

# INSPECTION REPORT

**Holy Trinity RC Primary School**  
Brierfield

LEA area : Lancashire

Unique Reference Number : 119652

Headteacher : Mr J Connolly

Reporting inspector : Mr P Mann  
T13056

Dates of inspection : 23<sup>d</sup> to 25<sup>th</sup> June 1998

Under OFSTED contract number: 508906

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

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## Information about the school

Type of school : Infant and Junior

Type of control : Voluntary Aided

Age range of pupils : 4 - 11

Gender of pupils : Mixed

School address : Halifax Road  
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Appropriate authority : Governing Body

Name of chair of governors : Fr. P A Tierney

## Information about the inspection team

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Phil Mann Registered Inspector	Areas of learning for children under five Science Music, Physical education	Attainment and progress Attitudes, behaviour and personal development Leadership and management Special educational needs Equal opportunities,
Bill Twiss, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The efficiency of the school.
Pat Martin, Team Inspector	English Design and technology History Geography	Teaching Pupils' spiritual, moral social and cultural development
Fr. Martin O'Malley Team Inspector	Mathematics Art Information technology	The curriculum and assessment

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## Main findings

1. Holy Trinity RC Primary School is a developing and improving school that is providing a satisfactory education for its pupils. It has recently moved into a new building on a different site and curriculum resources have been dramatically improved. The staff are working hard to improve the curriculum and raise pupils' attainment and much good work has recently been achieved. There are however some weaknesses in the overall progress of pupils in Key Stage 2, the school's curriculum provision and assessment procedures and some aspects of curriculum management. There are also several strengths within the school. These are in the provision for children under five, the positive attitudes and consistently very good behaviour of the pupils, the caring relationships within the school, and the strong sense of partnership between, the staff, governing body and parents.
2. Attainment on entry for children under five is above national expectations in all areas of learning for children of a similar age. The children respond well to good teaching and a well-planned curriculum. This is a strength of the school. Progress is good in all areas of learning in the reception class. By the time children are five their attainment is above that expected nationally in language and literacy, mathematical and creative development. Attainment in all other areas of learning is in line with standards normally expected for children of a similar age.
3. At the end of Key Stage 1, standards in English, mathematics and science are in line with national expectations. Speaking and listening is above average and skills in literacy and numeracy are developed appropriately and in line with that expected of seven year olds. Attainment in design and technology and physical education is below national expectations for seven year olds. Attainment is in line with national expectations in all other subjects. The results of the 1997 end of key stage assessments show that attainment at the age of seven in English, mathematics and science is in line with the national average. This is consistent with inspection findings.
4. At Key Stage 1, pupils make satisfactory progress in English, mathematics and science. Progress in literacy and numeracy is also satisfactory. Progress is good in physical education. In all other subjects, progress is sound, except in design and technology where the National Curriculum Programmes of Study are not taught to sufficient depth.
5. At the end of Key Stage 2, attainment also varies. It continues to be in line with that expected nationally in English, mathematics and science. Skills in speaking and listening are above average. Attainment is in line with national expectations in history, geography and music. It is below national expectations in art, design and technology, information technology and physical education. Results of the 1997 standard assessments at the age of eleven, show that attainment in English and science is above the national average and that attainment in mathematics is in line. This is generally inconsistent with the inspection findings where overall attainment in English and mathematics reflects

a lack of challenge for the higher attaining pupils, low expectations by teachers of pupil achievement and an over reliance on commercial schemes of work at the end of the key stage.

6. Progress varies at Key Stage 2 but it is unsatisfactory overall. It is unsatisfactory in English overall where lessons often involve pupils practising skills in mundane tasks with the result that pupils' progress is limited and especially that of the higher attainers. Progress in mathematics is satisfactory overall but activities sometimes lack challenge at the end of the key stage. Progress in science is good however, and especially so in investigative work where recent curriculum developments have had a positive impact on pupil standards. Pupils make unsatisfactory progress in art, design and technology and information technology due to the insufficient development of skills and unsatisfactory coverage of the National Curriculum Programmes of Study in these subjects. Progress is good in relation to prior attainment in physical education and satisfactory in history, geography and music.
7. Approximately seventeen per cent of the pupils are identified by the school as having special educational needs. Support for these pupils is satisfactory and they make sound progress overall but targets in individual education plans are not sufficiently specific for these pupils and progress could be better. There is no significant difference in attainment between girls and boys within the school. The progress of higher attaining pupils varies but is unsatisfactory overall due to a lack of tasks matched accurately to pupils' needs. This is especially so for the pupils in the higher year group in each class.
8. Pupils' attitudes to learning are good throughout the school. Pupils respond well in lessons, listen attentively and are keen to answer questions. They settle well to work, persevere and sustain concentration when undertaking set tasks in class. They respond well to lessons that involve the use of practical activity. For example, pupils in Years 5 and 6 show great interest in using a range of musical instruments to accompany songs in class. Pupils are enthusiastic about their work and this is especially so in Years 3 and 4 where presentation of written work is very good. The quality of written work lacks sufficient care however in Years 5 and 6 where presentation skills are less well developed and the quality of handwriting is often unsatisfactory.
9. Pupils' behaviour is very good and this is a significant strength of the school. Pupils are very polite, inquisitive and friendly. They are very helpful and courteous to visitors and to each other. This very positive behaviour has a beneficial effect on standards attained and the quality of life in school. The majority of pupils respond well to the high expectations of teachers. On rare occasions, when unsatisfactory behaviour occurs, appropriate action is taken by the teachers and pupils respond positively to the school's discipline code. Pupils greatly respect classroom displays, the grounds, the buildings and the furniture and value the impact of the new buildings on their educational opportunities. Pupils are friendly and show great respect for others. Relationships between pupils and teachers and pupils' relationships with each other are good. Pupils work well together in practical activities. They help each other, for example, when using computers or in discussion about practical work

during science lessons. Results from the parents' questionnaires indicate that the vast majority of parents feel that the school's values and attitudes have a positive effect on pupils' work. Personal development is good. Pupils respond well to the range of opportunities provided for them to participate in the life of the school and the wider community. They respond positively to visits to other local schools. Older pupils willingly take on roles of responsibility within the school.

10. Attendance is above the national average. Procedures for registration are efficient and the requirements for recording attendance are fully met. Punctuality is good throughout the school day. There is close and effective liaison with the education welfare officer.
11. The quality of teaching is satisfactory overall. The quality of teaching for children under five is good. It is never less than satisfactory and is good or better in many lessons. The quality of teaching in both key stages is satisfactory overall, frequently good but occasionally unsatisfactory or poor in a small minority of lessons. A number of lessons have good features. Very good teaching was seen in physical education and mathematics. Unsatisfactory teaching was seen in Key Stage 1 and at the end of Key Stage 2. Teachers' subject knowledge is satisfactory overall. It is particularly good in aspects of mathematics and English. All teachers effectively use subject specific vocabulary in lessons. Where subject knowledge is good, teachers are better able to match work to pupil ability.
12. Teachers' expectations for children under five are very high. In Key Stage 1 they are good but in Key Stage 2 they are unsatisfactory overall. Activities set, often lack challenge in this key stage. For example, pupils' time is often spent copying out text in order to carry out a task. A number of lessons are also over prescriptive in nature, not allowing pupils to show initiative or organise their own learning. Planning is satisfactory overall. It is good for children under five. Teachers generally identify clear objectives and plan thoroughly what pupils will do. Lessons build on work done in earlier lessons and activities are frequently adjusted to different levels of difficulty to meet the needs of different groups of children. However, frequently in Key Stage 2, the activities set for higher attaining pupils are insufficiently challenging and this places unnecessary limits on what the pupils can achieve. Lesson objectives are sometimes confused when links are made with other subjects.



13. In those lessons that are satisfactory or better, teachers use appropriate methods and strategies matched to the aims of lessons. Good introductions and expositions motivate pupils and skilful questioning techniques are used to develop pupils' learning. Occasionally however, the activities in both key stages lack relevance for the pupils. In those lessons that are not satisfactory, teachers are not always secure in their subject knowledge and expectations of what the pupils can achieve are often too low. This is particularly so in number of foundation subjects, for example, information technology, design and technology and art.
14. The teachers manage pupils well and achieve high standards of discipline. Throughout the school a good ethos for learning is created by the teachers which encourages pupils to listen and participate in discussions. However, once pupils are set to work independently or in pairs, the pace of the lesson is frequently allowed to slacken and progress is diminished. In Key Stage 1, in particular, individual pupils occasionally come off task intermittently or only give the task half their attention. Little use is made of assessments to help teachers plan what the pupils are to learn next. This is particularly so in Key Stage 2, where planning does not meet the needs of all pupils, particularly the higher attainers. The use of homework is generally underdeveloped, particularly in Key Stage 2. Very good use is made of homework in reception, where children take home boxes of activities in addition to their reading books. Pupils throughout the school take home books to read and spellings to learn. However, in Key Stage 2 opportunities to develop pupils' research skills and capacity for private study are missed.
15. The curriculum is broad and balanced and relevant to the needs of the pupils and is satisfactory overall. It meets the requirements of the National Curriculum satisfactorily in most subjects, with the exception of design and technology. All pupils have equal access to the curriculum. The school demonstrates a commitment to promoting pupils' intellectual and physical development. However, planning for progression and continuity in the curriculum is unsatisfactory in both key stages due to a lack of detailed schemes of work in several subjects. There are no schemes of work for art, physical education and design and technology and in other subjects they lack the clarity and detail needed to ensure continuity of teaching and progression in learning. Where they are in place, for example in science, they are helping in the development of a consistent approach to the teaching of the subject. The school has a good policy for European awareness. The school has recently undertaken a considerable amount of curriculum development and good progress has already been made in many areas.
16. Medium term planning is satisfactory. This assists with the planning for continuity and progression in learning but there is little detail regarding the expected learning outcomes for pupils of different abilities. Teachers' weekly planning does not always take into account the differing needs of the pupils and there is sometimes too much dependence on published schemes. The allocation of curriculum time is satisfactory overall but below recommendations for design and technology and art. Provision for personal and social education is satisfactory and relevant issues are dealt with effectively in science.

17. The requirements of the code of practice for pupils with special educational needs are fully met. Individual education plans are in place, but they are not fully specific and are not used effectively to ensure that class work is always appropriate to pupils' needs. All pupils have equal access to all National Curriculum subjects. Procedures for monitoring the progress and attainment of boys and girls are at a very early stage.
18. Assessment is unsatisfactory overall. Procedures for assessment are good for children under five and information is used very effectively to plan for experiences that lead to the National Curriculum Programmes of Study. Assessment procedures are satisfactory overall in both key stages although the school does not keep a portfolio containing samples of work which exemplify attainment at each level in English, mathematics and science. The policy for assessment gives satisfactory guidance to staff, but there is no policy for marking. Work is however marked well and teachers use the assessments they make in marking to monitor the progress of pupils. The recording of pupils' progress is satisfactory. Teachers regularly record the assessments they make of pupils' work and individual pupil profiles are updated each year. They are an appropriate record of individual attainment but do not set detailed targets for pupils. The links between assessment and planning are underdeveloped and unsatisfactory. Information gathered is not used effectively to plan for the next stages of learning. Annual reports to parents are satisfactory overall and provide a useful record on pupil progress.
19. Provision for extracurricular activities is good. This is a strength of the school. Clubs are well organised and there is a wide range of activities covering the arts and competitive sports. These greatly enrich the lives of the pupils.
20. The provision for pupils' spiritual, moral, social and cultural development is good. It is a strength of the school. The promotion of spiritual development is particularly effective. The pupils are offered moments for reflection and individual pupils unselfconsciously share their personal prayers with the rest of the school. Opportunities to develop the pupils' spirituality in other areas of the curriculum are appropriately exploited, for example, in singing songs and painting pictures of local landmarks. The school effectively promotes the pupils' moral development. There is a clear moral code and the school fosters values such as honesty, fairness and respect for truth and justice through the implementation of its recently reviewed discipline policy. Sanctions for negative behaviour are clear and implemented calmly by staff. Pupils have a well-developed sense of right and wrong and are encouraged to take responsibility for their own actions. They show respect for each other's property and are trustworthy. Provision for social development is good. Older pupils are given opportunities to demonstrate responsibility by undertaking tasks around the school. Many opportunities are provided for pupils to work in groups and teams, meet pupils and adults from other schools in arts festivals, and competing in sporting events and quizzes. Pupils play an effective role within the local community and entertain local residents at the local day centre at Christmas. Cultural development is good. The planned curriculum is effectively helping pupils to understand and appreciate their own cultural heritage and that of others. Work in history, art, geography, music and make a good contribution to pupils' cultural development.

21. The provision for personal support, guidance and welfare for pupils is good overall and is a strength of the school. The support and guidance offered to the pupils are good. The pupils feel valued, enjoy coming to school and are confident in their relationships with visitors, staff and each other. Appropriate policies and procedures are effective in dealing with and helping to prevent all forms of oppressive behaviour. Class rules and the school's aims reinforce its commitment to pupil care. Procedures for promoting good attendance are very effective and the school consistently maintains attendance levels above the national average. The school has good arrangements for monitoring pupils' welfare and child protection procedures are effective. Informal care and counselling arrangements are good and the teachers provide valuable support for pupils who become distressed at school. Procedures for health and safety are good.
  
22. The school's partnership with parents and the community is good overall. The school has good relationships with the parents and there is a good level of support for the school. The pre-inspection questionnaire and parents' meeting with the inspection team showed a good level of support for all aspects of the school and contrary to the results of the questionnaire, the school handles complaints effectively. The quality of information given to parents is satisfactory. Annual reports describe what the pupils have learnt but do not set clear targets for future work. The school prospectus and the governing body's report are informative and comply with statutory requirements. Curriculum information for parents is detailed. Parents are actively involved in helping their children with their learning both at home. The loan of activity boxes to children under five is a good feature. Parents are welcomed into the school to assist in the classes or to talk to teachers about their children. Parents support the school through an active parents' and teachers' association whose generosity does much to enhance the school's resources. The school has developed good links with the local community.
  
23. The leadership and management of the school are satisfactory overall. The headteacher provides sound leadership and has a clear vision for the overall development of the school. Day to day management of the school is satisfactory. Documentation is appropriate and the school's aims and values are fully reflected in its work. Statutory requirements are fully met except in design and technology. The provision for pupils with special educational needs is satisfactory and procedures are appropriate. The monitoring of the quality of teaching and learning in classrooms is however unsatisfactory overall. Staff are clear about their roles and responsibilities but the role of subject co-ordinator is underdeveloped. There is no systematic planning of the monitoring of teaching and curriculum development. Governors are actively involved in the life of the school. They visit regularly, fulfil their legal responsibilities and are supportive of the school. Their strategic involvement is satisfactory overall and governors have worked hard to ensure that the transition from the old to the new school has been as easy as possible for both staff and pupils alike. Planning for future development of the school site is now well under way but development planning, monitoring and evaluation are unsatisfactory overall. There is no plan for the systematic monitoring and evaluation of school improvement and the school development plan only identifies targets for the current year. The school's ethos

is good and pupils are encouraged to develop positive attitudes towards others and themselves. There is a strong commitment within the school to developing very good relationships and a sense of community.

24. The staffing, accommodation and learning resources are good overall. Teachers are deployed appropriately. The skills, knowledge and expertise of ancillary staff are utilised to support the pupils' learning. The procedures for the induction of newly qualified staff and teacher appraisal are satisfactory. Guidelines for staff are effective. Staff development is linked to the school's priorities and is used well to develop teacher expertise. For example, teachers and a governor have trained together on the implementation of the National Literacy Initiative. The school provides a very good learning environment in classrooms and other areas. The buildings are spacious, well-planned and are attractively decorated with displays of the pupils' work. Resources are good overall, accessible, in very good condition and appropriate.
25. The schools' financial resources are managed appropriately and financial planning is satisfactory overall. Financial planning is sound and takes account of the school's immediate priorities. The school development plan is overambitious and resource implications are not fully costed. Staff are used effectively but the role of curriculum co-ordinator is underdeveloped. Non teaching staff and voluntary helpers make a valuable contribution to the support that pupils receive in the classroom. The roles of curriculum co-ordinators are unclear. Financial controls are efficient and day to day management is good.
26. Given the educational standards achieved, the unsatisfactory progress overall at Key Stage 2, the consistently very good behaviour of the pupils, the overall quality of education provided in relation to its context and income, the school gives satisfactory value for money.

## Key issues for action

27. To build on the recent improvements made and develop the effectiveness of the school to further raise standards, the headteacher, staff and governors should:
- Improve progress of the pupils overall at Key Stage 2 and especially in English by:
    - ensuring that planning is clearly matched to the abilities of the pupils;
    - increasing the challenge for the higher attaining pupils.
  - Raise attainment in information technology at Key Stage 2 by:
    - ensuring all aspects of the National Curriculum Programmes of Study are being taught to sufficient depth.
  - Improve the monitoring of teaching overall and develop the role of the curriculum co-ordinator;
  - Improve the curriculum and assessment overall through the:
    - clear identification of what should be taught to which group of pupils and when;
    - development of portfolios of assessed and moderated samples of pupils' work;
    - effective use of assessment to help teachers when planning.
  - Improve development planning by:
    - identifying targets that are realistic and fully costed;
    - improving procedures for the effective monitoring and evaluation of school improvement;
    - identifying targets for long term development.
  - Ensure all statutory requirements are met with regards to the curriculum.

## **Introduction**

### **Characteristics of the school**

28. Holy Trinity RC Primary School is situated in the town of Brierfield. The school has been in existence for more than 90 years and the original school was built beneath the church of the same name. The school moved to its present building in 1998 and it occupies a pleasant site near the centre of the town. It is surrounded by a playground, grassed areas and a playing field. There are 102 pupils on roll. Pupils under five are admitted at the beginning of the academic year after their fourth birthday.
29. The school serves a wide catchment area within the town and neighbouring villages. It is a mixture of privately owned residential accommodation, rented and local authority housing. Children come to school with attainment that is above national expectations for those of a similar age. The vast majority are eager to learn and are well supported by their parents. There are currently no pupils of ethnic minority origin. Seventeen per cent of the pupils have been identified as having special educational needs and approximately sixteen per cent are eligible for free school meals. The school is well supported by parents. There is a flourishing parents and teachers association that purchases equipment from the results of its successful fundraising events.
30. The school aims to enable each pupil to develop his/her moral, spiritual, intellectual, physical, emotional and social capacity within the context of a Catholic ethos. The school has currently set targets for development in several areas:
  - To review the curriculum provision for English, mathematics and science;
  - To review and develop policies for all subjects;
  - Continue to develop the school's library and use of information and communication technology.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1997	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	7	8
	Girls	9	7	8
	Total	17	14	16
Percentage at NC Level 2 or above	School	100(92)	82(100)	94(100)
	National	80 (78)	80 (79)	83(82)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	8	8
	Girls	8	8	8
	Total	15	16	16
Percentage at NC Level 2 or above	School	88(92)	94(100)	94(100)
	National	80(78)	83(82)	85(84)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1997	9	4	13

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	9
	Girls	2	2	3
	Total	11	10	12
Percentage at NC Level 4 or above	School	92(58)	77(75)	100(84)
	National	63(58)	62(54)	68(62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	9
	Girls	3	2	4
	Total	12	10	13
Percentage at NC Level 4 or above	School	92(67)	77(75)	100(91)
	National	63(60)	64(54)	69(65)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

**Attendance**

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

		%
Authorised Absence	School	4
	National comparative data	5.9
Unauthorised Absence	School	0.1
	National comparative data	0.5

**Exclusions**

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

	Number
Fixed period	0
Permanent	0

**Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	8.5
Satisfactory or better	91.5
Less than satisfactory	8.5



## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

31. Attainment on entry for children under five is above that normally expected for children of a similar age in all areas of learning. Progress is good in all areas of learning in the reception class. By the time children are five their attainment is above that expected nationally in language and literacy, mathematical and creative development. Attainment is in line with that expected nationally in all other areas of learning.
32. At the end of Key Stage 1 standards in English, mathematics and science are in line with national expectations. Speaking and listening is good and above average. Skills in numeracy are developed appropriately and in line with that expected of seven year olds. Attainment in design and technology and physical education is below national expectations for seven year olds. Attainment is in line with national expectations in all other subjects. At the end of Key Stage 2, attainment continues to be in line with that expected nationally in English, mathematics and science. Speaking and listening continues to be above average. Attainment is in line with national expectations in history, geography and music. It is below national expectations in art, design and technology, information technology and physical education.
33. The results of the 1997 end of key stage assessments show that attainment at the age of seven in English, mathematics and science is in line with the national average. This is consistent with inspection findings. At the age of eleven, attainment in English and science is above the national average and that attainment in mathematics is in line. This is generally inconsistent with the inspection findings where overall attainment in English and mathematics reflects a lack of challenge for the higher attaining pupils, low expectations by teachers of what pupils can achieve and an over reliance on commercial schemes of work at the end of the key stage.
34. At Key Stage 1, pupils make satisfactory progress in English, mathematics and science. Progress in numeracy is also satisfactory. Progress is good in physical education. In all other subjects, progress is sound except in design and technology where the National Curriculum Programmes of Study are not taught to sufficient depth. Progress also varies at Key Stage 2 but it is unsatisfactory overall. It is unsatisfactory in English and activities at the end of the key stage often lack challenge. Progress in mathematics is satisfactory. It is good in science however, and especially in investigative work where recent curriculum developments have had a positive impact on pupil standards. Pupils make unsatisfactory progress in art, design and technology and information technology due to the insufficient development of skills and unsatisfactory coverage of the National Curriculum Programmes of Study in these subjects. Progress is good in relation to prior attainment in physical education and satisfactory in all other subjects.

35. Support for pupils with special educational needs is satisfactory and they make sound progress overall, but targets in individual education plans are not sufficiently specific for these pupils and progress could be better. There is no significant difference in attainment between girls and boys within the school. The progress of higher attaining pupils varies but is unsatisfactory overall due to a lack of tasks matched accurately to pupils needs. This is especially so for the pupils in the higher year group in each class.

### **Attitudes, behaviour and personal development**

36. Personal and social development for children under five is good. All children have positive attitudes to learning. Children are polite, enthusiastic, well behaved and eager. They take turns, concentrate well and stay on task. They observe each other's work with interest, for example in a physical education lesson. Children move about the classroom quietly and handle equipment with care. They relate well to each other and to the adults in the classroom.
37. At Key Stages 1 and 2, pupils' attitudes to learning are good throughout the school. Pupils respond well in lessons, listen attentively and are keen to answer questions. They settle quickly to work, persevere and sustain concentration when undertaking set tasks in class. They respond effectively to lessons that involve the use of practical activity. For example, pupils in Years 5 and 6 showed great interest in using a range of musical instruments to accompany a song in class. Pupils are enthusiastic about their work and this is especially so in Years 3 and 4 where presentation of written work is very good. The quality of written work lacks sufficient care in Years 5 and 6. Presentation skills are less well developed and the quality of handwriting is often unsatisfactory.
38. Pupils' behaviour is very good and this is a significant strength of the school. Pupils are very polite, inquisitive and friendly. They are very helpful and courteous to visitors and to each other. This very positive behaviour has a beneficial effect on standards attained and the quality of life in school. For example, pupils in Years 3 and 4 remained on task in a science lesson. They listened very well to each other and the teacher and worked enthusiastically with the recording and data handling task. The majority of pupils respond well to the high expectations of teachers. On rare occasions, when unsatisfactory behaviour occurs, appropriate action is taken by the teachers and pupils respond positively to the school's discipline code. There have been no exclusions of pupils in the last two years. Pupils show great respect towards classroom displays, the grounds, the buildings and the furniture, and value the impact of the new buildings on their educational opportunities.
39. Pupils are friendly and show great respect for others. Relationships between pupils and teachers and pupils' relationships with each other are good. Pupils work well together in practical activities. They help each other, for example, when using computers or in discussion about practical work during science lessons. Results from the parents' questionnaires indicate that the vast majority of parents feel that the school's values and attitudes have a positive effect on pupils' work, and the inspection findings support this view.



40. Personal development is good. Pupils respond well to the range of opportunities provided for them to participate in the life of the school and the wider community. For example, pupils perform plays and sing songs at various times in the year. Pupils respond positively to visits to other local schools to attend Eid celebrations. Older pupils willingly take on roles of responsibility within the school by collecting and taking lunch boxes to the dining hall. Pupils respond very positively to the opportunities provided for them to volunteer their own prayers at assemblies and during mass. All pupils show considerable respect for these contributions to the school's ethos.

### **Attendance**

41. Attendance is above the national average. Procedures for registration are efficient and the requirements for recording attendance are fully met. Punctuality is good throughout the school day. There is close and effective liaison with the education welfare officer.

### **Quality of education provided**

#### **Teaching**

42. The quality of teaching varies throughout the school but it is satisfactory overall. During the inspection it varied from very good to poor. Very good teaching was seen in physical education and mathematics. Unsatisfactory teaching was seen in science and poor teaching was seen in English. In over half the lessons, teaching was good or very good. In the reception class the quality of teaching is good overall, never less than satisfactory and occasionally very good. At Key Stage 1, the quality of teaching is satisfactory overall and frequently good. Occasionally it is unsatisfactory. At Key Stage 2 the quality of teaching is generally satisfactory to good. Sometimes it is very good and on occasion it is unsatisfactory or poor. Teaching and support for pupils with special educational needs is good.
43. Teachers' subject knowledge and understanding are satisfactory in reception, generally good in Key Stage 1 and satisfactory in Key Stage 2. It is particularly good in aspects of mathematics and English, although teachers' subject knowledge of less frequently taught aspects of these subjects, such as area and pronouns, is more insecure. All the teachers effectively teach the vocabulary and terms that are specific to the subjects. Where subject knowledge is good, for example in music, the teachers are better able to plan for appropriate challenge for pupils of different prior attainment.
44. In the reception class, expectations of the children are very high. In Key Stage 1 they are good but in Key Stage 2 they are unsatisfactory overall, sometimes even when the topic of the lesson appears challenging. For example, in Key Stage 2, the pupils' time is frequently spent copying out text in order to carry out a task. A number of lessons are over prescriptive in nature, not allowing pupils to show initiative or organise their own learning. For example, in a science lesson, where the pupils were not given the opportunity to collaborate properly to design their own experiment.

45. The teachers' planning is satisfactory overall. Planning is good for children under five. It is in line with the identified Desirable Outcomes for children's learning with clear links to the National Curriculum. Throughout the rest of the school, planning is satisfactory. Teachers generally identify clear objectives and plan thoroughly what pupils will do. Lessons build on work in earlier lessons and activities are frequently adjusted to appropriate levels of difficulty to meet the needs of different groups of children. However, frequently in Key Stage 2, the activities set for higher attaining pupils are insufficiently challenging and this places unnecessary limits on what the pupils can achieve. Where there are cross curricular links sometimes objectives are confused and individual subjects are not properly identified and taught in the lesson.
46. Teachers generally use appropriate methods and teaching strategies. Methods and organisation are good for the teaching of children under five. Throughout both key stages, teaching strategies are well matched to the aims of the lessons. Teachers provide good introductions and expositions to interest pupils. Generally, teachers use skilful questioning techniques to develop pupils' learning. Sometimes, however, the activities in both key stages lack relevance for the pupils. In Key Stage 2, the teachers usually make their expectations explicit to pupils, who are given clear targets and time constraints to motivate them. In addition, the quality of the pupils' work is constantly monitored, evaluated and fed back to them during the activity. This is less effectively done in Key Stage 1.
47. The teachers generally manage pupils well and achieve high standards of discipline. Throughout the school a good ethos for learning is created by the teachers which encourages pupils to listen and participate in discussions. However, once pupils are set to work independently or in pairs, the pace of the lesson is frequently allowed to slacken a little and progress is diminished. In Key Stage 1, in particular, individual pupils occasionally come off task intermittently or only give the task half their attention.
48. The teachers generally make satisfactory use of resources and time, although the library is currently underused. The school is aware of this and plans to fully use these new resources in the near future. Throughout the school computers are well used to support several subjects. However, sometimes pupils are not given strategies to enable them to get the most out of these resources and the lesson suffers in consequence. Very good use is made of time and resources in the reception class.
49. Day to day assessment is good for children under five and in both key stages teachers question pupils effectively to establish their understanding. They respond to pupils' work with constructive and positive comments and marking is good. However, little use is made of these assessments to inform subsequent planning or teaching. This is particularly so in Key Stage 2, where planning does not meet the needs of all pupils, particularly those of the higher attainers.

50. The use of homework is generally underdeveloped, particularly in Key Stage 2. Pupils throughout the school take home books to read and spellings to learn. However, in Key Stage 2, opportunities to develop pupils' research skills and capacity for private study are missed. Very good use is made of homework in reception, where children take home boxes of activities in addition to their reading books.

### **The curriculum and assessment**

51. The curriculum for children under five is good. It covers the required areas of learning and is broad, balanced and satisfactory for children of this age. The planning for progression and continuity in their learning is good.
52. At both key stages, the school provides a curriculum that is broad and balanced and relevant to the needs of the pupils. It meets the requirements of the National Curriculum satisfactorily in most subjects, with the exception of design and technology. All pupils have equal access to the curriculum. The school demonstrates a commitment to promoting pupils' intellectual and physical development and the provision for the arts is satisfactory.
53. Medium term planning appropriately identifies the topics to be covered over a term. This assists with the continuity and progression of the curriculum but there is little detail regarding the expected learning outcomes for pupils of different abilities. Teachers' weekly planning does not always take into account the differing needs of the pupils and there is sometimes too much dependence on published schemes. For example, in mathematics there had been an over-reliance on a commercial scheme providing insufficient challenge for higher attaining pupils. The school has recently begun to address this by revising the scheme of work in mathematics.
54. The planning for progression and continuity is unsatisfactory in both key stages because the quality of subject documentation is not consistent and teachers' planning lacks detail. There are sound policies in place for all subjects but the physical education policy is out of date and in need of review. Where policy documents are in place, they are helping in the development of a consistent approach to the teaching of the subject. There are no schemes of work for art, physical education and design and technology and, in other subjects, they lack the clarity and detail needed to ensure continuity of teaching and progression in learning. The policies and schemes of work for both history and information technology are good because they have a clear framework of the principles and practice to be followed in those subjects. The school also has a good policy for European awareness which indicates an effective cross-curricular approach. It is clear that the school has recently undertaken a considerable amount of curriculum development and that progress has already been made in several areas.
55. The allocation of time for the subjects of the curriculum is satisfactory overall with the exception of design and technology which is unsatisfactory in both key stages, and for art near the end of Key Stage 2. The planned curriculum caters appropriately for mixed age classes in most subjects ensuring continuity and

progression in topics covered.

56. Provision for personal and social education is satisfactory. There is an appropriate policy for education for personal relationships which includes an appropriate policy for sex education. The policy for drugs education is satisfactory and while there is no written policy for specifically for health education, the school does cover the relevant issues in science and education for personal relationships.
57. The requirements of the code of practice for pupils with special educational needs are being fully met. The progress of the children is monitored and regular reviews are held termly. Individual education plans are in place, but they are not fully specific and are not used effectively to ensure that class work is appropriate to pupils' needs. All pupils have equal access to all National Curriculum subjects. Procedures for monitoring the progress and attainment of boys and girls are at a very early stage.
58. Assessment is unsatisfactory overall. Procedures for assessment are good for children under five and information is used very effectively to plan for experiences that lead to the National Curriculum Programmes of Study. Assessment procedures are satisfactory overall in both key stages although the school has no portfolio containing samples of work which exemplify attainment at each level in English, mathematics and science. The policy for assessment gives satisfactory guidance to staff, but there is no policy for marking. Work is generally marked well and teachers use the assessments they make in marking to monitor the progress of pupils. The recording of pupils' progress is satisfactory. Teachers regularly record the assessments they make of pupils' work and individual pupil profiles are updated each year. They are an appropriate record of individual attainment but do not set detailed targets for each pupil. The links between assessment and planning are underdeveloped and unsatisfactory. Information gathered is not used effectively to plan for the next stages of learning. Annual reports to parents are satisfactory overall and provide a useful record on pupil progress within each subject of the curriculum.
59. The range of extra-curricular activities is good. Pupils actively take part in competitive team sports arranged with other local schools in football, netball, rounders, athletics and swimming. There are lunchtime clubs for chess, choir, recorders and learning French. These activities are led well by the staff and they enrich the positive school ethos. The school organises a variety of extra curricular visits to local places of interest.

### **Pupils' spiritual, moral, social and cultural development**

60. The school's provision for spiritual development is good. There is a sense of calm and peace in assemblies. The pupils are offered moments for reflection and individual pupils unselfconsciously share their personal prayers with the rest of the school. The occasion is used to explore amazing human stories of triumph over adversity, such as Louis Braille's invention of an alphabet for blind people. The pupils' good singing generally, and of their school song in particular, contributes to the spirituality of the occasion but opportunities to use instrumental music are sometimes missed. There is strong sense of community and desire to excel for the school. The pupils wear a school uniform and are



keen to represent their school in a number of festivals and on sporting occasions. Religious education makes a good contribution to spiritual provision. Other subjects such as English, art, science, history and music make a satisfactory contribution. For example, some pupils painted Pendle Hill in watercolours.

61. The school's provision for moral education is good and reflects the school's aims. This is evident in the very good behaviour of the pupils, their strong self esteem and their very evident strong moral code. Moral issues are highlighted in assemblies, where pupils also demonstrate their developing framework of values in their personal prayers. Religious education makes a very good contribution in this area, and in geography in their study of pollution, the pupils reflect on people's responsibilities as well as their rights. In English the pupils have many opportunities to consider moral issues through their keen interest in reading. For example, they reflect on what is right and wrong in their discussions of classic fables.
62. The school's provision for social education is good overall. The wide age range in most classes ensures that pupils from different year groups learn to relate to each other positively. Occasionally in lessons the pupils work successfully in pairs. The pupils are aware of the need for group rules and relationships are good. Older pupils are given some appropriate responsibilities. For example, the position of head boy and head girl, collecting lunch boxes from the classrooms and gathering litter at break times. They greet visitors and show them round the school. There are limited opportunities for pupils to demonstrate initiative but some pupils act as servers during Mass. There are many suitable opportunities for pupils to work in groups and teams and meet pupils and adults from other schools when representing their school in arts festivals, sporting events and quizzes. The pupils play a role within the local community and entertain local residents at a local day centre every Christmas. They also make up food hampers and deliver them to local, elderly parishioners. Pupils are encouraged to support many charities and they donate books to foreign missions. However, currently there are no residential trips.
63. The school's provision for cultural education is good overall. The pupils are well versed in many of the traditions of the Catholic Church. In religious education they also learn about other faiths and visit a county school where Eid is celebrated. An interdenominational group contributes to assemblies. English, history and geography, where pupils study past or alternative lifestyles, make good contributions to pupils' cultural development and each summer the pupils are involved in the school's European Awareness Project. There are several extra curricular clubs and in addition the pupils visit the Cenotaph on Remembrance Day and make trips to other towns and museums of various kinds. The pupils' knowledge of authors, artists, performers and composers is underdeveloped and they are largely unaware of the contribution of individual cultures to mathematics and to scientific and technological development.

## **Support, guidance and pupils' welfare**

64. The support and guidance offered to the pupils are good and a strength of the school. The pupils feel valued, enjoy coming to school and are confident in their relationships with visitors, staff and each other. The school encourages pupils to care for each other and the Year 6 pupils help to look after the younger children at play and during wet lunch times. Appropriate policies and procedures are effective in dealing, with and helping to prevent, all forms of oppressive behaviour. The pupils earn house points for good work and behaviour. The school awards a trophy to the most successful house team each term. Class rules and the school's aims reinforce its commitment to pupil care. Procedures for promoting good attendance are very effective and the school consistently maintains attendance levels above the national average.
65. A good feature of support and guidance for pupils is the sensitivity and effectiveness which the school achieves with its health care programmes. A range of visiting specialists come into school to provide health screening. The school nurse provides regular visits which enable pupils and their parents to discuss any concerns. Qualified first aiders support health care provision in the school and all staff are trained in resuscitation techniques.
66. Pupils with statements of special educational need receive appropriate support from specialist teaching and non-teaching staff. The school maintains good child protection procedures and all staff are made aware of the arrangements by the headteacher. Informal care and counselling arrangements are good and the teachers provide valuable support for pupils who become distressed at school.
67. Relationships with the police and support agencies are good. The school makes good provision for the pupils' safety and they take part in a fire safety quiz each year. Through visitors, the school provides talks on rail safety and encourages the pupils to take part in a 'Streetwise' project, which alerts them to the dangers which they may face in society at large. The headteacher and governors are vigilant in making regular health and safety inspections of the premises. The school is aware of the need to clear glass and builder's rubble from the grassed play area.

## **Partnership with parents and the community**

68. The school has good relationships with the parents. The pre-inspection questionnaire and parents' meeting with the inspection team showed a good level of support for all aspects of the school and contrary to the results of the questionnaire the school handles complaints effectively. The quality of information given to parents is satisfactory. Annual reports describe what the pupils have learnt but do not set clear targets for future work. The annual report makes it clear that parents can seek appointments with the teachers. The school provides the parents with detailed information on what is taught and holds two meetings each year to discuss the pupils' progress. A regular flow of letters keeps the parents well informed of events in school. The school has a useful reading record which shows parents what the pupils have read and enables them to make comments.
69. A good feature of this partnership with the parents is the school's effectiveness

in encouraging the parents to support their children's learning. The teachers have developed loan boxes which provide parents of the youngest children with appropriate toys, games and books. In classes, the teachers welcome parental support. Parents regularly come into school and help with such things as art, reading and in cataloguing the library. A parent-governor, with teaching experience helps special educational needs pupils with mathematics work. Parents of pupils with statements of special educational need are appropriately invited in the school each term to discuss and review individual education plans.

70. An active parent teacher association is successful in raising funds for resources. The staff are effective in using links with the community to enrich learning opportunities for the pupils. This is a strength of the school. Good use is made of the local area and its resources. The pupils regularly visit a local primary school and art exhibitions at the town's museum. These make an effective contribution to the pupils' appreciation of other cultures. Local industry and the town's retail market support the school and they provide prizes for competitions. A textile company has recently provided competition prizes for the pupils' environmental science work. The school maintains good links with the main destination secondary school. Exchange visits by the teachers and the pupils are a feature of this relationship.
71. Charitable work and community performances give the pupils opportunities to take responsibility and to foster a sense of care for others. The school has good links with the parish and the pupils are actively involved in church services and celebrations.

## **The management and efficiency of the school**

### **Leadership and management**

72. The leadership and management of the school are satisfactory overall. The headteacher provides sound leadership and has clear vision for the overall development of the school. Day to day management of the school is satisfactory. The school documentation is appropriate and there are policies for, and guidelines on, many aspects of school management. The headteacher has begun to monitor the attainment of the pupils and evaluate improvements in the end of key stage test results. Statutory requirements are fully met except in design and technology.
73. The monitoring of the quality of teaching and learning in classrooms is however unsatisfactory overall. Staff are aware of their roles and responsibilities and are committed to them but their role of subject co-ordinator is underdeveloped. There is no systematic planning of the monitoring of teaching and curriculum development. The headteacher has recognised this and is planning to release staff to work alongside colleagues to improve curriculum standards overall. The induction of new staff is effectively managed and job descriptions are specific and detailed. The management for the provision for special educational needs is satisfactory and procedures comply with the government's code of practice.
74. Governors are actively involved in the life of the school. They visit regularly, fulfil their legal responsibilities and are supportive of the school. The strategic

involvement of the governing body is satisfactory overall. Governors have worked hard to ensure that the transition from the old to the new school has been as easy as possible for both staff and pupils alike. Planning for future development of the school site is now well under way but development planning, monitoring and evaluation are unsatisfactory overall. The governing body has made a good start in the monitoring of new initiatives in the literacy programme but there is no plan for systematic monitoring and evaluating of school improvement. The school development plan only identifies targets for the current year. Costings are generally appropriate, completion dates are explicit, success criteria are identified but difficult to measure. The timescale for the review and development of school documentation is currently unrealistic.

75. The school has developed a good, caring ethos where pupils are encouraged to develop positive attitudes towards others and themselves. The school's aims and values are fully reflected in its work. There is a strong commitment to developing very good relationships and a strong sense of school community. Individual achievement and hard work are effectively recognised by the staff and this is greatly valued by the pupils. All pupils have equal access to the curriculum but insufficient consideration is given to ensure that pupils receive their full curriculum entitlement in mixed age classes.

#### **Staffing, accommodation and learning resources**

76. The school is adequately staffed and has sufficient teachers with relevant qualifications to teach the National Curriculum and programmes of learning for the under fives. The school's nursery assistant provides suitable support for pupils with special educational needs.
77. Suitable arrangements are in place for the appraisal of all staff. Induction processes provide relevant development opportunities. They have been effective in helping the newly qualified teacher to take responsibility for teaching the younger pupils. Staff development is linked to the school's priorities and is used well to develop teacher expertise. Recently, teachers and a governor have trained together on the implementation of the National Literacy Initiative.
78. The school is housed in a new single storey building which was opened in February 1998. The school has well-marked out hard play areas but as yet it is not able to use the recently seeded grassed areas. The teachers improvise by using a nearby park for some of the competitive games. The school provides a very good learning environment in classrooms and other areas. The buildings are spacious, well-planned and are attractively decorated with displays of the pupils' work. A suitable hall area enables the school to teach physical education and, library provision is being developed through classifying the school's stock of new books. The site supervisor ensures that the pupils have a safe and clean school.

79. The school has a good range of necessary resources to teach the National Curriculum. A substantial grant has enabled the school to provide up-to-date resources for all of the subjects. The school has a lack of multi cultural instruments for music and intends to provide play facilities for the under fives. Resources are accessible, in very good condition and are suitable for their users.

#### **The efficiency of the school**

80. Financial planning is sound and takes account of the school's immediate priorities. The school development plan contains an over-ambitious number of priorities and the resource implications for them are not fully costed. The headteacher conscientiously manages the school budget and keeps the governing body informed of financial matters. The governors are starting to develop an active strategic role in financial monitoring and in questioning decisions. The headteacher and governors have a clear knowledge of educational priorities for the school but have not yet fully focused on key developments and longer term aims.
81. The funds allocated for specific purposes, such as staff development, the purchase of resources and for supporting special educational needs provision are used effectively for their intended purposes.
82. The teachers and non-teaching staff make satisfactory use of resources to support the pupils' learning. All of the resources available to the teachers are new and in some subjects, such as physical education, their use has only recently begun. The accommodation is used effectively to provide good learning facilities for the pupils.
83. The deployment of teaching staff and support staff is sound. The headteacher has a part-time teaching role and the deputy headteacher's post is covered by a temporary supply teacher. As a result, time for monitoring of the curriculum is limited. Financial and administrative controls are good. They are rigorously applied by the school secretary and are effective in providing information for the headteacher and governing body.
84. Given the educational standards achieved, the unsatisfactory progress overall at Key Stage 2, the consistently very good behaviour of the pupils, the overall quality of education provided in relation to its context and income, the school gives satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

85. Overall, the provision for children under five is good and it is a strength of the school. Children enter the reception class full time at the start of the year in which they are five. Attainment on entry to school is above national expectations for children of a similar age. By the time children are five, attainment in language and literacy, mathematical and creative development is above average. Attainment in all other areas of learning is in line with standards normally expected for children of a similar age. Progress is good in all areas of learning.

### **Language and literacy**

86. A wide range of activities is provided and the teacher places an appropriate emphasis on developing the children's language and literacy skills. Children are making good progress in their phonic development and reading. They listen carefully, respond to questions, take part in role play and are encouraged to talk about their experiences. They enjoy books and join in enthusiastically with stories and rhymes. All children understand that print carries meaning, that text is read from left to right and from the top to bottom of the page. Many children are able to predict what will happen next in a story. Higher attaining children are able to read from simple text and use a variety of strategies to read unfamiliar words. Children's writing skills are developed progressively and by the time they are five many children are beginning to spell familiar words and write simple sentences.

### **Mathematics**

87. Due attention is given to mathematical development and a good range of practical activities help children to learn to count numbers at least to ten. They can add single digits mentally and use numerals to record simple addition problems involving numbers up to nine. They learn to use appropriate mathematical language. Younger children are beginning to develop their understanding of number by comparing, sorting and matching coloured objects. Skilful use is made of opportunities which arise through children's play activities to teach or reinforce mathematical language and to teach counting skills. For example, children use a 'menu' and record 'bills' in the pretend class café.

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

88. The children's knowledge and understanding of the world is satisfactory overall. They are developing an awareness of the world around them through the study of plants and the investigation of simple electrical appliances at the interest table. Design and technology skills are developed appropriately. Children can build models with large and small construction equipment. Children show satisfactory skills in cutting and joining, for example they can carefully cut out pictures and stick them into sequential order. The children are developing an appropriate understanding of information technology through the frequent use of the computer. Geographical skills are satisfactory for children of a similar age.

## **Physical development**

89. The range of activities to enable children to develop good co-ordination and body control is satisfactory overall. Children have regular access to the school hall for physical education lessons. Here they show good control in running, hopping and jumping. The children are developing a good understanding of space and an awareness of others through playground games. Opportunities for outdoor play are however restricted and limited to playtime and there is currently no planned teaching for this skill development. There are no opportunities for children to use tricycles and other large toys in a safe enclosed outdoor area. The school has recognised this deficiency and is shortly to develop appropriate play facilities for children under five. Activities such as painting, modelling, cutting and sticking help children develop their manipulative skills.

## **Creative development**

90. Satisfactory opportunities are provided for imaginative and exploratory play. Musical activities occur regularly and the children join in with the singing of familiar songs with enjoyment. Their ability to read a simple graphic score to copy and repeat clapping rhythms, is good and above that expected nationally for children of a similar age. They use their imagination well in role play in the home corner. Children can use a range of materials purposefully to create pictures and three-dimensional models. For example, they can use paintbrushes carefully to paint pictures using a range of colours. Attractive displays of completed work in the classroom reflect the broad range of tasks undertaken during the term and demonstrate the good work in this area.
91. The relationships between school and parents are good. Parents are encouraged to work with their children at home. For example, reading books are sent home regularly and the teacher has provided a very good range of activity boxes for use at home by the children with their parents. Resources are good and well organised.

## **English, mathematics and science**

### **English**

92. At the end of both key stages attainment in English is average. Throughout the school standards in speaking and listening are good and in reading and writing they are generally satisfactory. Handwriting is good at the end of both key stages and spelling is sound throughout the school. In the 1997 National Curriculum statutory assessments, the pupils attained levels in line with the national average overall at the end of Key Stage 1 and above at Key Stage 2. These results are broadly in line with the inspection findings for Key Stage 1 but inconsistent at Key Stage 2, due to the variation in pupil progress and the limited range of challenging work.

93. By the end of Key Stage 1, the pupils listen carefully and show understanding of the main points of discussion, commenting appropriately. They adjust the formality of their speech and the tone of their voice to the situation. They read simple texts accurately and with understanding, using a range of strategies to establish meaning. They demonstrate good knowledge of the parts of a book. They write showing some awareness of the reader. Their ideas are developed in a sequence of sentences, generally well demarcated by capital letters and full stops. Simple, common words are usually spelt correctly. Their handwriting is joined and legible.
94. By the end of Key Stage 2 the pupils are beginning to use standard English in formal situations. They ask questions to develop ideas and make contributions that take account of others' views. They read with fluency, responding to a range of texts, showing understanding of significant events and characters. They are beginning to use inference and deduction but are unskilled in finding books in a library. The pupils organise their writing appropriately for different purposes. They sustain and develop ideas in interesting ways and are accustomed to planning stories before writing them. A range of punctuation, including commas, apostrophes and inverted commas, is confidently used. They write with a clear fluent handwriting and their spelling of regular words is generally accurate.
95. Progress varies throughout the school but it is unsatisfactory overall. It is satisfactory in Key Stage 1, and during the inspection, pupils were seen to be making at least satisfactory progress in the lessons inspected and frequently progress was good in this key stage. Progress is unsatisfactory in Key Stage 2, but English is a developing subject. The recent introduction of a literacy hour for all pupils based on the National Literacy Strategy together with the recent injection of new books into the school has given the English curriculum a boost, from which the children are currently benefiting. The pupils are making satisfactory progress generally in lessons but progress varies sometimes from good to occasionally poor. Generally, teachers plan activities for pupils in line with school policy. The scheme of work developed by the school, however, does not enable teachers to plan activities in order to structure the development of pupils' understanding, knowledge and skills. Lessons frequently involve the pupils in practising high level skills in unchallenging tasks that involve much copying with the result that pupils' progress is limited, especially the progress of higher attaining pupils. The progress of pupils with special educational needs is satisfactory overall.
96. The pupils' attitudes to English throughout the school are good. They express their views with a confidence born of self respect. They read with sustained concentration and enjoyment. However, they are given little opportunity to show initiative and make decisions regarding the direction of the tasks they are set. Their behaviour is generally good.
97. The quality of teaching is satisfactory overall. In Key Stage 1 teaching is at least satisfactory and frequently good. When teaching is good, lessons are planned well with clear objectives. Tasks are adjusted to meet the needs of pupils at different stages of development and the teacher has high expectations of what the pupils can do. Sometimes the teaching is very good in parts of the



lessons where the teacher is talking to the whole class and managing the discussion very skilfully but this quality of teaching is frequently not maintained when the pupils are set to work independently and the pace of the lesson is allowed to slacken. In Key Stage 2 teaching is satisfactory overall, although frequently good and occasionally poor. When teaching is good, the teacher sets clear targets for pupils, monitors their understanding and adjusts the task for pupils of differing prior attainment. The quality of teaching is poor when the lesson has unclear objectives, the task set is unchallenging and assessment is only loosely linked to the National Curriculum Programmes of Study.

98. New resources and in service training have led to recent developments in this subject and there is much good work going on. The curriculum is enhanced by trips and projects, such as a visit to the film studios, an annual book fair week, a half termly book club and a newspaper reporting competition. However, many opportunities to develop writing across the curriculum, especially in history, are missed. Also, although the school has plans to develop the use of the school library, currently it is not in general use and this is having a negative effect on pupils' learning. There is a lack of monitoring and evaluation to ensure that the curriculum meets the needs of all pupils, especially the needs of the higher attaining pupils.

## **Mathematics**

99. Attainment at the end of both key stages is in line with the national average. The results of the end of key stage tests for 1997 reflect the inspection findings. However the attainment and progress of higher attaining pupils, particularly in Key Stage 2, are unsatisfactory.
100. By the end of Key Stage 1, pupils can successfully add and subtract two digit numbers. Higher attaining pupils can add with one carrying figure. Skills in numeracy are satisfactory for most pupils. Pupils can understand simple fractions and can read the time in half and quarter hours. Their knowledge of shape and space is satisfactory and pupils are beginning to use effective strategies in solving problems. By the end of Key Stage 2 most pupils can multiply two digit numbers by two digits. Their understanding of equivalent fractions is satisfactory and they can calculate fractional and percentage parts of quantities accurately. They can interpret data in line graphs, bar graphs and pie charts. Many pupils are developing appropriate investigational skills but the attainment of the higher attaining pupils however is less satisfactory with little evidence of them attaining the standards which are be expected of this ability.
101. Progress is satisfactory overall. Pupils in Year 1 occasionally make unsatisfactory progress, for example in a lesson on area the activity was not carefully matched to the ability of the pupils and many found the task confusing and difficult. In Years 3 and 4 progress is better and skills in numeracy are being developed well. Pupils can add and subtract three digit numbers. They know their two, three, four and five multiplication tables and are competent with multiplication of a two digit by a single digit number. They can undertake simple division successfully. Pupils in Year 5 are appropriately developing their knowledge and understanding of shape and measurement. They can measure using standard units of length and capacity. They can produce simple bar

graphs from given data. Observations during the inspection indicate that higher attainers respond well when given challenging work and the opportunity to enrich and extend their learning. The school has recognised the need to address the progress of the higher attaining pupils. Staff have recently revised the scheme of work so that there is more class teaching and greater monitoring of the progress of the pupils.

102. Pupils' attitudes are good and many pupils respond well in lessons. They work independently and co-operate well in group activities. Pupils are always polite and courteous to each other. When there is sufficient match of work to pupil ability and tasks are challenging, pupils show interest in their work and concentrate well.
103. The quality of teaching is satisfactory overall. Many lessons have good features, including good explanations and class teaching. In the small number that are unsatisfactory, planned activities are not fully matched to the needs of pupils as seen in a Year 1 and 2 class where the tasks were too difficult for the younger pupils. In better lessons, the teachers' planning ensures that the whole range of ability is addressed by preparing different tasks which challenge the pupils. Teachers regularly praise pupils' efforts and are particularly supportive of pupils with special needs. Relationships are good and based on mutual respect. Pupils are not usually set homework in this subject.
104. The policy and scheme of work for mathematics are satisfactory. There is currently no subject co-ordinator but the school has recognised that the over-reliance on a published scheme restricts the progress of higher attaining pupils. In response to this, the acting subject co-ordinator has recently revised the scheme of work.
105. There is a good range of suitable equipment. This is readily available in the classes and there is an up to date inventory. The teachers make satisfactory use of the resources. The school is now using more materials for developing mental arithmetic in Key Stage 2, although this is not sufficiently matched to the ability of the higher attaining pupils.

## **Science**

106. Attainment in science at the end of both key stages is in line with the national average. The results of the end of key stage tests for 1997 broadly reflect these judgements at the end of both key stages. There were no opportunities to observe the teaching of science in Key Stage 1 during the period of inspection. Judgements are based on the scrutiny of work and discussions with pupils.
107. At the end of Key Stage 1, pupils can identify the important characteristics of plants found in the new school grounds. They can recognise the different properties of a range of common materials and organise and represent the data gathered in a simple block graph. Pupils use simple equipment such as magnifying glasses. By the end of Key Stage 2, many pupils recognise the need for fair tests. They use subject specific vocabulary such as force and Newtons. They are beginning to plan experimental work and they can design a fair test to incorporate a control. Pupils carefully check their observations and

measurements. They can represent the data gathered in the form of block and line graphs. Their ability to investigate is good, for example, they can experiment with a range of electrical circuits and switches to make combinations of bulbs light. Pupils know that plants are dependent on light and water and recognise that these plants adapt accordingly to their habitats.

108. Progress is satisfactory in Key Stage 1 but good across Key Stage 2 where good teaching, a new scheme of work and very good resources are having a positive impact on standards of attainment. In Year 1, pupils know that materials are chosen for specific purposes and that some materials are waterproof. Pupils in Year 3 are making good progress in their investigational science and can predict potential results with accuracy, as seen in a class experiment to test the effect of light and water on plant growth. Pupils in Year 4 can classify animals according to a number of criteria. They can investigate the effect of gravity on a marble running down hill. Those in Year 5 can use a Newton meter to measure the effect of pulling a boot across different surfaces to measure the effect of friction. Pupils throughout both key stages present scientific information in a number of ways, through drawings, diagrams, graphs and narrative accounts.
109. The pupils' attitudes are always good. This is especially so when pupils undertake investigations and in the recording of results and presentation of their work. Good examples of recorded work were seen at Key Stage 2. This was especially so in Years 3 and 4. All pupils use equipment carefully and take responsibility when tidying up.
110. The quality of teaching is satisfactory overall. Teachers have secure subject knowledge. A good example of this was observed in a Year 3 and 4 lesson. The pupils were invited to hypothesise and predict the likely outcome of a class experiment that had been started the previous week. Good connections were made with science as an everyday experience and the first hand knowledge of the pupils was built on effectively. Teachers plan lessons carefully and use interesting resources to stimulate the pupils. Where teaching is less effective, teacher's introductions to the lesson are too long and the pace of the lesson is slow, as seen in a lesson at the end of Key Stage 2. There were no opportunities for pupils to plan their own experiments and there was an over reliance on the published scheme for lesson content. In Key Stage 2, evidence of teachers matching work to the age and abilities of the pupils was limited. Curriculum planning is not always effective in addressing issues of progression and continuity in pupils' learning and the proportion of time devoted to all aspects of the science curriculum is inconsistent. Various records of individual progress are kept by teachers, but they are not used systematically in the planning of future lessons. Information technology is not used effectively for storing, retrieving and presenting information.

111. There is a detailed policy document that gives effective guidance to staff. The subject co-ordinator has a clear vision for the development of science and there is a good scheme of work. The scheme supports teaching and it identifies what is to be taught and to what level. Curriculum planning is not formally evaluated by the co-ordinator but there are plans for the co-ordinator to work alongside colleagues in lessons.
112. The resources for science are now very good. There is a wide selection of books and multi media material in the library and classrooms. Outside visits are made to support classroom work, for example to a local science and technology centre and a country park.

## **Other subjects or courses**

### **Art**

113. There were few opportunities for the teaching of art to be observed. However evidence from pupils' work, displays and photographs of previous displays and discussion with pupils, indicates that attainment in art is in line with national expectations at the end of Key Stage 1 but below at the end of Key Stage 2.
114. By the end of Key Stage 1, pupils can use a range of media and techniques appropriately. They can record their thoughts and feelings in their painting and drawing. For example, they effectively designed and made cards from a range of materials and were able to amend their ideas. By the end of Key Stage 2, pupils make use of sketch books and generally produce satisfactory work in them. They can use appropriate techniques to produce some satisfactory work in water colour. Their knowledge of famous artists is undeveloped. Pupils have little opportunity to experiment with a range materials, tools or techniques. Their use of modelling materials and other three dimensional work is very limited. They know little about local artists, craftspeople or designers.
115. Progress is satisfactory in Key Stage 1, with pupils increasingly encouraged to reflect on the work they have produced and to develop their awareness of the possibilities of the material they used. In Key Stage 2, the pupils are not making satisfactory progress. There is no clear development of knowledge, and concepts. There is very little progression in skills and the range and quality of work is similar throughout the key stage.
116. Attitudes are satisfactory overall. Pupils in Key Stage 1 have positive attitudes to art. They enjoy the opportunities to be creative in their lessons. Pupils in Key Stage 2 are cautious about experimenting and they lack confidence in using a range techniques.
117. Insufficient lessons were observed to make a judgement on teaching. In those lessons seen in Key Stage 1, teaching is good with pupils encouraged to be creative and imaginative. Pupils are encouraged to be allowed to experiment with different materials and to reflect upon their designs and develop their own ideas. Little teaching was observed in Key Stage 2.
118. The policy has been recently amended, and while it sets out clear aims, some aspects of the policy are not yet being fully implemented. Insufficient time is

allocated to the teaching of art at the end of Key Stage 2. There is no scheme of work and planning is unsatisfactory. There are no formal assessment procedures and reporting to parents lacks detail. The lack of space in the former school was a major factor in limiting, effective teaching, good display and storage of pupils' work. Opportunities now exist for the rapid development of this subject within the new school.

## **Design and technology**

119. There were limited opportunities to observe direct teaching of design and technology during the inspection. Evidence was obtained by direct observation, from displays, the scrutiny of pupils' and through discussions with pupils. At the end of both key stages, attainment in design and technology is below national expectations. Throughout the school, standards in designing and making are unsatisfactory. There was insufficient evidence to make a judgement about the quality of teaching.
120. At the end of Key Stage 1, the pupils generate ideas through assembling and rearranging a narrow range of materials and components, for example, weaving cloth through matting, making models of houses seen on an educational visit and making greetings cards. They have limited choice of materials and little opportunity to develop skills in either designing or making. At the end of Key Stage 2, the pupils generate ideas and cut and shape materials and components in order to assemble them. However, the pupils' designing and making skills are underdeveloped. They use a small variety of materials and a limited range of techniques. There is little evidence that pupils consider alternative designs and evaluate their work as it develops. They do not produce step by step plans in order to construct their designs and there is no structured development of skills.
121. The pupils throughout the school make unsatisfactory progress over time in this subject. Planning is unstructured and insufficient time is accorded to this subject to enable pupils to build on prior learning and develop their knowledge, understanding and skills. In the one lesson seen in Key Stage1, the pupils made good progress in their skill in using the materials.
122. From the limited evidence available, such as photographs, records of competition participation and successes, recently constructed artefacts and pupil reports, it is evident that the pupils respond reasonably well to this subject. They apply themselves to the set tasks and are pleased to show their finished work. They have little opportunity to show initiative. In the one lesson seen in Key Stage 1, the pupils responded well to this subject and worked hard.
123. There was only one lesson taking place in this subject during the inspection and so it is not possible to make a judgement on the quality of teaching. However, in the one lesson seen in Key Stage 1, the quality of teaching was good. The lesson was well planned and focussed on an activity that was purposeful and meaningful for the pupils. Good, clear instructions were given to the pupils and resources were used effectively.

124. This subject lacks status within the school and the planning is often ad hoc. Opportunities which arise in other subjects for making things are used as a springboard for design and technology topics, rather than the Programmes of Study of the subject itself. For example, cuboids made in mathematics were being turned into tanks. The policy document gives insufficient weight to the planning and evaluation skills that pupils need to develop. There is no scheme of work to support teachers in their planning and a lack of monitoring and evaluation has resulted in pupils' needs in this subject not being addressed. The subject has had a recent injection of high quality resources which are as yet largely unused. The curriculum is occasionally enhanced through participation in local competitions, such as a 'Design a Poster' competition run by a local firm.

### **Geography**

125. There were limited opportunities to observe direct teaching of geography during the inspection. Evidence was obtained by some direct observation, from displays, the scrutiny of pupils' and through discussions with pupils. Attainment is in line with national expectations at the end of both key stages. There was insufficient evidence to make a judgement about the quality of teaching.
126. At the end of Key Stage 1, pupils are aware of places beyond their own locality, such as Wycoller, and express views on attractive and unattractive features. They select information from provided resources, and ask and answer questions using their own observations. Pupils are beginning to use appropriate geographic vocabulary such as 'slate' and 'trail'. At the end of Key Stage 2, the pupils recognise and describe physical and human processes, such as the water cycle, and understand how people can both improve and damage the environment. They use geographical skills to investigate places and themes, such as map reading, using symbols and keys, and they answer questions using appropriate terms, for example, 'meander' and 'air pollution'.
127. Throughout the school the pupils make satisfactory progress. Lessons build on learning gained on school trips, work done in previous geography lessons and also in other subjects as when they use graphs and matrices learnt about in mathematics. The pupils with special educational needs make sound progress in this subject.
128. In both key stages the pupils demonstrate positive attitudes to learning in this subject. It is evident from discussions with the pupils that they enjoy the subject and take pride in their knowledge. They feel involved and have strong views on pollution and the need to care for the environment.
129. It was only possible to inspect one geography lesson in the key stages during the inspection and so it is not possible to make a judgement on the quality of teaching in this subject. However, in the one lesson seen in Key Stage 1 the quality of teaching was satisfactory. The lesson was well planned, the discussion was well managed and resources were used effectively.

130. The curriculum is effectively planned on a two yearly cycle. It is enhanced by local trips, such as to Blackpool, and a European Awareness Project every summer and pupils currently enjoy studying French at lunch times. However, the new scheme of work is not yet fully implemented and there is insufficient monitoring and evaluation of the curriculum throughout the school to ensure that it meets the requirements of the National Curriculum and the needs of all pupils, especially the needs of the higher attaining pupils. The photocopied resources used by the teachers are not always of acceptable quality. However, this subject makes a good contribution to the pupils' spiritual, moral social and cultural development.

## History

131. There were limited opportunities to observe direct teaching during the inspection. Evidence was obtained by some direct observation, from displays, the scrutiny of pupils' work and through discussions with them. Attainment in history is average and in line with national expectations at the end of both key stages. There was insufficient evidence to make a judgement about the quality of teaching.
132. At the end of Key Stage 1, the pupils show a developing sense of chronology by ordering events in the past, such as those of the Norman Conquest. They demonstrate factual knowledge of periods beyond living memory and are beginning to recognise that people in the past had reasons for acting as they did. They are beginning to identify some of the different ways in which the past can be represented, such as the Bayeux Tapestry. At the end of Key Stage 2, the pupils use their factual knowledge and understanding of aspects of the history of Britain to describe characteristic features of periods such as the living conditions at different levels of society in the Victorian Period. Through their experience with primary and secondary sources of evidence they understand how aspects of the past, such as the Second World War, are represented in different ways.
133. Throughout the school, the pupils make satisfactory progress in this subject overall. Lessons are well planned and build on learning gained in previous lessons. However, the emphasis of the curriculum is on knowledge and the documentation does not enable the teachers to plan to meet the needs of all pupils in terms of their development in skills and understanding. In particular the needs of higher attaining pupils are not being met.
134. In both key stages, the pupils demonstrate positive attitudes to learning. They enjoy the subject and are keen to listen to accounts of the past and share what they know with others. They treat artefacts with care and respect.
135. Only two history lessons took place during the inspection and so it is not possible to make a judgement on the quality of teaching in this subject. However, in both lessons inspected the quality of teaching was satisfactory. The activities were well prepared, the discussions were well managed and resources were used effectively. However, in Key Stage 1, the pace of the lesson was allowed to slacken once the children were working independently and in Key Stage 2, opportunities to develop pupils' skills, by giving them

strategies to help them undertake the set work, were missed.

136. The curriculum is planned on a two yearly cycle. It is enhanced by an annual trip, for example, to the Royal Armouries or Wigan Pier. However, there is insufficient monitoring and evaluation of the curriculum throughout the school to ensure that the school is meeting the requirements of the National Curriculum and the needs of all pupils, especially the needs of the higher attaining pupils. This subject makes a good contribution to the pupils' spiritual, moral social and cultural development.

### **Information technology**

137. There were limited opportunities to observe direct teaching of information technology during the inspection. Evidence was obtained by direct observation, from displays, by the scrutiny of pupils' work and through discussions with pupils. Attainment at the end of Key Stage 1 is in line with the national expectations for seven year olds and attainment is below at the end of Key Stage 2.
138. By the end of Key Stage 1, pupils are becoming familiar with the keyboard so they can use simple word processing packages to write passages linked to other subjects. They can use a simple drawing program to illustrate their work. They can save and print their work. At the end of Key Stage 2, pupils can locate information from CD-ROMs to supplement work in science and geography. They use the keyboard and mouse confidently. Pupils can use a simple data handling programme. Pupils use the equipment appropriately to produce a variety of forms of text and graphics to display their ideas. These pupils have not yet become familiar with suitable control and monitoring equipment, but the school has recently acquired equipment which will enable this to take place.
139. Progress is generally satisfactory in Key Stage 1. Year 1 pupils can use directional keys and the mouse to explore simple adventure games. Progress in Key Stage 2 is unsatisfactory and elements of the National Curriculum Programmes of Study are not being covered. As the quality of work and the range of use of the equipment increases however, the pupils are becoming more familiar with the technology. For example, pupils in Years 3 and 4 can access stored information to further their science work on mini beasts, using simple methods from a range of software and the CD-Rom.
140. Attitudes are good. All pupils are enthusiastic about this subject and they can talk confidently about their work. The pupils are looking forward to using more of the programs recently purchased by the school.
141. There was insufficient evidence to make a judgement about the quality of teaching but pupils are generally well supported when they are introduced to new equipment. Teachers are becoming more familiar with the recently acquired resources. They are successfully implementing the newly published scheme to ensure there is continuity and progression in the learning and development of key skills and concepts.



142. The subject co-ordinator is knowledgeable and enthusiastic, but opportunities for her to be involved in the monitoring of standards in this subject are limited. The school has recently introduced a well planned scheme of work based on the National Curriculum Programmes of Study. There are no formal methods for the assessment of pupil progress.

## **Music**

143. Overall, standards of attainment in music at the end of both key stages are in line with national expectations for seven and eleven olds. Judgements are based on evidence gathered from observing some teaching in Key Stage 2, listening to singing and pupils' recorded compositions, music in assemblies, at mass and at lunch times and through discussions with pupils.
144. At the end of Key Stage 1, pupils tunefully sing several songs in assemblies and in lessons. They are familiar with the words of several songs and can sing them from memory. Maintenance of rhythm and pitch is satisfactory. They are beginning to develop an awareness of audience, venue and occasion. Their ability to compose simple tunes and appraise the work of others is underdeveloped but satisfactory overall. At the end of Key Stage 2, pupils maintain a steady rhythm in their singing. Pupils sing tunefully and use their voices well. Diction and pitch are good. Pupils can interpret and use a simple graphic score and show a satisfactory understanding of rhythm when repeating a musical pattern to accompany parts of a song. Pupils can listen to the performance of others and appraise each other's work. Their awareness of audience, venue and occasion is good. Pupils understand that sounds can be put together in different ways to create feelings and moods. For example, they choose appropriate instruments to create different sounds to illustrate noises in a haunted castle. Their ability to compose in response to a variety of stimuli is good and they communicate musical ideas to others well. The writing of the new school song was particularly good. The pupils' knowledge of the famous composers and music from different times and places is satisfactory.
145. Progress is satisfactory overall across both key stages. In Year 1, pupils tunefully sing hymns and songs in assemblies. They listen to and interpret music in dance lessons. Their ability to compose, rehearse and share their music making, is satisfactory. In Year 3, pupils are able to maintain a steady beat by clapping. They are beginning to use variations in dynamics to give feeling and emotion to their singing. Pupils in Year 4 can name several untuned percussion instruments and make appropriate suggestions for their use in accompanying a song. They sing tunefully and recognise the patterns and rhythms in the music. Pupils in Year 5 use a range of untuned percussion instruments well to interpret and play short rhythms. The progress of pupils with special educational needs is good.
146. Pupils' attitudes are good. They show appreciation of the work of others and take an active part in lessons. Co-operative skills are well developed. Pupils who are able to play an instrument, display initiative and personal responsibility, by performing to their fellow pupils during lessons.

147. The quality of teaching is good. Planning for lessons is good and aims and objectives are clearly identified. Teachers make clear their expectations about musical tasks and group work. Resources are used effectively and are readily at hand. Good use is made of untuned percussion instruments and audio visual aids to highlight the main teaching points in practical sessions. Where teaching is best, lessons are managed well to maintain appropriate noise levels in practical sessions. Opportunities are missed during assemblies to develop the pupils' ability to listen to and appraise the work of the famous composers.
148. The school attempts to ensure continuity between classes through the use of several published schemes. The range of musical experiences provided for the pupils is good and all the elements of the National Curriculum Programmes of Study are being taught to sufficient depth. The subject co-ordinator has produced an appropriate draft policy and scheme of work. They contain effective guidance to staff and identify what should be taught to which group of pupils, when and to what level.
149. Resources for music are good. They reflect an appropriate range of instruments and recorded music from around the world. The published materials chosen by the school provide further resources. Resources are very well organised and stored effectively.
150. The school supports a good range of extra curricular activities, including a school choir and recorder groups. These opportunities enrich the pupils' knowledge and understanding in music.

### **Physical education**

151. Overall, standards of attainment at the end of both key stages are below national expectations for seven and eleven olds. Opportunities to observe the teaching of physical education during the inspection were limited in Key Stage 1 and Years 3 and 4. No lessons were observed at the end of Key Stage 2. Judgements are based on evidence gathered from observing some teaching, and talking to staff and pupils.
152. By the end of Key Stage 1, pupils stretch and move appropriately. They run on the spot vigorously to warm up their bodies. In dance, pupils dance to create several shapes and patterns of movement to the varying moods of music. In games they can effectively use space in the playground and send and receive a variety of balls with control. They can effectively strike a small ball with a bat and send it to a partner with control. They observe the performance of others, but opportunities to appraise their work is limited. Skills in gymnastics are very underdeveloped. By the end of Key Stage 2, many pupils can swim 25 metres. Gymnastics skills are well below national expectations and pupils have very little experience in using apparatus. The school is intending to rectify this situation now that resources have been dramatically improved. Attainment in team games is at least satisfactory and local resources have been used to enable the pupils to compete successfully in many local competitions. Currently the pupils have no experience of adventurous activities.

153. Progress is now good throughout the school due to improved provision. It is best at the beginning of Key Stage 2. In Year 1, pupils are able to convey feelings and emotions through the use of their hands and bodies in dance. For example they were able to effectively portray the various characters from the story of 'The Hungry Caterpillar'. In Key Stage 2, pupils are developing a growing awareness of the effect of exercise on their bodies and realise the necessity for warm up activities. In playground games, pupils in Year 3 and 4, work effectively with a partner to improve their games skills. The progress of pupils with special needs is good.
154. Pupils' attitudes are never less than satisfactory and often good. Pupils respond well to instructions. They effectively co-operate with each other in small groups across both key stages. Pupils in Key Stage 1 show an enthusiasm for both dance and games. All pupils are able to develop a sense of responsibility through the effective storage, movement and use of games equipment.
155. Teaching is satisfactory overall. Teachers' knowledge and understanding of the requirements for physical education are satisfactory. The best teaching is characterised by clear objectives, vigorous warm up activities, appropriate teacher intervention, demonstrations of good practice and a suitable balance between guidance and pupils being allowed to use their own initiative. This was observed in a playground games lesson for Year 3 and 4 pupils. However, teachers do not consistently ask pupils to make judgements on their own or others' level of performance. In the one unsatisfactory dance lesson observed, the pace of the lesson was slow and opportunities to develop the pupils' ability to improve their dancing skills were missed. Health and safety aspects and prompt responses are consistently emphasised to ensure the well-being of pupils.
156. There is a subject policy but it is in need of urgent review as it is not appropriate to the new school and facilities available. There is no scheme of work and little effective guidance to support teachers. Planning for progression and continuity is unsatisfactory overall. There is very little published material to support the teaching of physical education at both key stages. The role of the co-ordinator is underdeveloped but there are plans to monitor the curriculum and support teachers with in-service training next term. Provision for swimming is good and pupils in Key Stage 2 have regular lessons at the local pool throughout the year.
157. Resources are now very good overall and equipment is stored effectively. The school is surrounded by newly landscaped grounds. The school however has serious concerns about the future safety of the recently seeded playing field due to the quantity of glass and stones contained in the topsoil. The curriculum for physical education is enriched through a good range of extracurricular activities, such as football, netball, rounders and athletics. Good opportunities are provided for pupils to take part in competitive team games against other schools.



## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

158. The inspection was carried out over a period of three days by a team of four inspectors including a lay inspector.

The total time spent in direct observation of teaching and learning, discussion with pupils and evaluation of their work was 47 hours.

- 47 parts of lessons or lessons were observed.
- Registration sessions were observed.
- Samples of work and pupils' records were examined.
- A number of pupils were spoken to about their work and a sample were heard reading their books.
- Inspectors had discussions with each member of staff in connection with their responsibilities.
- Written statements recently produced by the school, including development plans and the teachers' lesson notes were examined.
- A questionnaire was distributed and a meeting was held with parents.
- Discussions were held with parents and governors.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	102	1	17	16

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	20.4:1

#### Education support staff (YR - Y6)

Total number of education support staff	1
Total aggregate hours worked each week	16

Average class size:	25.5
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### FINANCIAL DATA

Financial year:	1997/98
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	£
Total Income	169794.00
Total Expenditure	162443.00
Expenditure per pupil	1593.00
Balance brought forward from previous year	17650.00
Balance carried forward to next year	25001.00

## PARENTAL SURVEY

Number of questionnaires sent out:

69

Number of questionnaires returned:

45

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	18	64	12	4	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	48	4	2	2
The school handles complaints from parents well	27	38	15	9	11
The school gives me a clear understanding of what is taught	44	52	2	2	0
The school keeps me well informed about my child(ren)'s progress	36	53	7	2	2
The school enables my child(ren) to achieve a good standard of work	36	53	9	2	0
The school encourages children to get involved in more than just their daily lessons	27	46	18	7	2
I am satisfied with the work that my child(ren) is/are expected to do at home	33	56	4	7	0
The school's values and attitudes have a positive effect on my child(ren)	60	20	11	7	2
The school achieves high standards of good behaviour	54	40	4	2	0
My child(ren) like(s) school	62	36	0	0	2