
124. Following a period of substantial change in staffing the school has maintained parity with the national average of pupils' attainments by the end of Key Stage 2. The school has the capacity now to improve pupils' attainments further by maintaining the good quality of teaching observed during the inspection and by developing the assessment of pupils' attainments to support the teaching.

Mathematics

125. The results of the National Curriculum tests for seven-year-olds in 1997 show that:-

- the performance of the pupils was in line with the national average and above when compared to schools with pupils from similar backgrounds;
- the percentage of pupils attaining the level expected of their age was above the national average of all schools;
- the percentage of pupils attaining the higher levels than expected of their age was below the national average;
- the performance of boys and girls show no significant difference.

126. The National Curriculum tests for eleven-year-olds in 1997 show that:-

- the performance of the pupils was in line with the national average and similar when compared to schools with pupils from similar backgrounds;
- the percentage of pupils attaining the level expected of their age was below the national average;
- the percentage of pupils attaining the higher levels than expected of their age was in line with the national average;
- the performance of boys and girls are similar.

127. Pupils' attainments at Key Stage 1 were constant in 1996 and 1997 but improved from 1996 to 1997 at Key Stage 2 at a slightly higher rate than national averages. In 1998 in the national tests for eleven-year-olds a higher percentage of pupils attained the expected level for their age than in previous years and one in five pupils attained the higher levels. This shows a rising trend at the school, though the national comparisons are not yet available for 1998. Pupils' attainments were judged during the inspection to be in line with the national average at both key stages and confirm the rising trends at the school shown in the national tests.

128. Pupils by the end of Key Stage 1 have confidence to add and subtract two digit numbers, can recognise hundreds, tens and units, and multiply by ten to change numbers from teens into numbers between one hundred and two hundred. They realise the significance of zero. Pupils use data such as the number of hands and fingers and the frequency of letters in a line and represent it in block graphs. They interpret information about preferred types of potatoes from bar, column and pie graphs obtained on a computer. Number skills are used in simple shopping lists to find the total cost of items.

129.

Pupils by the end of Key Stage 2 can apply the formula for the area of a rectangle and appreciate the speed this gives in making calculations. More complex shapes such as buildings and rooms extend pupils' problem solving skills. They know the difference between area and perimeter and the proper use of units to describe these quantities. The importance of mathematical instructions is illustrated by the use of brackets and applying these to several stages of products, one of the quantities being zero. Angles, as a measure of turning, and the terms acute, obtuse, and reflex angle, are fully understood by pupils. Pupils demonstrate turning using a computer program and learn how to use a protractor properly. Numbers involving the decimal point are multiplied and divided by ten or hundred. Estimating, counting and measuring skills are practised in science, time lines are made in history, and the knowledge of grid referencing assists learning in geography.

130. Pupils, including those with special educational needs, make sound progress at both key stages. Simple money problems at Key Stage 1 are replaced by more complicated ones at Key Stage 2. Similarly, finding areas by counting squares is replaced by the use of a formula later at Key Stage 2. Pupils with special educational needs have access to the full curriculum and are provided with alternative work and support materials. Games stimulate plenty of consolidation of number skills and money problems develop an understanding of the decimal point. Number work is extended at Key Stage 2 to include hundreds, tens and units with decimal amounts. Pupils are required to work with increasing accuracy and speed in table multiplication at Key Stage 2.
131. Pupils' attitude to work and their behaviour are good. They arrive in class prepared to get on with their work and younger and older pupils can maintain concentration for long periods of time. Pupils respect the answers of others and their teachers and all pupils develop confidence to answer questions in class. Work is presented neatly and mathematical equipment is used properly and respected.
132. The quality of teaching is good at both key stages, with approximately three out of ten lessons being very good. All the teaching is based on good knowledge related to the needs of the pupils and the requirements of National Curriculum, and good class management. Teachers are concerned that pupils succeed and much good interaction was observed between teachers and pupils. All lessons are started with clear instructions and finished with a question and answer session to consolidate learning. Questions are nearly always well directed. Planning is sound with clear learning objectives, though the levels and programmes of study of the National Curriculum are not detailed in the short-term planning. Staff support for pupils with special educational needs is very good with support staff working as a team with teachers whether in the classroom or working with a withdrawal group. Teachers mark and correct pupils' work but opportunities are missed with older pupils to put in comments which will help future learning. Teachers use class responses to questions to assess immediately the effectiveness of their teaching. Resources are used well with textbooks being supplemented by work sheets as appropriate and with cards and counters to help lower-attaining pupils. Numeracy skills are effectively used and practised in science, geography and history, particularly at Key Stage 2.
133. There is a detailed scheme of work, which has been completely revised during 1998 and this provides effective help to staff, though it does not include guidance on assessment opportunities. Greater challenge to more able pupils at Key Stage 2 is provided now by introducing some topics earlier in the course so that more time can be given to more difficult topics in Year 6. All programmes of study of the National Curriculum are taught by following the scheme of work. However, the systematic use of assessment to guide the progress of individual pupils and to inform fully on the changes of curriculum structure is unsatisfactory. The scheme of work does

not include details of assessment opportunities and there are no consistent records kept of pupils' attainments. The co-ordinator monitors teachers' planning but does not monitor teaching and pupils' progress.

134. The school is making good progress in preparing for the implementation of the numeracy initiative; however, this does not feature in the school development plan for 1998/1999. Teachers are already making considerable progress in introducing many features of the numeracy hour and in evaluating the effects of their changes. All teachers are giving greater emphasis to number work thus anticipating the change to the numeracy hour in 1999. This development linked to the revision of the scheme of work and the recent stability of staffing is reflected in the good quality of teaching observed during the inspection. The school is well placed to improve pupils' progress through the good quality of teaching that is presently apparent though the assessment of pupils' attainments needs to be further developed.

Science

135. The results of the teacher assessments for seven-year-olds in 1997 show:-

- the percentage of pupils attaining the level expected of their age was well below the national average;
- the proportion of pupils attaining the higher levels than normally expected was below national averages;
- the performance of boys and girls is similar.

136. The findings of the inspection, based on the evidence of the pupils' work that was examined, their progress and the lessons observed show that pupils' attainments by the end of Key Stage 1 are in line with the national average. The differences between inspection evidence and teacher assessment are explained by changes in teachers, the lack of a scheme of work to guide newly appointed teachers in 1997 and an inadequate school portfolio of work assessed to the levels of the National Curriculum.

137. The results of the National Curriculum tests for eleven-year-olds in 1997 show:-

- the performance of pupils was well above the national average;
- the performance of pupils was well above that of pupils of similar backgrounds at other schools;
- the percentage of pupils attaining the level expected of their age was above the national average of all schools;
- the proportion of pupils attaining the higher levels than expected of their age was well above the national average

- the performance of boys and girls was similar.
138. Pupils' attainments show considerable variation during 1996 and 1997, with attainment as measured by national tests at the end of Key Stage 2. In 1996 pupils' attainments were in line with the national average and in 1997 above the national average. In 1998 a higher percentage of pupils attained the expected level for their age than in previous years, and about one in five pupils attained the higher levels. This shows a rising trend at the school, though the national comparisons are not yet available for 1998. The findings of the inspection, based on the evidence of the pupils' work that was examined, their progress and lessons observed, confirm that standards remain high by the end of Key Stage 2.
139. Pupils by the end of Key Stage 1 have an appropriate level of knowledge for their age and appreciate science as part of a wider range of topics. Within the theme of 'Our Town' pupils recognise the many everyday appliances which use electricity. They construct an electrical circuit to light up a bulb to demonstrate that a complete circuit is necessary before electricity will flow. They discover which common objects will conduct electricity and which act as insulators. The subject contributes to health education when pupils choose foods suitable for a healthy diet giving informed reasons for their choices. They represent their choices in a simple diagrammatic form.
140. Pupils by the end of Key Stage 2 learn the correct names for different parts of a range of the edible plants. They realise the idea of a fair test by considering all the factors which control the growth of plants and then vary one factor so that it can be investigated. Investigations of light and how it travels through some substances and is reflected by others leads to the consideration of the size of shadows and how these relate to distances in the classroom. Pupils predict changes in size of the shadow as the distances of the light source and screen are changed. Pupils classify living creatures in terms of their structure, learning the proper names for parts of their bodies. The subject contributes to health education with pupils considering the importance of exercise for people of different ages in maintaining good health.
141. Pupils' progress is satisfactory at Key Stage 1 and is good at Key Stage 2. Progress in the improvement of recording skills is good and, at Key Stage 2, pupils use numbers in counting and measuring distances and represent observations in column graphs. Investigations enable pupils of all attainments to be involved fully in learning and those with special educational needs are able to discuss the importance of light and water for plant growth. At both key stages pupils with special education needs follow the same topics as other pupils and make similar progress in relation to their prior attainment.
142. Pupils from an early age enjoy their lessons and are eager to learn. Behaviour is good and pupils come to class ready to learn. They work independently, in pairs and in groups and problems are discussed in a sensible manner. Pupils respect the answers of other pupils and are prepared to answer questions in class. Movement about the classroom is quiet and books and equipment are used properly.
143. Teaching is good. Planning is sound and teachers have secure knowledge. Classroom management is good and involves the giving of clear instructions, responding to the needs of individual children and summarising in question form what has been learnt in the lesson at the end of the session. Questioning techniques to explore pupils' knowledge and develop

understanding are good. Staff for those pupils with special educational needs give very good support. They work closely with class teachers, whether in classrooms or separately, enabling these pupils to follow a full course. All materials are available at the start of lessons, are appropriate and used effectively.

144. The science co-ordinator, who has been in post for twelve months, has secured the co-operation of all teachers in a complete revision of the scheme of work during that time. At Key Stage 1 the subject contributes to wider topics while it is taught separately at Key Stage 2. The curriculum at Key Stage 2 is tightly structured, well taught, and leads to high attainment by the end of that key stage. At Key Stage 1 teaching is sound overall but the monitoring and assessment of pupils' attainment and progress within a wider context is unsatisfactory. There is no school portfolio of pupils' work assessed to the criteria of the National Curriculum, and this leads to insecure teacher assessments at the end of that key stage. The co-ordinator monitors teachers' planning but does not monitor pupils' progress.
145. The whole of the teaching staff at Key Stage 1 were recently appointed and during the inspection the teaching was good though, as yet, there has not been sufficient time for the good quality of teaching to improve further pupils' attainments by the end of the key stage. Standards of attainment by the end of Key Stage 2 have improved since the previous inspection during a period of significant staffing changes. In 1998 a higher percentage of pupils attained the level expected for eleven-year-olds. The school is well placed to maintain the high standards in the subject.

OTHER SUBJECTS OR COURSES

Information technology

146. Pupils' attainments are at the national expectations by the end of both key stages. Pupils by the end of Key Stage 1 operate the 'mouse' and keyboard controls; for example, they word process their writing and use the delete and return keys appropriately. They print out their writing and, with assistance, save their work. They interpret information from block graphs produced on the computer to assist their learning in mathematics; for example, pupils decided from a graph how many of their group prefer chips to mashed potatoes.
147. Pupils by the end of Key Stage 2 can load programs, change fonts and size of fonts and enhance the presentation of their word processing with borders and backgrounds. They highlight writing and reposition text using 'cut and paste' techniques. Pupils utilise a CD-ROM program to find information for their scientific studies about the human body. They interact with a program to find information for a history topic. Pupils program a computerised unit to move forward, turn to a predetermined angle and then to move forward again.
148. Pupils, including those with special educational needs, make good progress at both key stages. This good progress is the result of the implementation of a new scheme of work, the recent introduction of higher specification computers and good teaching. Pupils at Year 1

develop an understanding of representing a mathematical investigation using information technology. During Year 2 pupils begin to understand methods of saving work on the computers. They learn the capabilities of a programmable toy and begin to program it to move forward and backwards. At the early part of Key Stage 2 pupils gain an understanding of the filing systems of the computer and begin to save their work to 'hard drive' and 'floppy disc' independently. Older pupils become confident in using computers as a tool to assist their learning in other subjects.

149. Pupils are interested and listen to explanations of the functions of computers with sustained concentration. They are keen to develop their skills; for example, all of the computers in two classrooms were in use by older pupils during a lunchtime break. Pupils follow instruction cards well to operate new programs. They work well together and help each other with technical details. Older pupils take responsibility for starting up and closing down the computers and accessing programs.
150. The quality of teaching is good. Teachers use their knowledge and understanding of information technology effectively to make the subject interesting and comprehensible. Members of staff plan challenging opportunities to assist learning in literacy and numeracy well. Good use is made of whole-class teaching to introduce the teaching of a new skill, though sometimes there are too many in the group for all to have a clear view of the small monitor screen. An effective rota follows to allow all of the class to practise the skill. Very efficient use is made throughout the school of the high quality hardware and software resources.
151. The recently introduced policy and scheme of work give good guidance to teachers. The scheme of work is referenced to the programmes of study of the National Curriculum and it states clearly the learning objectives, outline of activities and resources for each year group. It does not, however, give sufficient guidance on assessment and recording. In practice, class records note pupils' participation in activities and use of programs, though the recording system varies throughout the school and the information is not consistently passed to subsequent teachers to help them decide what next to teach. This lack of information was exemplified in a geography lesson; the teacher had to amend a planned activity during the lesson when she realised that the pupils had no previous experience of working with a programmable toy. The headteacher is the co-ordinator and has a vision for the future development of the subject. He plans to create, when finance is available, a computer suite to enable the efficient teaching of computer skills to groups of about ten pupils.
152. In the previous inspection standards at Key Stage 2 were low and the teaching often weak. The key issues for action highlighted the need for the school to improve standards by ensuring it planned more thoroughly, promoted training and guidance for teachers and defined what should be taught to pupils at each year group. The school has made good progress in addressing these issues; pupils' attainments are now at national expectations, the quality of teaching and planning is effective and there is sufficient guidance on what to teach each year group. The headteacher's plans for a computer suite would assist the maintenance of pupils' good progress and the very good ethos for learning.

Art

153. The policy document is of a good standard and is linked effectively to the school's mission statement. The reasons for teaching the subject and the aims expressed in the policy document reflect the strong provision made for the spiritual development of the pupils. The school has,

however, no scheme of work to amplify the statements in the policy to enable the teachers to plan to ensure the systematic development of pupils' knowledge and skills.

154. Pupils' progress is unsatisfactory overall. Pupils have appropriate opportunities throughout the school to experience different art media, such as paint, pencil, clay, card, and fabric, though the development of skills is limited. The slow progress in the development of skills is seen by comparing the prints produced by pupils at Year 1 and at Year 6. At Year 1 pupils make prints using body parts on different colours of paper and print Christmas wrapping paper using their own print blocks made from potatoes. This early work is not sufficiently developed and older pupils are still only making elementary prints on paper using blocks made from string, wool and other materials. The progression in painting and three-dimensional work is similarly unsatisfactory. Adequate progress is seen in pencil drawings; for example younger pupils observe and draw shells and older pupils build on the basics and produce observational drawings which include much more detail and shading. Pupils develop an understanding of the works of artists, though few of the artists studied are of other cultures than the pupils'.
155. Pupils are enthusiastic and enjoy art. They set about their tasks quietly and are sensible in the use of equipment such as scissors. Pupils work together purposefully and effectively, and make sensible suggestions to one another in order to improve their work. They take responsibility for tidying up the classroom at the end of lessons.
156. The quality of teaching is unsatisfactory as pupils are making insufficient progress; however, during the inspection the quality of teaching observed was satisfactory. Teachers circulate and assist pupils; they give sound advice and help pupils to overcome difficulties. They encourage pupils to become independent in the use of resources. Activities are satisfactorily organised, and there is a clear expectation of good behaviour during practical tasks. Pupils with special educational needs are given good support from classroom assistants to help them participate in the class tasks. The short-term planning is satisfactory, though it is not linked to a long-term plan. Art soundly supports other areas of the curriculum; in particular, history.
157. The school development plan and action plan for the previous inspection have rightly identified the need to write a scheme of work for the subject during this academic year. This should assist teachers to plan their work to ensure that the curriculum builds on pupils' prior experiences more effectively and enable pupils to make satisfactory progress in the development of their skills. The school is well placed to achieve its targets to implement a scheme of work for the subject and to improve pupils' progress.

Design and Technology

158. The school acknowledges in its policy statement that the development of creative skills through planning, designing, and making is an important part of the pupils' experiences. The absence of guidance for teachers in the form of a scheme of work results in pupils not making sufficient progress in their designing and making skills.
159. Pupils' progress, including of those with special educational needs, is unsatisfactory overall. In marking and measuring pupils make sound progress; younger pupils measure in centimetres; older pupils measure and mark accurately in millimetres and use a compass to draw circles. Pupils' progress in food technology is unsatisfactory. Tools, other than scissors, staplers and

paper punches, are used too infrequently for pupils to develop their skills in modelling effectively. They gain, however, a sound understanding of scoring card with scissors and folding paper accurately; for example, pupils constructed a pop-up card and they designed and made a Christmas card. Experience in joining, fixing and fastening resistant materials and fabrics is unsatisfactory through lack of opportunities. They make sound progress in the decoration and finish of their designs employing a range of art media, though they have no experience of fabric paints or glazes on food to improve appearance of products.

160. Pupils are very responsive to questioning and explain confidently and articulately their previous experiences in design and technology. They are well behaved and conduct their investigations sensibly. They express their preferences and make valid evaluations of their designs.
161. The quality of teaching is unsatisfactory as pupils are making insufficient progress; however, during the inspection the quality of teaching observed was satisfactory. Teachers question pupils effectively and give pupils opportunities to express their opinions. Members of the staff pick up on pupils' misconceptions; for example, younger pupils in an investigation linked to designing a drink described water as 'white' and the teacher discussed with the class to ensure they understood that the water was 'colourless'. Short-term planning is clear though it is not linked to a long-term plan. The organisation and structure of the lesson are effective, and safety factors are appropriately considered. Good use is made of the capable classroom assistants. Teachers use design and technology to support studies in other subjects; for example, pupils

visited a theatre and studied the building of scenery and its movement, prior to taking part in a drama workshop.

162. The school is well aware of the need to develop a scheme of work to assist teachers to offer a curriculum which gives a clear pathway of progression for pupils to develop their designing and making skills. The previous inspection report highlighted that detailed guidance for the staff should be produced. Plans to write the guidance this year are detailed in the school development plan and the action plan of the previous inspection. Members of the staff have recently attended in-service training on textiles, food technology and the design process to develop their understanding prior to the writing of the scheme of work. Once an effective scheme of work is implemented the school will be well placed to improve pupils' progress.

Geography

- 163.** The aims of the policy document and scheme of work reflect the school's commitment to the development of skills of enquiry and investigation into the study of places and peoples of the world in which the pupils live. During the inspection only one lesson observation was possible due to the arrangement of the curriculum; from this lesson, samples of the pupils' work, discussions with teachers and interviews with pupils, it is clear that knowledge and understanding are being progressively developed throughout the school
164. Pupils' progress, including those with special educational needs, is satisfactory at both key stages. Pupils during Key Stage 1 sequence a familiar story and track the progress of the family on 'The Bear Hunt' and the progress of 'The Little Red Hen' as she travels around the farmyard. They employ the appropriate directional words and develop a sound understanding of direction. The pupils use the school as a resource, researching the different areas of the school as they make plans of the school. Pupils at Year 2 program a wheeled specialist computer unit to develop further their awareness of bearings and employ information and control technology to aid their work.
165. Pupils at Key Stage 2 build upon their mapping skills progressively; they develop an awareness of the immediate locality of Barrowford and Nelson. They extend their studies to the environment of other contrasting areas, such as Blackpool, before moving further afield to learn about the geography of Pampagrande (a village in the Andes) and St Lucia. Pupils at Year 4 learn that life in Pampagrande is very different from their own; the people have no gas or electricity and live in homes that comprise of one room. Pupils at Year 5 work with maps and describe the location of different features employing grid references and drawing maps with appropriate keys. They link contour lines to places of similar heights. Pupils at Year 6 describe the course of a river from its source in the hills to its eventual meeting with the sea. They develop an increasing geographical vocabulary and an understanding of specific terms.
166. Pupils take pleasure in their studies and their response overall is good. They are keen to develop a good understanding of direction and to understand life in other areas of the world. Pupils enjoy learning about other countries and ways of life and comparing those of other people to their own lives and location. They take pride in the presentation of their work.
167. The quality of teaching of geography observed during the inspection was good. Teachers consolidate previous learning as they move the pupils' understanding on. Literacy, numeracy

and information and control technology skills, are developed alongside geographical skills. The teachers have good knowledge and understanding of the subject and they effectively develop the pupils' skills of making and using maps and understanding the ways of other people.

History

168. The aims of the policy statement reflect the school's endeavours to promote the study of people in the past and how their actions have affected the lives of people today. The school promotes the ideas that the study of history helps pupils to make sense of the world in which they live and aids them to develop a sense of their own culture.
169. Pupils' progress, including those with special educational needs, is satisfactory at both key stages. Pupils at Key Stage 1 look at artefacts from the past and begin to develop a sense of chronology as they compare them to their modern equivalents. The youngest children in the key stage give good suggestions for the use of a toasting fork and, when they arrive at its correct purpose, they understand how its design is suited to its purpose. Pupils are beginning to look at photographs from the past and look at the ways life in school was different then from now. They realise that slates and canes do not feature in schools today.
170. Pupils during Key Stage 2 build effectively on the historical enquiry skills they have learned earlier. They appreciate the importance of finding evidence and understand that archaeologists have a vital part to play in finding out about the past. Pupils at Year 3 and Year 4 study the effect the Romans had upon the culture and life of Britain. They gain an understanding that the Romans did not live in the same way as the Saxons and that the Roman way of life impacted upon the lives of the Saxons. Pupils dress as Vikings and experience the lifestyle of the Vikings during a theme day at the school. They study the Ancient Greek civilisation and begin to appreciate that a great deal of our knowledge of the way that they lived was gleaned from the study of pottery and illustrations from this time. Older pupils learn about the lives of people in the Tudor and Victorian times as they study artefacts from this period.
171. Pupils enjoy learning about the past. They take pleasure in looking at artefacts from different periods of history and exploring their uses. Pupils are enthusiastic about their investigations, ask thoughtful questions and listen carefully to the teachers' input. They make good observations when responding to teachers' questions. Good levels of concentration are sustained when the pupils are working on their given tasks.
172. The quality of teaching is sound. The teachers plan their work carefully and the lessons build effectively to provide coherent and well-sequenced learning experiences. Teachers incorporate artefacts and original source material in their teaching and the attainment of the pupils is greatly enhanced by the good use of these resources. Members of staff have appropriate subject knowledge and use this knowledge to encourage the pupils to become historians. Activities are well matched to enhance pupils' prior knowledge. Teachers encourage pupils to use a range of literacy skills to record their work and to speak about their findings. Staff plan good educational visits to support the work that the pupils do in the classroom; for example, the children visited a museum when studying the Tudors.

Music

173. The policy document gives details of the importance the school places on music within the curriculum and in contributing to the wider life of the school. At Masses at harvest, Christmas, and Easter, music is a strong feature. Groups meet after school for recorder and choir tuition.
174. Progress in music is satisfactory at both key stages. Pupils have opportunities to perform by singing and by playing recorders and percussion both in large and small groups. They develop an appreciation of music at the start of assembly and from tapes during lesson time when they listen to different class groups performing the same piece of music. Pupils at Key Stage 2 appraise different forms of music and relate the different types to their setting. Composing occurs incidentally to performing when small groups have the opportunity to put in small variations to a class activity.
175. Pupils during Key Stage 1 develop a sense of simple rhythms and recognise sounds produced in different ways such as clapping and voices. All Key Stage 1 sing together with enthusiasm and good pitch and are supported by a strong piano accompaniment and other teachers. Class groups at Key Stage 2 learn to play the recorder and appreciate the discipline of playing simple rhythms and alternating notes displayed on musical staves. In a later lesson this is combined with a piano tune to good effect. Music is combined with movement at both key stages and shows progression from marching to steady rhythms to movement of hands and feet related to complicated rhythms. Pupils recognise high, medium and low pitched notes and repeat them by singing.
- 176.

Pupils are keen to perform and achieve good standards. Occasionally concentration lapses towards the end of the day and when pupils are not used to group work. Pupils move sensibly about the classroom and school and respect the recorders and percussion available to them. They respect the performance of others and, in general, co-operate fully with their teachers. Pupils with learning difficulties are able to take a full part in lessons and enjoy them.

177. Overall, teaching is satisfactory, but some teachers lack confidence in musical skills and require further support. Teachers plan lessons carefully, assess pupils' progress during classroom activities by listening to them and record progress in statements in end of year reports. All class teachers are responsible for music in their classes and pupils at Key Stage 1 meet collectively with the music co-ordinator and class teachers for rhythm-related singing. Resources for music are satisfactory and teachers are supported by nationally produced schemes and tapes and the school's scheme of work.

Physical Education

178. The school's policy gives clear details of the aims and organisation of the curriculum. It is linked most effectively to the school's mission statement and provides a framework for pupils' acquisition of skills and the very good provision for their spiritual, moral, social and cultural development.

179. Pupils make satisfactory progress at both key stages, including those pupils with special educational needs. In gymnastics younger pupils improve their body movements through plenty of practice; for example, they curl into a very small shape and then stretch as tall as possible. Over time pupils develop sequencing of different movements; older pupils link three different jumps with forward rolls both on the floor and on large apparatus. In games pupils improve their ball-passing skills and develop the concept of working as part of a team. In swimming pupils make good progress and records show that almost all pupils at Year 6 can swim at least 25 metres. In dance pupils develop the skill of moving up and down, and forward and backwards, to music.

180. Pupils' attitudes, their behaviour and personal development are good. They enjoy physical education lessons and change quietly taking responsibility for ensuring their clothes are left tidily. They react promptly to instructions. Pupils find partners, irrespective of race or gender, with the minimum of fuss. Pupils with special educational needs take a full part in the lessons and other pupils work willingly with them.
181. The quality of teaching is good. Teachers question, discuss and comment on pupils' performances to extend their learning. Members of the staff have high expectations of pupils to behave well. Short-term planning shows clear learning objectives, details of activities and the organisation of the lesson. Teachers celebrate individuals' efforts and use pupils' demonstration effectively to show good practice and to point out ways to improve. A good pace of physical activity is achieved in most lessons. Resources are used well. Hygiene and safety aspects are stressed, often at the start of a session. Pupils are encouraged to practise at home and in the playground movements such as leaping and landing when it is appropriate.
182. The recent scheme of work extends the policy for physical education to enable teachers to plan an effective progressive curriculum in dance, games, gymnastics and swimming. Outdoor pursuits, such as orienteering, are organised in the summer term for the Key Stage 2. Extra-curricular clubs and

competitive sporting activities with other schools give pupils good opportunities to take part in cross country, line and country dancing, netball, rounders and swimming. Teachers keep adequate records of pupils' attainment in swimming but not in other aspects of the subject. Resources are adequate, though some mats and footballs are in poor condition.

183. The previous report highlighted that outdoor activities were neglected. The school has acted upon this weakness in curricular provision, and now has a sound policy and scheme of work, which cover all areas effectively, including outdoor activities. The recently written scheme of work coupled with the good quality of teaching observed during the inspection now give the school the capacity further to improve pupils' progress.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

184. The school was inspected by a team of four inspectors, one of whom was a lay inspector. In total fourteen inspector days were spent making observations of seventy-four lessons or parts of lessons. Inspectors also observed pupils at the beginning and end of each school day and during assemblies, break-times and lunchtimes. Almost three hours were spent listening to eighteen pupils read. Samples of pupils' work were scrutinised. Discussions were held with pupils, the chair of governors, governors, parents and staff. A range of documentation and information supplied by the school was studied and forty-six questionnaires returned by parents were analysed. Prior to inspection, meetings were held with the staff, the headteacher and the governing body. A meeting for parents was attended by twenty-one parents.

DATA AND INDICATORS

185. 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	216	4	22	45

186. Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

8.2

Number of pupils per qualified teacher

26.3

Education support staff (YR - Y6)

Total number of education support staff

3

Total aggregate hours worked each week

75

Average class size:

30.9

187. Financial data

Financial year:

1997/98

Total Income

309,152.00

Total Expenditure

305,535.00

Expenditure per pupil

1,351.92

£

188.

Balance brought forward from previous year	25,553.00
Balance carried forward to next year	29,170.00

PARENTAL SURVEY

Number of questionnaires sent out:

2
2

Number of questionnaires returned:

6
4
6

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Str dis
I feel the school encourages parents to play an active part in the life of the school	43	46	9	2	
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	37	4	2	
The school handles complaints from parents well	37	39	22	2	
The school gives me a clear understanding of what is taught	37	48	9	6	
The school keeps me well informed about my child(ren)'s progress	39	44	11	4	
The school enables my child(ren) to achieve a good standard of work	46	50	2	2	
The school encourages children to get involved in more than just their daily lessons	35	35	20	8	
I am satisfied with the work that my child(ren) is/are expected to do at home	41	37	11	11	
The school's values and attitudes have a positive effect on my child(ren)	57	39	2	2	
The school achieves high standards of good behaviour	55	41	4	0	
My child(ren) like(s) school	54	37	7	2	

Other issues raised by parents

189. At the parents' meeting very strong support was apparent for all aspects of the school; a significant number of parents, however, expressed concerns about the consistency of the annual pupils' reports and the transition arrangements for pupils moving from Key Stage 1 to Key Stage 2.