

# INSPECTION REPORT

<p>St Philip's CE Primary School NELSON LEA Area : Lancashire Unique Reference Number : 119437 Headteacher : Mr John Parsons</p>
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Reporting Inspector : Mr Wm J Haykin

Date of Inspection : 15 to 17 June 1998

Under OFSTED contract number : 508897

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

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## Information about the school

Type of school : Junior Infants and

Type of control : Aided

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Leeds Road  
NELSON  
Lancashire  
BB9 9TQ

Telephone number : 01282 614463

Fax number : 01282 611823

Appropriate authority : Governing Body

Name of chair of governors : Reverend Stewart Hartley

## Information about the Inspection Team

<b>T e a m members</b>	<b>S u b j e c t responsibilities</b>	<b>Aspect responsibilities</b>
Bill Haykin	mathematics design and technology art	Main findings Key issues for action Characteristics of the school Key indicators Attainment and progress Leadership and management The efficiency of the school Under fives
Jane Bienias	English music	Teaching The curriculum and assessment Special educational needs
Chris Webster	science information technology geography	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Section 11
Gordon Bagnall	physical education history	Staffing, accommodation and learning resources Equal opportunities
Charlotte Fitch		Attendance Partnership with parents and the community Assist - Attitudes, behaviour and personal development Assist - Support, guidance and pupils' welfare

The inspection contractor was:

Lancashire Schools' Inspection Service  
Lancashire County Council  
County Hall  
PO Box 61  
PRESTON PR1 8RJ

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33 Kingsway  
London WC2B 6SE

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## **Main findings**

1. St Philip's CE Primary School is a school where educational standards are rising. It is a happy and caring school which celebrates the cultural heritage and faiths of all its pupils.
2. Pupils enter the school with levels of attainment that are below the national average. They make good progress through the reception class and by the time they reach the age of five, they achieve the nationally recommended desirable learning outcomes for pupils entering compulsory schooling.
3. At Key Stage 1 pupils make good progress in English and mathematics and at the end of the key stage achieve standards in line with national averages. In science, pupils make good progress and the attainment of many pupils is approaching the national average by the end of the key stage. Pupils continue to make good progress in English, mathematics and science throughout the lower part of Key Stage 2. However, their progress in the upper part of the key stage is unsatisfactory and at the end of Key Stage 2 standards are below national averages in all three subjects. These conclusions are supported by the school's results in the 1997 National Curriculum assessments of seven and eleven year olds.
4. In physical education and art pupils make good progress throughout the school and, at the end of both key stages, achieve standards that exceed national expectations. In design and technology, history and geography pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. At the end of both key stages, pupils achieve standards in these subjects that are in line with those expected nationally. In music, pupils make satisfactory progress and their attainment is in line with national expectations at the end of both key stages. Pupils of all ages make unsatisfactory progress in information technology and at the end of both key stages achieve standards below those expected nationally.
5. The school's commitment to the early development of language and literacy skills has a positive effect on pupils' progress, particularly in the reception class and at Key Stage 1. This development is also beginning to have a positive impact on pupils' progress at the start of Key Stage 2 but has yet to fully influence standards of attainment at the end of the key stage.
6. Pupils with statements of special educational needs make good progress throughout the school. Other pupils with special educational needs make satisfactory progress in the reception class and at Key Stage 1 because of the school's emphasis on early language and literacy development. However, at Key Stage 2 these pupils make unsatisfactory progress because of the lower level of support that they receive.
7. Pupils of all ages and abilities have good attitudes towards school and their work and this makes a positive contribution to their progress and the standards they achieve. Pupils are well behaved during lessons, at play and around the school. Incidents of misbehaviour are rare. Pupils of all ages and abilities enjoy lessons and approach their work with enthusiasm and interest. They are keen to become involved in lessons and work hard. They listen carefully, concentrate hard and work industriously. When given the opportunity, pupils take an active role in their own learning by organising their own work and selecting and returning books, equipment and resources for themselves. They are eager to answer the teacher's questions and to contribute to discussion and debate.
8. Pupils of all ages and abilities are open, friendly, polite and courteous. They form good relationships with adults and other pupils. They share their ideas and opinions freely and express their own feelings, values and beliefs with sincerity. They deal confidently with others and are sensitive to their feelings and views. All pupils are helpful and co-operative. They work and play productively together, irrespective of gender or cultural heritage. If necessary, they are happy to help each other with translations. They share resources and responsibilities fairly, understand the concept of taking turns and readily accommodate the needs of others.

9. Throughout the school the majority of teaching is good and there is also some very good teaching. There is, however, a very small amount of unsatisfactory teaching at both key stages and particularly towards the end of Key Stage 2. The quality of teaching in lessons for children under the age of five is mostly good and is never less than satisfactory. With the exception of information technology all subjects are taught to a standard that is at least satisfactory.

10. Teachers are hard working and are committed to the school. They have a satisfactory understanding of the subjects they teach and, in the reception class, of the areas of learning for pupils under the age of five. However, some teachers' knowledge of information technology and aspects of music is underdeveloped.

11. Individual teachers plan most of their lessons well but the quality of lesson planning varies throughout the school. Most lesson plans identify clear objectives for what pupils are to learn during the course of a lesson and outline appropriate activities and tasks to extend and reinforce pupils' learning. In some lessons, however, teachers' planning does not set out in detail how pupils will achieve the stated objectives of the lesson. Teachers are mostly successful at planning work that is appropriate for the range of ages and abilities within a class. They are aware of the individual requirements of pupils with statements of special educational needs but they do not always have sufficient knowledge of the individual requirements of other pupils with special educational needs.

12. Most lessons are introduced clearly so that pupils understand what is expected of them. In many lessons teachers make good use of group and paired work and this has a positive influence on pupils' progress and personal development. Teachers often make good use of questioning to reinforce important teaching points and to encourage pupils to participate in discussion and debate. They are effective in moving around the classroom to provide help and support to pupils. Good use is made of school support staff, including the bilingual support assistant, to help pupils to participate fully in their lessons.

13. The good relationships that exist throughout the school enable teachers to create a purposeful working atmosphere within their classrooms and to maintain good standards of discipline and behaviour. They make good use of praise to encourage and support pupils and to reward them for positive behaviour or good work. Teachers mark pupils' work conscientiously and set homework in the form of reading, spelling and mathematics. There is, however, no systematic approach to the setting of homework tasks.

14. All pupils, including those who receive bilingual support, are provided with equal access to a broad and well balanced curriculum that makes a positive contribution to their educational standards and promotes successfully their intellectual, personal and physical development. A significant emphasis is placed on the teaching of basic language and literacy skills, particularly in the reception class and at Key Stage 1, and this has a very positive influence on pupils' progress and attainment. All subjects of the National Curriculum are taught, as are religious education, personal and social education and sex education. Pupils under the age of five are provided with a curriculum that reflects nationally recommended areas of learning for children of this age and prepares them well for the demands of the National Curriculum.

15. There is no systematic overview of the whole curriculum. Policy statements and schemes of work exist for all subjects but they vary in their quality and format. Some schemes of work, for example mathematics, provide useful advice to help teachers plan their lessons and ensure that work builds progressively on what pupils know, understand and are able to do. However, in some subjects schemes of work do not provide an effective framework to guide teachers' planning, to guarantee full coverage of the National Curriculum and to ensure that planned experiences and opportunities develop pupils' knowledge, skills and understanding in a systematic way as they move through the school. Schemes of work do not always make clear how teachers should make work suitable for pupils with special educational needs.

16. The school has made a satisfactory start in developing procedures to assess pupils' progress and attainment. However, insufficient use is made of available assessment data to guide curriculum

planning and to set targets to improve the quality of education provided for individual pupils. Although the school has procedures in place for the assessment of pupils when they first enter the school, there are no formal procedures for the use of data to identify pupils with special educational needs. A whole-school policy for the co-ordination of assessment has not yet been implemented.

17. Good provision is made for pupils' personal development and this is a strength of the school. The school is successful in achieving its aim to honour the faiths of all its pupils. Adults within the school provide positive role models and encourage pupils to develop their understanding of right and wrong. A good system of school rules encourages pupils to be sensitive to the needs of others and to consider the consequences of their own actions. There is a clear sense of community within the school in which all pupils are valued.

18. The school makes good provision for the educational and personal support and guidance of its pupils and this makes a very positive contribution to their behaviour, personal development and progress. There is a strong ethos of care and all staff are committed to the welfare of pupils. Pupils' attendance in the 1996/97 academic year was below the national average. However, the school has developed effective procedures for monitoring and promoting pupils' attendance and these have resulted in an improvement in attendance. The school is very successful in promoting the health, safety and general well-being of its pupils and there are appropriate systems for child protection.

19. The school has established and maintains satisfactory links with parents and good links with the community. A number of dedicated parents and volunteer helpers make a positive contribution to pupils' learning and their help is valued by the school. Many parents are unclear about the work that is expected of their children at home and the school needs to make clear its expectations with regard to homework. The school has extensive links with the local community through the Church, local industry, commerce and public services which all have a positive effect on pupils' attainment and personal development.

20. The school is well managed. The headteacher has a clear vision for the work of the school and provides stable and dedicated leadership. With the support of the governing body and staff he has established a positive ethos based on the school's mission statement and aims and has been successful in creating a happy and caring atmosphere in which children feel secure. The governors undertake their responsibilities effectively and show a strong commitment to maintaining the school as an important part of the local community. They demonstrate enthusiastic support for the school and have an appropriate committee structure which enables them to maintain an effective oversight of the key areas of staffing and finance. Their oversight of the curriculum is increasingly effective. All staff and governors are involved in identifying the priorities of the school development plan which is a useful management tool that provides clear targets for the work of the school in the short and long-term.

21. The headteacher has put in place a range of strategies to improve the early development of pupils' language and literacy skills. These strategies have resulted in improvements in pupils' progress and attainment, particularly in the reception class and at Key Stage 1, but have not yet had time to fully impact on standards at the end of Key Stage 2.

22. The headteacher knows the school and pupils well but there are no formal systems in place to monitor and evaluate the quality of teaching and curriculum provision within the school. Curriculum co-ordinators have limited opportunities to examine teachers' lesson planning or monitor the quality of teaching in their subjects to bring about improvements.

23. The school complies with all major statutory requirements but there are some omissions in the information provided for parents.

24. There is a sufficient number of appropriately qualified and experienced teaching staff. They are well supported by a good number of well qualified and experienced support staff, particularly at Key Stage 1. Support to bilingual pupils is well organised and makes a good contribution to improved levels of attainment, particularly in English. The school building is adequate for the demands of the curriculum and the number of pupils on roll. It is well maintained, cleaned to a high standard and is enhanced by

attractive displays that celebrate pupils' work. A substantial amount of money has been raised to improve the outdoor areas of the school and pupils are looking forward to these developments. The school is adequately resourced in most areas of the curriculum but there are some shortages in history and resources for information technology are limited. Whilst in good condition, the school's stock of books is limited.

25. The headteacher and governing body take their responsibilities for financial management very seriously. They work closely together to ensure that educational developments are supported by careful and efficient financial planning which is closely linked to the priorities identified in the school development plan. The governing body have taken appropriate and prudent measures to secure the financial position of the school in the face of falling roles. Financial control is good. The school's administration systems are efficient and day-to-day organisation is good.

26. Efficient use is made of the school's accommodation and learning resources. Staff are effectively deployed although a number of teachers co-ordinate subjects in which they have no specialist knowledge or experience.

27. Although the cost of educating pupils is above average, the quality of education provided by the school is good. Pupils behave well and their personal development and attitudes to learning are good. Pupils' standards of attainment in English, mathematics and science are improving but standards at the end of Key Stage 2 are still below national averages. The school therefore gives satisfactory value for money.

### **Key issues for action**

28. To continue to improve the standard of education provided by the school, the headteacher, staff and governing body should:

- continue to raise standards in the core subjects of English and mathematics at Key Stage 2 and in science at both key stages;
- raise pupils' attainment in information technology throughout the school;
- continue to develop the school's curriculum by:
  - adopting and implementing whole-school curriculum and assessment policies;
  - ensuring that there is appropriate leadership and monitoring of the curriculum;
- improve the school's provision for pupils with special educational needs;
- comply fully with statutory requirements with regard to the publication of information to parents.

### **Introduction**

#### **Characteristics of the school**

29. St Philip's CE Primary School is situated in the Bradley area of Nelson a town in East Lancashire. It has been educating the children of the Bradley area for almost 120 years. It is one of four schools serving this community. Pupils currently on roll are representative of several religions and Christian denominations.

30. The area from which pupils are drawn consists almost entirely of Victorian terraced housing some of which is being demolished. This is beginning to have a marked effect on the number of pupils attending the school. A high proportion of families suffer from the socio-economic pressures caused by high unemployment or low paid occupations. This is reflected in the number of pupils registered to

receive free school meals which, at 54%, is well above the national average.

31. Currently there are 130 pupils aged 4 to 11 on roll. Many pupils have experienced some form of pre-school education. Pupils are organised into five classes by age groups. Three classes contain two age groups. Two contain a single age group. The school population represents a wide ability range including a number of able pupils and some who experience learning difficulties. Three pupils have a statement of special educational need. The overall attainment of pupils on entry to the school is below average.

32. Approximately 80% of pupils come from homes where English is an additional language. Most are Asian heritage Muslims with family connections in the Punjab. A small proportion are of Asian Christian origin. Most parents are supportive of the school and place a high value on education.

33. The school's mission statement gives a commitment to honour the faiths of all its pupils and to build bridges between children of all religions. The school aims are in keeping with those of primary schools in general but with an emphasis on helping pupils to have respect for their own faith and the faith of others and to develop positive links between home, school, church and community.

34. The school has identified a range of important issues and priorities facing the school in the future including the need to:

- further raise standards of attainment;
- restructure the school as its size is affected by changes in the traditional catchment area;
- develop a new role for the school within the parish;
- use target setting as a means of raising standards;
- develop community involvement further;
- Improve the school building.

## 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
1996-7	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	4	5
	Girls	7	7	7
	Total	10	11	12
Percentage at NC Level 2 or above	School	71 (54)	79 (70)	86 (70)
	National	80 (78)	80 (79)	84 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	3	4	3
	Girls	8	8	7
	Total	11	12	10
Percentage at NC Level 2 or above	School	79 (54)	86 (70)	71 (54)
	National	80 (78)	84 (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
1996-7	14	6	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	5
	Girls	2	1	1
	Total	9	8	6
Percentage at NC Level 4 or above	School	45 (23)	40 (18)	30 (18)
	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	4
	Girls	2	2	1
	Total	8	9	5
Percentage at NC Level 4 or above	School	40 (22)	45 (18)	25 (18)
	National	63 (60)	64 (60)	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	7.8
	National comparative data	5.7
Unauthorised Absence	School	2.1
	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	13.21
Satisfactory or better	92.45
Less than satisfactory	7.55

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

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

#### **Attainment and progress**

Pupils enter the school with levels of attainment below the national average. Pupils under the age of five make good progress in the reception class. By the time they reach the age of five they show the knowledge, skills and understanding recommended for pupils beginning compulsory schooling. The school's emphasis on the early development of language and literacy skills ensures that pupils make good progress in developing their skills of reading, writing and speaking and listening. They are becoming familiar with books and can recognise words and letter sounds. They can write their names and simple sentences underneath pictures. Pupils also make good progress with the development of their mathematical skills. They are able to order and sequence, create patterns and perform simple calculations. Most can recognise and count numbers to ten.

At Key Stage 1 pupils make good progress in the core subjects of English and mathematics and at the end of the key stage achieve standards that are in line with national averages. In English pupils develop their speaking and listening skills and acquire a satisfactory vocabulary. By the end of the key stage they are able to speak confidently to each other and adults. The attainment of most pupils in reading is in line with the national average at the end of the key stage. Pupils take pleasure in reading and enjoy this activity. Most pupils use phonic and pictures cues well and have a good sight vocabulary. However, research and reference skills are underdeveloped as insufficient opportunities are given to pupils to develop these skills. Many pupils attain the nationally expected standards in writing. They produce work that communicates meaning and most pupils are using capital letters and full stops in their independent writing. Standards of spelling are at the national expectation and handwriting is usually properly formed and legible. However, few pupils are writing in a cursive style. Pupils make good progress in mathematics. Appropriate emphasis is placed on the development of mathematical language, number and computation skills. Pupils measure accurately, are able to identify geometrical shapes and can explain their properties. Pupils make good progress in science and are attaining levels approaching the national average by the end of the key stage. They can describe similarities and differences, know the meaning of scientific words and are beginning to understand how to set up an experiment as part of an investigation.

In art and physical education pupils make good progress and by the end of Key Stage 1 achieve standards that are above those expected nationally. In art pupils are able to represent what they observe and experience and develop their artistic vocabulary. They understand techniques such as paint mixing, pattern making and printing and are able to achieve their desired intentions. In physical education pupils are able to kick, bounce, throw and receive a ball with a good degree of control and accuracy. They move confidently and with control. They can balance, jump and land with poise. Pupils make good progress in design and technology, history and geography and by the end of the key stage attain standards in line with national expectations. In design and technology pupils are able to generate their own ideas and are able to show these on paper. They are able to make appropriate models using a range of construction kits and materials joined using different techniques. In history pupils are beginning to develop a sense of time and in geography they understand maps of the local area and have a knowledge of the seasons and the water cycle. In music pupils make satisfactory progress and by the end of the key stage achieve standards in line with national expectations. Pupils sing with enthusiasm and are able to compose simple pieces of music with percussion instruments. Pupils make unsatisfactory progress in information technology and by the end of the key stage attain standards below the national expectation. Pupils have too few opportunities to use information technology, have had little experience of control technology and data handling and lack confidence in the use of computers.

The school's commitment to the early development of language and literacy skills has a positive effect on pupils' progress, particularly in the reception class and at Key Stage 1. This development is also beginning to have a positive impact on pupils' progress at the start of Key Stage 2 but has yet to fully influence standards of attainment at the end of the key stage. Consequently pupils make good progress

in English, mathematics and science at the beginning of Key Stage 2. However, their progress in the upper part of the key stage is unsatisfactory and at the end of Key Stage 2 standards are below national averages in all three core subjects.

At Key Stage 2, pupils continue to develop their speaking and listening skills in English. They speak confidently when talking to each other and to adults and are willing to offer opinions. Progress with the acquisition of technical vocabulary in subjects such as mathematics and geography is stronger earlier in the key stage. By the end of Key Stage 2 some pupils read fluently with understanding and expression. Overall attainment in reading is below national averages at the end of the key stage although there are clear indications that lower down the key stage standards are improving and pupils are attaining the national expectation. Comprehension skills are insufficiently developed by the end of the key stage. Research and reference skills are underdeveloped. Pupils' writing is organised, imaginative and clear. Ideas are often sustained and words are chosen for variety and interest. Pupils are beginning to use more complex sentences to extend meaning and punctuation is generally accurate. Pupils are beginning to develop appropriate styles of writing and handwriting is properly formed and legible, with the consistent use of a cursive style. However, standards of spelling by the end of the key stage are below national expectations. In mathematics pupils make satisfactory progress with the development of number and computational skills. Standards of numeracy are satisfactory across the key stage. Pupils make good use of calculators but still regularly practise mental arithmetic. Pupils make good progress with the development of mathematical language early in the key stage. They make satisfactory progress with their understanding of shape, space and measuring across the key stage and also develop their ability to handle data in tabular, statistical and chart form and can produce a range of graphs. Insufficient prominence is given to providing pupils with opportunities to use their knowledge and skills in practical situations. In science pupils are making satisfactory progress throughout the key stage where pupils understand food chains and habitats. At the end of Key Stage 2 pupils are undertaking work more appropriate to younger pupils.

In physical education and art pupils make good progress and at the end of Key Stage 2 achieve standards that are above those expected nationally. Pupils are able to make accurate representations of the natural and man-made world in a variety of mediums. They also learn about some famous artists and their work. In physical education pupils are able to devise, refine and perform sequences of movement and most pupils attain the national expectation in swimming. In most other subjects pupils make satisfactory progress and attain standards that are in line with national expectations by the end of the key stage. In design and technology pupils are able to create feasible, labelled designs and then make their products using a range of tools, materials and techniques. In history pupils are able to use secondary source materials to research past events and interpret meaning. In geography pupils are able to demonstrate an understanding of places and the similarities and differences between them. They know the features of a river system and can identify natural and man made features in the environment. In music, by the end of the key stage pupils can recognise musical notation and provide percussion accompaniments to songs. Pupils have a limited understanding of aspects of information technology and make unsatisfactory progress. They attain standards below the national expectation but are able to access information from a CD-ROM and have some understanding of data handling.

Pupils with statements of special educational needs make good progress throughout the school. Other pupils with special educational needs make satisfactory progress in the reception class and at Key Stage 1 because of the emphasis that the school places on early language and literacy development. However, at Key Stage 2 these pupils make unsatisfactory progress because of the lower level of support that they receive.

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

Pupils of all ages have good attitudes towards school and their work. Their good behaviour and the constructive relationships they form with adults and other pupils make a positive contribution to their progress and the standards they achieve.

Pupils of all ages and abilities enjoy lessons and approach their work with enthusiasm and interest. In

many lessons they show obvious excitement at the prospect of learning new ideas and developing their skills. They are keen to become involved in lessons and are willing to work hard to produce work of which they are proud. During lessons they listen carefully to the teachers' instructions, settle quickly, concentrate hard and work industriously on the tasks they have been set. When given the opportunity, pupils take an active role in their own learning and when asked to work together in pairs or in groups they do it well. They are able to organise their own work and to select and return books, equipment and resources for themselves. They are eager to answer the teachers' questions and to contribute to discussion and debate and they are confident enough to ask for help when they need it.

Pupils are well behaved during lessons, at play and around the school. They are helpful and kind towards each other and respectful of teachers and other adults. They understand the difference between right and wrong, follow school rules, look after their own and other's property and show respect for the school buildings. Incidents of misbehaviour are rare and in the year prior to inspection no pupils were excluded from the school.

Pupils of all ages and abilities are open, friendly, polite and courteous. They share their ideas and opinions freely and express their own feelings, beliefs and values with sincerity. They deal confidently with adults and other pupils and are sensitive to the views and feelings of others. Good relationships exist throughout the school. These relationships are based on mutual trust and respect and help to create a busy and constructive working atmosphere in which pupils feel secure and able to contribute fully to lessons and to the school community. All pupils, of whatever gender or cultural heritage, are helpful and co-operative and work and play productively together. When necessary, they are happy to help each other with translations. They share resources and responsibilities fairly, understand the concept of taking turns and readily accommodate the needs of others.

Pupils are willing volunteers and respond positively to opportunities to take responsibility for jobs in the classroom and around school. Older children look after the younger ones, for example at lunchtime they help them to get their food and make sure they behave well. Pupils get the hall ready for particular events and assist in setting up and closing down the school computers at the beginning and at the end of the day. Pupils also play an important role in the wider community. This enables them to develop a sense of citizenship and an understanding of the needs of others. They have been active in the raising of funds for school, for example the money raised to bring about playground improvements, and for outside charities such as Red Nose Day and NCH (Action for Children). One child from the school also drew the picture which appears on the Borough of Pendle's advice leaflet on looking after dogs.

## **Attendance**

Pupils' attendance in the 1996/97 academic year was below the national average. The school has taken positive steps to address this. There is now significant evidence of an improving situation.

Most pupils arrive at school on time and lessons generally start promptly.

## **Quality of education provided**

### **Teaching**

The quality of teaching throughout the school is mostly good. The teaching in a significant number (19%) of Key Stage 1 lessons is very good and there is also some (14%) very good teaching at Key Stage 2. However, there is a very small amount of unsatisfactory teaching at both key stages (8%) and particularly towards the end of Key Stage 2. Three quarters of the teaching of pupils under the age of five is good and the rest is satisfactory. Most subjects are taught to a satisfactory standard. The teaching of mathematics and art is particularly good at both key stages, as is the teaching of English, science and geography at Key Stage 1 and physical education at Key Stage 2. Too little information technology is taught throughout the school.

Teachers are hard working and committed to the school. With the exception of information technology

and of some aspects of music they have a satisfactory understanding of the subjects they teach and, in the reception class, of the areas of learning for pupils under the age of five.

Teachers expect high levels of behaviour and commitment from pupils of all ages and abilities. Pupils are expected to contribute to discussions and to use vocabulary which includes technical terms relating to the subject being taught.

Individual teachers plan most of their lessons well. However, their planning is not sufficiently guided by effective or complete schemes of work and long-term curriculum plans and they do not plan their lessons to a common format. As a result the quality of lesson planning varies throughout the school. Most lesson plans set out clear and appropriate objectives for what pupils are to learn and identify how, during the course of most lessons, pupils' knowledge, understanding and skills are to be reinforced. In a small number of lessons, however, teachers do not set out in detail how pupils will achieve the stated objectives of the lesson. Teachers are effective in matching planned activities to the National Curriculum programmes of study and in using links between subjects to promote learning. For example, prayers written in an English lesson were used to reinforce pupils' understanding of religious education lessons. Teachers are mostly successful in planning work that is appropriate for the range of ages and abilities within a class. They are aware of the individual requirements of pupils with statements of special educational needs but they do not always have sufficient knowledge of the individual requirements of other pupils with special educational needs.

Teachers make effective use of a range of teaching methods and organisational strategies. They introduce lessons well and provide pupils with clear instructions. They make good use of the time that is available to them and expect pupils to work quickly and without wasting time. In the majority of lessons pupils are given good guidance, informed explanations and interesting facts to help them appreciate and remember important teaching points. Teachers make good use of questioning to reinforce teaching points, to draw out and develop pupils' responses and to encourage pupils to think about their work and how they can improve it. In many lessons teachers make good use of group or paired work and this has a positive effect on pupils' progress and personal development. Teachers are effective at moving around the classroom and intervening to provide help and support to all pupils. Good use is made of school support staff, including the bilingual assistant, to help pupils to participate fully in their lessons.

The combination of good relationships and firmly established classroom routines enables teachers to create a purposeful working atmosphere within their classrooms and to maintain good standards of discipline and behaviour. Teachers make good use of praise to encourage and support pupils and to reward them for positive behaviour or good work.

Teachers are conscientious in their marking and give comments that help pupils to improve their work. Throughout lessons teachers question pupils to assess their progress and to give them constructive feedback which guides them towards the next steps in their learning. Pupils take reading books, spelling and mathematics work home on a regular basis. However, the school does not have a systematic approach to the setting of homework tasks and does not make effective use of homework to prepare pupils for the transition to secondary school.

## **The curriculum and assessment**

All pupils, including those who receive bilingual support, are provided with equal access to a well balanced and broadly based curriculum which makes a positive contribution to the educational standards they achieve and promotes successfully their personal and physical development. All subjects of the National Curriculum and religious education are taught as are personal and social education and sex education. The curriculum meets statutory requirements. A significant emphasis is placed on the teaching of basic language and literacy skills, particularly in the reception class and at Key Stage 1, and this has a very positive influence on pupils' progress and attainment.

Pupils under the age of five are provided with a curriculum that reflects the desirable learning outcomes

recommended for pupils of this age and prepares them well for the demands of the National Curriculum. There is a curriculum policy and scheme of work to support the teaching in this area. The school is involved in baseline assessments of pupils who are under five and successfully records pupils' work in their individual portfolios.

Policy statements and schemes of work exist for all National Curriculum subjects but there is no whole-school curriculum policy. Schemes of work vary in their quality and format. In mathematics, geography and science, schemes of work provide a useful framework for planning and for ensuring that work builds progressively on what pupils know, understand and are able to do. However, schemes of work are underdeveloped in all other National Curriculum subjects and in personal and health education. As a result there is no systematic overview to guide teachers' planning, to guarantee full coverage of the National Curriculum and to ensure that planned experiences and opportunities build systematically on pupils' knowledge, understanding and skills as they move through the school.

The curriculum successfully promotes the personal development of pupils. The school's sex education policy, alongside science and religious education work, contributes to pupils' development. The school's curriculum prepares pupils well for the next stage of their education.

Pupils have equal access to all parts of the curriculum. Curricular requirements are generally met for those pupils with statements of special educational needs. However, for other pupils with special educational needs curricular provision is unsatisfactory, due to a lack of identification of individual need. Schemes of work do not always make clear how teachers should make work suitable for pupils with special educational needs and those pupils with above average ability.

The curriculum is supported by a limited range of extra-curricular activities including sport and musical projects. The provision contributes to pupils' personal development.

The school has made a good start in developing procedures for the assessment of pupils' progress and attainment. Teachers are beginning to keep examples of pupils' work in English, mathematics and science which are assessed against National Curriculum levels. However, insufficient use is made of available assessment data to consistently inform curriculum planning and to set targets for groups and individuals of different ages and abilities. The school lacks a whole-school approach and policy for the assessment of pupils at both key stages.

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

The school makes a positive contribution towards the spiritual development of its pupils. In the school's act of collective worship, pupils are given opportunities to reflect on their own experiences which enhance their spiritual awareness and self knowledge. The vicar of St Philip's is a regular visitor to the school and he is particularly effective at exploring belief with the pupils. The school as a whole celebrates the values, beliefs and heritage of all pupils. The school is successful in achieving its aim to honour the faiths of all its pupils. Pupils are taught about prayer and many of the prayers used in school have been written by the children. Pupils are provided with valuable opportunities to discuss their own beliefs and to reflect on the beliefs of others. Within the curriculum, pupils are presented with experiences which cause them to marvel at the world around them, for example meeting up with some of the animals from the local pet shop, though on other occasions opportunities are missed in subjects such as music and English to reflect on spiritual feelings provided by beautiful poetry or music.

The school's provision for the moral development of pupils is very strong. Pupils are very clear about the principles which distinguish right from wrong and are able to debate issues of morality at quite a mature level in class discussions. The adults in the school provide pupils with good role models and pupils talk clearly about the values they have learned in school. The headteacher and staff effectively use the valuable links they have established with parents to ensure that pupils learn a common code of values from parents and from school. Many opportunities are provided within the curriculum to enhance this learning, for example, learning the importance of looking after the world and its creatures in science or examining the morality of certain events in the past in history.

The school has established clear rules which encourage pupils to be sensitive to the needs of others and to consider the consequences of their own actions. All the adults in the school reinforce the concept of getting along with each other, respecting other people and putting others first. Many opportunities for paired and group collaborative work are provided within the curriculum. Both inside and outside the classroom, pupils are given opportunities to help each other and to take responsibility for others by, for example, looking after the younger children at lunch-time. Older pupils are given areas for which they are responsible around school, for example setting up and closing down the computers at the beginning and end of the day. Pupils are also actively involved in the community outside school. They take part in the wider life of the church, in raising money for the school and in charity work.

The school's provision for preparing pupils for life in a multi-cultural society is very good. Adults in the school take every opportunity to celebrate the cultural diversity of the pupils and the school's curriculum contains many examples of lessons which use that cultural diversity to enhance learning. Knowledge of the local culture is enhanced by school visits and visitors and other cultures are celebrated in mathematics, science, history, geography and design technology. The appreciation of culture within music, literature and art is less well developed.

Spiritual, moral, social and cultural development is a strength of the school and there is much within it to celebrate. Whilst social and moral development and aspects of spiritual and cultural development are very good, there is a need for all co-ordinators to plan for the more systematic development of spiritual and some aspects of cultural development within their subjects.

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

The school makes good provision for the educational and personal support and guidance of its pupils and this makes a very positive contribution to their behaviour, personal development and progress. Pupils are well supported in most of the National Curriculum subjects and the extra teaching which they receive from the school support teacher and other support staff at Key Stage 1 is an important contributory factor. There are many strategies in place within school to encourage achievement. Good work is praised and rewarded through certificates, stars and stickers and in a special "good work" assembly each week. In class, teachers take special care to praise good work and this all contributes to a climate which encourages achievement. However, the needs of pupils with special educational needs are not always addressed, especially at Key Stage 2, and on occasions the teachers at both key stages set tasks which do not encourage pupils to think for themselves and so learn more effectively.

The contribution the school makes to the personal development of pupils is very good. All the adults in school are extremely caring towards the pupils and every opportunity is taken to enhance their well-being and self-esteem. The bilingual assistance is particularly effective in helping pupils access the curriculum, thereby giving them confidence, and pupils too are good at helping each other with translations. The school's aims and values are clearly laid down and understood by pupils and parents and these aims are lived out in the daily life of the school so that pupils have clear guidance on behaving well towards each other and towards adults. The school is taking part in an initiative to raise attendance levels which were previously unsatisfactory. This is proving effective and pupils are proud to talk about certificates they have earned for being good attenders and good timekeepers. Those pupils who are away from school on extended visits to Pakistan are given learning packs which enhance their learning whilst they are away and this too is a valuable initiative.

Effective measures are in place to prevent bullying and other aggressive behaviour. Pupils are very clear about what they should do if it does occur and they are confident that when they report it to the teaching staff it will be stopped. Levels of supervision in the playgrounds at breaktime and lunchtime are satisfactory and the welfare and teaching staff are effective in fostering friendly relationships amongst the children and between staff and children. There are detailed child protection procedures in place which are clear and understood by the staff.

Arrangements for the promotion of pupils' health, safety and general well being are thorough and effective. All relevant documentation is in place and there are clear guidelines on aspects such as first

aid, evacuation and the administering of medicines. All accidents which took place in inspection week were speedily and professionally attended to. The accident register is filled in appropriately and is up-to-date. The staff of the school enthusiastically embrace any initiative which they feel will be of benefit to the children's well being. Examples of this philosophy include the dental health project undertaken in conjunction with the health authority, a joint initiative with the road safety department to cut road accidents and the successful submission to the Pendle Community Economic Development Group for funding to provide pre-school and after-school care, a homework club and advice centre.

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

The school has established and maintains satisfactory and valuable links with parents and has good links with the community.

Annual reports provide satisfactory information for parents but do not always give sufficient detail about attainment and progress. There are some opportunities for parents to visit school to develop an understanding of the National Curriculum. Where parents take up these opportunities they prove to be an effective means of communication.

A number of dedicated parents and volunteer helpers make a positive contribution to pupils' learning and their help is valued by the school. Many parents, however, are unclear about the work that is expected of their children at home and the school needs to make its expectations clearer, keeping parents more reliably informed with regard to homework.

The school has established good links with the local nursery and there is evidence of appropriate curriculum links and good collaboration.

The school has extensive links with the local community through the Church, local industry, commerce and public services all of which have a positive effect on pupils' attainment and personal development. For example pupils visit the nearby fire station and animals are brought to the school from the local pet shop.

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

### **Leadership and management**

Overall the school is well managed. The headteacher is dedicated and hardworking. He provides the school with stable and caring leadership. The school is successful in achieving its aim to honour the faiths of all its pupils. The headteacher, with the support of all the staff and governing body, has successfully established a positive ethos based on the mission statement and aims of the school. These aims are reflected in the good relationships existing in the school. All those connected with school including the headteacher, teaching and non-teaching staff and governors work together as an enthusiastic and committed team.

Pupils benefit from a positive, happy and supportive learning environment in which individuals are valued. Governors are committed to raising standards further, particularly at Key Stage 2, and realistic but challenging targets have been agreed for the school. The headteacher has put in place strategies to improve language and literacy, particularly with younger pupils. These are now feeding through the school and are helping to raise standards at Key Stage 2. However, these have yet to fully impact on standards of attainment at the end of the key stage.

The headteacher knows the school and all the children well. He spends much of his time in classrooms but there are no formal structures in place to monitor and evaluate teaching and curriculum provision. There is no systematic overview of the whole curriculum to ensure that pupils' knowledge, understanding and skills develop progressively as they move through the school. Subject leadership is at an early stage of development. Subject co-ordinators do not examine planning or monitor the teaching of their subjects in order to spread existing good practice within the school.

The governing body shows a strong commitment towards maintaining the school as a major feature in the community. They demonstrate pride in the school and know its strengths and weaknesses. There is enthusiastic support for the school and governors are regular and welcomed visitors. Some governors help in classrooms. The Chairman of Governors is a frequent and popular visitor who regularly leads assembly and worship. Governors have established an appropriate range of committees to oversee their areas of responsibilities and have an effective understanding of the key areas of staffing and finance. Their oversight of the curriculum is increasingly effective.

Governors welcome the opportunity to work collaboratively with the headteacher and staff on the production of the school development plan. This is a useful management tool of good quality which provides clear targets and direction for the current year and in the longer term. Tasks are costed where appropriate and success and performance indicators are established. Progress with developments is regularly monitored by the headteacher, staff and governing body.

There are well established routines which support the day-to-day organisation and management of the school. The school secretary provides quality administrative support for the school.

The school complies with all major statutory requirements although there are several omissions in the information provided for parents.

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

The school is staffed with a dedicated and hardworking team of both teaching and non-teaching staff. There are sufficient, qualified and experienced teachers to teach the full curriculum throughout the school. All are primary trained. A number of teachers co-ordinate subjects in which they have no specialist qualifications or experience. This results in some gaps in teachers' knowledge. Pupils who have special educational needs and those for whom English is an additional language are well supported by qualified and experienced support staff. Class teachers work closely with these staff to ensure that they are able to offer a positive contribution to pupils' learning. At the time of inspection, the school had no deputy headteacher. Currently, the senior teacher, who works in Key Stage 1, undertakes some of the roles usually performed by the deputy. This inevitably has placed an additional burden upon the headteacher who will also have a much increased teaching commitment during the next school year. There is no formal policy for inducting newly qualified teachers or other new staff to the school. However, in recent years, when newly qualified teachers have been appointed they have been provided with a mentor and informal systems of support have been initiated by individual members of staff. Teacher appraisal has been carried out and satisfies statutory requirements. Through this mechanism, staff development targets are identified. Although there is no formal policy for staff development, the issue of staff training is taken very seriously. Many staff have attended a range of both short and extended courses in addition to the rich provision provided in-house during weekly staff meetings and on designated teachers' training days. An accurate record is retained of teachers' course attendance. There are opportunities for staff to disseminate information and materials at staff meetings following their course attendance. The school is working towards the 'Investors in People' award.

The school has adequate accommodation for the number of pupils on roll. Internally it is maintained and cleaned to a high standard. During recent months several internal improvements have been undertaken and governors are now turning their attention to the exterior of the building. Displays of children's work celebrate pupils' successes, greatly enhance classrooms and communal areas and help create an attractive and informative learning environment. There is sufficient space within classrooms and other areas of the school to facilitate the effective delivery of the National Curriculum. The confined outdoor playing space is in good condition and adequate for informal play. The lack of access to grassed areas limits opportunities for children to engage in a broader variety of team games. The school should investigate the possibility of gaining access to playing fields of other local schools or those owned by the District Council. Some time ago, parents raised a substantial sum of money to improve the appearance of the playground area and to provide seats and additional play equipment. Pupils are looking forward to the implementation of these improvements.

Resources vary in quality and quantity. They are satisfactory to support the curriculum in mathematics, science, design and technology, geography, music and art but unsatisfactory in information technology and history. The school library is well organised and well used by pupils both as a reference point and for home loans. Whilst the stock of books is in good condition, there are too few to support the curriculum of a school population of this size and insufficient books which reflect and promote the multi-cultural society in which the school is situated. The school makes good use of the Project Loans Service operated by the County library. Pupils' visits to places of educational interest and the involvement of members of the broader community also enhance the quality of pupils' learning.

## **The efficiency of the school**

The finances made available to the school are managed carefully and effectively. The headteacher with the support of the governing body provides good quality financial management for the school. The school is currently experiencing falling rolls. The governing body has a clear understanding of what needs to be done and has taken appropriate and prudent measures to secure the financial position of the school.

Financial control procedures are secure and well established. The school has responded positively to the recommendations of the most recent auditor's report which also recognises the good quality of the school's financial management. The governing body fulfils all its legal obligations with regard to the budget. Governors are in regular contact with the school and are very well informed of its financial position.

Overall resources and staff are satisfactorily deployed. However, the allocation of co-ordination roles does not consistently reflect subject expertise.

The school's administration systems are efficient and their day-to-day organisation is very good.

The school has access to a range of funds and resources beyond its basic budget. Governors receive appropriate reports on the use of these resources. Grants to support the training and development needs of staff are used effectively. Funding for special educational needs for pupils who do not have formal statements is used to provide additional teaching and non-teaching staff, access to outside agencies, resources and facilities to assess pupils and develop individual education programmes. Some of this support is not effectively targeted. Support to bilingual pupils is well organised and makes a good contribution to improving pupils' level of attainment, particularly in English.

The provision made for pupils benefits from additional financial support from a range of sources including sums of money raised by parents to purchase items such as a computer and to improve the condition and quality of the school playground.

Several parents and other adult helpers work in the school. They are effectively deployed and make a valuable contribution to the work of the school. As a result pupils make greater progress than they otherwise would do, particularly in reading and practical subjects.

The school development plan identifies management and curriculum priorities for the current year. Tasks are costed where appropriate and success and performance indicators established. The school development plan determines the major spending priorities of the school. Progress with developments is regularly monitored by the headteacher and governing body and they are now beginning to establish formal systems to evaluate the effect of spending decisions on the standards pupils achieve and the progress they make.

Although the cost of educating pupils is above average the quality of education provided by the school is good. Pupils behave well and their personal development and attitudes to learning are good. Pupils' standards of attainment in English, mathematics and science are improving but standards at the end of Key Stage 2 are still below national averages. The school therefore gives satisfactory value for money.



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

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

Pupils in the reception year who are under the age of five and not of compulsory school age are taught in the reception class. The curriculum for these pupils is planned with reference to national guidelines provided by the DfEE and this is appropriate for their needs. Pupils make good progress so that at five they show the expected knowledge, skills and understanding recommended for pupils beginning compulsory schooling. They are well prepared for the National Curriculum. Pupils with special educational needs make satisfactory progress.

The development of language and literacy has a high priority. Pupils enjoy developing their language skills and make good progress. They experience a variety of activities which encourage them to speak, listen carefully, become familiar with books and recognise words and letter sounds. They are eager to answer questions and to take part in discussions. Many pupils make good progress in reading. They are beginning to copy letters and words correctly and can write their names and simple sentences underneath pictures. Pupils enjoy stories and meeting visitors to school and listen very attentively.

A satisfactory range of activities is provided for pupils to develop their mathematical skills and most pupils make good progress. Pupils undertake activities related to number, shape, sorting and simple data handling. They are able to order and sequence, create patterns and perform simple calculations within practical number tasks. Most pupils can recognise and count numbers to ten. They are developing ideas of simple shapes such as circles, squares and rectangles. Teachers regularly use number in other lessons and general classroom routines.

The provision made for enhancing pupils' knowledge and understanding of the world often involves direct experiences, such as visiting the local fire station, to enable them to understand about where they live. Insufficient attention is given to helping pupils to understand past, present and future. Pupils explore and recognise features of living things and learn from visitors about animals and caring for pets. They explore the use of a range of construction kits and make models. They reach good standards in the use of simple tools to cut and stick for a purpose.

In the creative area of learning pupils explore colour, texture and shape in two and three dimensions. Pupils are given access to a wide range of materials and are encouraged to explore their use. They can make pictures by drawing, painting, colouring and using fabric. Pupils join in songs with enthusiasm.

In the physical area of learning pupils move with appropriate control. They take part in organised dance and physical activities in the hall which they clearly enjoy. They are able to throw and catch a ball and move around the hall without bumping into each other. They are able to change and subsequently dress themselves. They handle books, tools and equipment with care. There are no opportunities for pupils to have access to large play equipment in a secure play area and this limits their progress with skills such as balancing and climbing.

There are high expectations of pupils in terms of behaviour and personal development. Pupils respond positively to this and are polite and caring. They are able to take care of themselves and are eager to learn. Where appropriate they are able to work collaboratively with other children and understand and follow classroom routines. Pupils feel secure and relate confidently to adults. The classroom is an attractive working area which presents challenge and interest and prompts pupils to explore, investigate and use their developing knowledge and skills.

Teaching is never less than satisfactory and in three quarters of lessons it is good. Teachers, nursery nurses and the bilingual assistant work together positively, co-operatively and successfully. Activities are interesting, purposeful and well prepared. Staff work directly with children, consolidating and developing their learning, and this makes a positive contribution to the standards achieved.



## **English, mathematics and science**

### **English**

By the end of Key Stage 1 attainment is broadly in line with national averages in most aspects of English. By the end of Key Stage 2 overall attainment is below national averages. These conclusions are consistent with the school's results in the 1997 National Curriculum Tests. Overall progress in English is good at Key Stage 1 and satisfactory at Key Stage 2. A significant emphasis is placed on the teaching of basic language and literacy skills, particularly in the reception class and at Key Stage 1 and this has a positive effect on pupils' progress and attainment. This development is now beginning to have a positive impact on pupils' progress at the beginning of Key Stage 2 but has yet to fully influence the standards at the end of the key stage.

When they enter the school pupils' skills are generally below average. Pupils develop their speaking and listening skills so that by the end of Key Stage 1 they are able to speak confidently to each other and adults. For example they are able to discuss a school visit in their locality. They are able to listen carefully to each other, recount their memories and say what they have particularly enjoyed. They are acquiring a satisfactory vocabulary. The use of written language on displays in classrooms makes a positive contribution to this. At the end of Key Stage 1 the attainment of most pupils in reading is in line with the national average. Pupils show pleasure and enthusiasm for reading. Most pupils use phonic and pictures cues well and have a good sight vocabulary. Pupils' research and reference skills are underdeveloped as insufficient opportunities are given to pupils to develop these skills. By the end of Key Stage 1 standards in writing are at the national average. Pupils produce work that communicates meaning in narrative and non-narrative forms; for example when writing about a visit to Rock Water Bird Centre and when writing their design plans. Most pupils make appropriate use of capital letters and full stops in their independent writing. Standards of spelling are at the national expectation and handwriting is usually properly formed and legible. However, few pupils are writing in a cursive style at the end of Key Stage 1.

By the end of Key Stage 2 pupils' attainment overall is below national averages although there are clear indications lower down the key stage that pupils are attaining standards which are in line with national expectations. Across the key stage pupils speak confidently when talking to each other and to adults and are willing to offer opinions. They develop ideas thoughtfully, for example when talking about a photograph of an "unknown old man" being used as a stimulus for a creative piece of writing or when in groups to generate ideas for musical composition. They make satisfactory progress with the acquisition of technical vocabulary in subjects such as science. Although some pupils read fluently with understanding and expression, overall attainment is below national averages at the end of the key stage. Pupils are encouraged to work co-operatively in groups on reading tasks, sharing ideas, and assessing their performance. This is contributing to the raising of standards. Pupils' writing is organised, imaginative and clear. Ideas are often sustained and words are chosen for variety and interest. Pupils are beginning to use more complex sentences to extend meaning. Spelling and punctuation are generally accurate. Pupils are beginning to develop appropriate styles of writing, for example writing a newspaper article or messages of flood warnings to villagers in the Indus Valley. Handwriting is properly formed and legible, with the consistent use of a cursive style. However, standards of spelling by the end of the key stage are below national expectations.

Pupils with special educational needs make satisfactory progress at Key Stage 1. This is due to the significant emphasis which is placed on teaching basic language and literacy skills and the additional numbers of support staff who work positively and individually with targeted pupils. Pupils with statements of special educational needs make satisfactory progress at Key Stage 2 as they are usually set specific learning targets which help teachers and support staff to plan effectively and support them sensitively in the classroom. However, pupils with non-statemented special educational needs make unsatisfactory progress at Key Stage 2 because they have not had their individual needs identified, they do not receive work that is tailored to meet their individual need and because of the lower level of support they receive.

Other subjects make a positive contribution to standards in literacy, for example, pupils undertake research work in history, written work in geography and extend their vocabulary through a wide range of subjects. Work in drama is mainly seen in the production of events celebrating festivals and class assemblies and this makes a positive contribution to the progress of pupils.

The majority of pupils are confident and enthusiastic learners who have good attitudes to their work. Pupils at Key Stage 1 co-operate well with one another. They are proud of their work and are willing to persevere. Pupils at Key Stage 2 show good levels of concentration, they are keen and interested and take part in discussions, particularly in work linked to other subjects such as religious education and geography. They have very good relationships with adults and with each other.

The teaching of English is never less than satisfactory and often good at both key stages. Most teachers have a good knowledge and understanding of the subject. They use appropriate questioning and have high expectations. Most teachers' individual planning shows detailed teaching methods and organisation. Time and resources are used well in most classes. Most teachers keep detailed records. They utilise the skills of non-teaching staff and parents in the classroom well. Reading books and spellings are taken home regularly but homework is not systematically organised for older pupils to help prepare them for this aspect of secondary education.

The English curriculum meets statutory requirements. There is a policy statement and scheme of work for English. However, the scheme of work does not sufficiently guide and underpin the teaching and learning of English within the school or ensure that planned experiences and opportunities build systematically on pupils' knowledge, understanding and skills. The school has made a good start in developing procedures for the assessment of pupils' progress and attainment at both key stages and profiles of pupils' work are built up over their time at the school. However, the link between assessment, and how it is used to inform future curriculum planning is underdeveloped. Subject leadership is satisfactory overall but there is a need for the development of formal monitoring procedures in English. The subject co-ordinators are working positively to develop the National Literacy Strategy within school.

## **Mathematics**

At Key Stage 1 pupils make good progress in mathematics. Appropriate emphasis is placed on the development of mathematical language, number and computation skills. For example pupils are taught about place value and how to count in tens. Pupils are able to measure accurately. They are able to identify geometrical shapes such as squares, rectangles and triangles and can explain their properties. Pupils for whom English is an additional language are well supported. By the end of the key stage pupils achieve standards that are in line with national averages. These conclusions are supported by the results of the 1997 National Curriculum assessments of seven year-olds where the percentage of pupils reaching the nationally expected level (level 2) was not significantly different from the national average.

At Key Stage 2 pupils continue to develop their number and computational skills, mathematical language and understanding of shape, space and measuring. They also develop their ability to handle data in tabular, statistical and chart form and can produce a range of graphs and Venn diagrams. The commitment to the early development of language skills is having a positive effect and pupils make good progress in mathematics at the beginning of the key stage. This development has not yet had time to fully influence the end of the key stage where progress is restricted by pupils' limited mathematical vocabulary. Pupils' attainment in the 1997 National Curriculum assessments of eleven year olds was below the national average. However, standards are improving and the number of pupils reaching the nationally expected level (level 4) was in line with similar schools.

Throughout both key stages standards of numeracy are satisfactory. Pupils make good use of calculators but still regularly practise mental arithmetic. Standards of presentation are satisfactory and sometimes good. Pupils are provided with some opportunities to use their knowledge and skills in a practical situations but increased prominence could be given to the use and application of mathematics both in mathematics lessons and in a wider planned context across the whole curriculum. Appropriate

provision is made for pupils with special educational needs and they make the expected progress.

Throughout the school pupils are well behaved and have a positive attitude to learning mathematics. They listen attentively to teachers and demonstrate a high level of concentration. They respond enthusiastically to questions and willingly apply themselves to the planned activities. Pupils are able to work both independently and collaboratively as appropriate. They persevere with set tasks and work industriously. Pupils take pleasure in learning mathematics. The good standard of pupil behaviour in mathematics lessons has a positive effect on progress and the standards achieved.

The standard of teaching at Key Stage 1 is good and can be very good. At Key Stage 2 it is never less than satisfactory and is usually good. Teachers endeavour to make mathematics an interesting and enjoyable subject for pupils. Lessons are generally well planned and prepared. However planning is not undertaken to a consistent format and occasionally it does not clearly set out how pupils will achieve the objectives of the lesson. After a brief introduction pupils are actively involved in learning tasks. Teachers make good use of questions to prompt understanding. They monitor and support pupils well. Marking is undertaken conscientiously and teachers provide effective and valuable oral feedback to pupils during lessons, encouraging them to develop and improve their work. The use of assessment is at an early stage of development. Some assessment takes place but the outcomes are not consistently used to guide future planning for groups or individual pupils.

Although some homework is set for pupils in mathematics this is not organised in a systematic way, particularly for older pupils in order to prepare them for this aspect of secondary school life.

Leadership in this subject area is satisfactory overall but requires further development in order to ensure that there is a clear overview of provision and the standards achieved across the school. The school has introduced a scheme of work which meets the requirements of the National Curriculum and provides useful advice to help teachers structure their lessons and ensure that work builds progressively on what pupils know, understand and are able to do. This is supported by commercially published materials which are attractive to pupils. Teachers make good use of these materials balancing their use with material prepared by themselves. The use of information technology in this subject area is underdeveloped.

## **Science**

By the end of Key Stage 1, pupils reach standards of attainment which are approaching national averages. They can describe similarities and differences between living things and they understand the conditions which plants need in order to grow well. They are beginning to understand how to set up an experiment to investigate something and are prepared to forecast the result. The 1997 Key Stage 1 results identified standards which were below national averages. The teachers have acted upon these results and the children who are now within Key Stage 1 are making good progress. Pupils are taught the meaning of scientific words so that they can understand and discuss the topic. They are given practical activities which capture their enthusiasm and they are encouraged to think by good quality questioning from the teachers. Sometimes, however, they are given writing tasks by the teacher which are too restrictive and this prevents some children, particularly the more able, from developing their own ideas in their writing.

At the end of Key Stage 2, pupils' attainment in science is below the national average. This conclusion is supported by the results of the 1997 National Curriculum tests where the percentage of pupils reaching the nationally expected level (level 4) was well below the national average. Due to the extra support that pupils have received in language and literacy they are currently working at an appropriate level in the lower part of Key Stage 2. In some classes, pupils are given imaginative work which matches their abilities and they are well supported by the teachers. In these classes pupils make good progress. In Year 5, for example, they can recognise that feeding relationships exist between plants and animals in a habitat and pupils use the correct words to describe what they are doing. At the upper end of Key Stage 2, however, pupils are producing work which is similar to that in lower age-groups. In some lessons, all pupils are given the same work and there is no support to enable the least able

pupils to complete it and so they do not make the progress they should.

Throughout the school, the attitudes and behaviour of pupils are good. Pupils are enthusiastic and involved, they respond well to the tasks set for them and work hard. They are eager to answer questions. They listen carefully to instructions and act upon them appropriately. They work well collaboratively and they respond well to any responsibilities given to them. In most classes pupils are very sensible and mature about handling equipment, sharing it appropriately and tidying away after themselves. Relationships are good and they are respectful towards each other and towards adults.

At Key Stage 1, the quality of teaching is good. Teachers plan carefully and the learning objectives they identify are explained to the pupils so that they are very clear about what they are doing. Teachers are good at teaching children the special words they need to discuss and understand the topic more effectively. They ask the pupils searching questions to encourage them to think. Teachers demonstrate good subject knowledge and they provide an imaginative choice of activities which encourage pupils to be enthusiastic about science. The support provided by the part-time teacher and the bilingual assistant is of a high standard. At Key Stage 2, the quality of teaching is satisfactory but there is a lack of consistent planning over the key stage. Some teachers plan thoroughly and produce lessons which are well matched to the needs of the children in the class. Others are not confident about the subject and they are unsuccessful in translating the scheme of work into effective lessons so the children are asked to copy down the findings of an experiment before they have had chance to investigate the findings for themselves.

The school recognises that standards in science are unsatisfactory at Key Stage 2 and has already begun to address the problem, for example by targeting support from external agencies on improving science. Whilst the curriculum co-ordination of the subject is quite strong at Key Stage 1, the role of the co-ordinator requires development at Key Stage 2. The scheme of work, although of a good quality overall, gives little guidance to the teachers on approaches and methods for teaching science and the co-ordinator does not have the time or opportunity to help teachers to achieve this. Consequently, the progress which pupils make is not smooth and steady across the key stage.

## **Other Subjects or Courses**

### **Art**

By the end of both key stages attainment is above national expectations. At Key Stage 1 pupils are able to represent what they observe and experience, for example when drawing and painting sections of fruit or making a repeat pattern from flower illustrations. Pupils are encouraged to develop their artistic vocabulary and are provided with opportunities to use a range of materials and artistic equipment. They understand techniques such as paint mixing, pattern making and printing and are able to achieve their desired intentions. At Key Stage 2 pupils continue to refine their use of equipment and materials. They experience painting, drawing, printing, collage work, portraiture, modelling and textiles. Pupils are able to make accurate representations of the natural and man-made world in a variety of mediums such as pencil drawings of their school, pastel pictures of local houses and paintings of flowers. They are also able to produce paintings in the style of famous artists such as Kandinsky and L S Lowry.

Pupils at both key stages make good progress overall. Regular attention is given to teaching specific skills and artistic techniques. This has a positive effect on progress. Pupils utilise these skills with increasing sophistication across the school for example in observational drawing and the use of colour. In some classes sketch books provide a useful record of pupils' personal studies and preparatory work. Across both key stages pupils are provided with experiences of three-dimensional work in clay, modelling materials and card and make satisfactory progress. This aspect of art could be usefully developed further. No specific provision is made for pupils with special educational needs.

At both key stages pupils work with sustained interest and enthusiasm. Attitudes to art are very good and pupils enjoy talking about their work. Pupils clearly enjoy this subject and take pride in their work.

Pupils show a high degree of responsibility and take great care of equipment and resources. They are able to work both individually and collaboratively as appropriate. Behaviour is good and there is an orderly working atmosphere in classrooms. This has a positive effect on the standards achieved.

Teaching is never less than satisfactory, is usually good and can be very good. Lessons are well prepared and tasks challenge pupils while promoting enjoyment. On occasions teachers over control the range of materials provided for pupils and this can stifle creativity and independent working. Pupils are encouraged to develop their skills and then utilise these in their artistic expression. Teachers have high expectations, use questions and discussion very well and value the opinions of pupils.

Art is valued as a subject in its own right as well as playing an integral part in supporting learning in other areas of the curriculum. Pupils attractively illustrate their work in other subject areas such as history and geography. Work of a high standard is attractively displayed all around the school in a way which celebrates the achievement of pupils and helps to create a stimulating and attractive working environment for both pupils and staff.

The time allocated to this subject is used well. The scheme of work is of unsatisfactory quality but it is not rigorously followed by teachers who have a good knowledge of the subject which they use well when planning lessons. Resources for art are satisfactory. Subject management requires further development in order to ensure that there is a clear overview of provision and the standards achieved across the school.

## **Design and technology**

By the end of both key stages pupils' attainment in design and technology is in line with national expectations. By the end of Key Stage 1 pupils are able to generate their own ideas and are able to show these on paper. They are able to make appropriate models using a range of construction kits and materials joined using different techniques. For example, pupils are able to make string puppets and respond positively to a challenge to design containers for cress which they are growing as part of a science project. By the end of Key Stage 2 pupils are able to create feasible, labelled designs. They can list the tools and materials needed and then make their products using a range of materials and techniques. For example, younger pupils at Key Stage 2 are able to design and make their own hats from a range of materials. Other projects include work with food, card, construction kits, textiles and more resistant materials such as wood. On occasions these tasks are usefully related to class topics, such as when older pupils designed shields as part of their history project, and this provides relevance and meaning to the activities undertaken by pupils.

At Key Stage 1 pupils make good progress with the development of both designing and making skills. In some classes pupils maintain design books, recording all their design work such as when younger pupils designed and made spectacle frames and older pupils designed and made Eid cards. At Key Stage 2 pupils make satisfactory progress. They develop their skills with a range of materials and small tools and pay increasing attention to the quality of the finish of their products. Some evidence was seen of pupils evaluating their products, such as pencil holders made by older pupils, but this area could be developed further.

The attitude and behaviour of pupils in lessons is consistently good. When engaged in design and technology activities pupils are keen to discuss their designs, work purposefully and persevere with tasks. They enjoy practical activities and co-operate well. They are able to work both individually and collaboratively, sharing equipment and resources fairly. Pupils pay due regard to safety. They show pride in their work and clearly enjoy this subject. The good standard of pupil behaviour in lessons has a positive effect on the standards achieved.

Overall the quality of teaching is at least satisfactory at both key stages and sometimes good. Activities are carefully prepared. Lessons usually begin with a clear introduction. Questions are used well to challenge pupils and to prompt further learning. Pupils are provided with useful opportunities to experiment with materials and explore techniques although occasionally adults over direct activities,

particularly at Key Stage 1.

Pupils' work is attractively displayed all around the school in a way which celebrates the achievement of pupils and helps to create a stimulating and attractive working environment. The subject has a knowledgeable co-ordinator who has developed a good range of materials, resources and small tools for design and technology. They are well organised and stored systematically. There is a useful policy and scheme of work. Overall the subject is well managed but increased attention should be given to monitoring the work of teachers and pupils in the classroom and the standards attained. Several non-teaching staff and parents regularly assist in this subject area. They make a positive contribution to the standards achieved.

## **Geography**

By the end of the Key Stage 1, standards of attainment in geography are in line with national expectations. Pupils are able to talk about the seasons and have some knowledge of the water cycle. They can compare hot and cold countries and are able to discuss the attractive and unattractive features of their immediate locality. They have detailed knowledge of "people who help us" and they have worked on maps of the locality around the school so that they can describe features of their route to school and the type of house in which they live. By the end of Key Stage 2, standards of attainment are still in line with national expectations. Pupils are able to demonstrate an understanding of places having similar and different characteristics. They know the features of a river system and can identify natural and man made features in the environment. They understand that man can improve or damage the environment and can prepare arguments for and against proposed developments.

At Key Stage 1, progress is good and at Key Stage 2 it is satisfactory overall. In some lessons the tasks given to pupils are well matched to their abilities and in these lessons the pupils make good progress. In other classes, particularly at Key Stage 2, pupils are given similar tasks irrespective of their ability. Where levels of staffing are high, the least able pupils and those with special educational need are supported so that they make adequate progress but where the teacher is working alone those pupils fail to make the progress they should. On occasions more able pupils fail to make good progress because they are not given enough opportunities to think for themselves or use their imagination. Progress at Key Stage 1 is smooth and consistent. At Key Stage 2 it is more erratic and there are examples of pupils at the upper end of Key Stage 2 working at similar levels to pupils lower down the school.

Throughout the school, the attitude and behaviour of pupils are good and they join in readily with the activities prepared for them. On visits into the locality they are excited and enthusiastic but still orderly and well behaved. They happily accept the taking of turns and there is no pushing or shouting out. They are polite and well mannered to each other and to adults and they are willing to listen to other people's points of view. They pay close attention to the teacher when he or she is talking to them. When set a task they settle down to it quickly and concentrate hard. Collaborative work is well established in geography.

At Key Stage 1, the quality of teaching is good. Teachers make good use of discussion with high quality questioning to enhance learning and understanding. They skilfully link their teaching to the pupils' own experiences, for example how the children come to school or how they feel when the weather is hot or cold. Particularly effective use is made of visits into the locality to give pupils first hand experiences. Teachers demonstrate good subject knowledge and they have high expectations of what the children should achieve. At Key Stage 2, the quality of teaching is satisfactory. In the better lessons, teachers have clear objectives in their planning which are made clear to the children. Teachers are often good at drawing out similarities and differences when comparing countries, localities or climates and they make good use of praise to encourage progress. In the less effective lessons, work is not always well matched to the abilities of all the pupils in the class and large numbers of worksheets are used to present pupils with activities which do not enhance their thinking.

The scheme of work in geography provides teachers with clear guidance on what they should teach. The role of the co-ordinator is not yet clearly established, especially within Key Stage 2, and there is a need for the co-ordinator to provide more guidance on how the scheme should be taught and to monitor more closely the quality of education within the subject.

## **History**

No history was taught at Key Stage 1 during the inspection week. Evidence from talking to pupils and from an examination of their work indicates that overall attainment is in line with the national expectation. Most seven year-olds understand the concepts of old, new, oldest and newest. Through their discussions with parents and grandparents, they are beginning to develop a sense of chronology and an appreciation of what it was like to have been at school in 'granddad's day'. However, insufficient

attention has been given to learning about the lives of famous men and women and about the past events in the history of Britain. Attainment at the end of Key Stage 2 is in line with national expectations. By the age of eleven, pupils are able to use secondary source materials to research about events in history. They can select suitable reference material, search texts for meaning and use contents pages and indexes to seek the information they require. Year 4 pupils attempted to interpret messages written in hieroglyphics on 'seals' which were found in the Indus Valley. They then used the knowledge gained to make their own message seals to warn of a pending flood. Although some pupils use information technology in their history studies there were too few opportunities for pupils to develop these skills.

Pupils make good progress at Key Stage 1. However, although progress is particularly good in the middle of Key Stage 2, progress at the end of this key stage is unsatisfactory. Poor progress is associated with teachers' weak understanding of the subject and the requirements of the programme of study. Occasionally lessons lack pace and activities do not always challenge the more able pupils. Throughout this key stage, a lack of work matched to pupils' abilities means that less able pupils often make unsatisfactory progress. At Key Stage 1, history is taught in rotation with geography. This often means that pupils go for long periods without any teaching or learning in history. The effect of this is that pupils often find it difficult to recall previous learning.

Pupils' attitudes to their learning and their behaviour in lessons are invariably good. Pupils enjoy their lessons, are eager to contribute to discussion and work on assignments diligently. When they work in pairs or small groups or when given the opportunity of handling artefacts and other source materials, they do so with enthusiasm.

Teaching is usually satisfactory and although some very good teaching was observed at Key Stage 2, there was also some unsatisfactory teaching. Where teaching was good, lessons had clear objectives and were well planned. Challenging activities were presented to pupils and a good range of source materials and reference books were available for pupils' use. When teaching was unsatisfactory, activities lacked pace and challenge, were over directed by teachers who placed insufficient demands on the pupils and particularly the more able.

The subject lacks an effective scheme of work for teachers which details on a year by year basis what it is that the pupils will do and what new skills they will learn. There has been little professional development in the subject. The co-ordinator, who has little experience and training for the subject, has limited opportunities to monitor planning or to observe the subject being taught. Although the school is building up a bank of teachers' and pupils' resources for history, some teachers are over-reliant on duplicated worksheets which are not always well matched to pupils' abilities and there are too few artefacts for pupils to handle and work with. The school makes good use of the County library service and visits to sites of historical interest to enrich the quality of pupils' learning.

## **Information technology**

At the end of Key Stage 1, standards of attainment in information technology are below the national expectation. Pupils are able to write stories using word processing software and they are familiar with a graphics package which they use to draw pictures. They have used some software which can produce a plan of a town to support the work they are doing on the immediate locality in geography. However, pupils are not confident in their use of information technology and they have had very little experience of control technology and data handling.

By the end of Key Stage 2, standards of attainment are still below the national expectation. Pupils show some confidence in word processing and in the use of graphics. They can access information from the CD-ROM and they have some understanding of data handling, for example producing bar graphs and pie charts of their favourite foods and their favourite subjects at school. They can load and use some problem solving software, for example an adventure game relating to the voyages of Christopher Columbus. However, they have very little experience of control technology and many pupils display very limited understanding of the various aspects of information technology.

Progress in information technology is unsatisfactory at both key stages. Although all the computers within the school are switched on all day, they remain unused for large amounts of time. Pupils do not spend enough time using the computers to establish confidence and expertise and there are large areas of the information technology programmes of study which are inadequately covered. Furthermore, information technology is rarely used to enhance progress in other areas of the curriculum.

In the very limited amount of Information technology activities seen, the attitude and behaviour of the pupils are good at both key stages. They are enthusiastic and enjoy working on the computer. They collaborate well when working in pairs and are very mature about taking turns and helping each other when that is needed. They show pride in their work and are eager to answer questions about the work they have done. When asked to go and find information from the computer in the library they do so responsibly and sensibly.

The quality of teaching in information technology is unsatisfactory at both key stages. Teachers' subject knowledge is often weak and teachers demonstrate a very limited understanding of the hardware and software which is in school. Planning shows very few occasions when information technology has been used to support learning in other subjects and teachers do not have the understanding or experience to recognise opportunities for using information technology to enhance learning across the curriculum.

The scheme of work for information technology has very little bearing on what happens within the school; for example at Key Stage 1 it states that pupils should be taught how to make a programmable toy move when the school does not yet have any. It also gives teachers very little guidance on how they should translate the scheme into practice. This is an important omission as teachers have very little understanding or experience in recognising opportunities for using information technology to enhance learning. There is a need to update both hardware and software, to introduce a programme of training to develop teachers' subject knowledge and to enhance the role of the co-ordinator so that more support and guidance can be given to the teachers.

## **Music**

Towards the end of both key stages most pupils are reaching standards which are broadly in line with national expectations.

Towards the end of Key Stage 1 pupils know a variety of songs and sing them enthusiastically. They compose simple pieces of music using percussion instruments. By the end of Key Stage 2 most pupils enjoy singing more complex songs and provide accompaniments using percussion instruments. Most pupils recognise symbolic musical notation and are able to use it to play rhythm patterns. In addition, pupils can evaluate their own work and suggest ways in which it can be improved.

At both key stages most pupils are making satisfactory progress. At Key Stage 1 pupils learn to keep a steady beat by clapping and clicking their fingers to simple action songs and later build upon these skills as they use percussion instruments to accompany songs. This was particularly evident in their work on the "Three Little Pigs" and "Jack and the Beanstalk". Pupils also develop an increasing range of musical vocabulary as they describe the music they make and hear. At Key Stage 2, pupils build systematically upon their knowledge of recording musical ideas; they use symbolic notation to represent, for example, their walk in the "Rain Forest" and use a range of percussion instruments to create simple melodies and rhythms to represent the different features of the rain forest.

At both key stages pupils respond well and are enthusiastic as they sing and compose pieces of music. Pupils listen attentively and are aware of the need to work together to create and perform music. Pupils sustain their concentration well and their behaviour is always good.

The quality of teaching is satisfactory at both key stages. However, there is a small amount of unsatisfactory teaching at both key stages due to a lack of subject knowledge which limits the organisation and structure of some lessons. Most teaching is well prepared and teachers' plans identify what pupils should be able to do, know and understand. Teachers focus on pupils' listening skills and

this improves the quality of pupils' work. Pupils apply their musical knowledge in an appropriate manner to reflect the mood or feeling of their compositions. This was demonstrated in a choir practice where pupils sang a round in two parts with actions.

There is a policy and draft scheme of work for music. However, the scheme of work is a commercial document which does not reflect the context of the school and the teaching staff have not made any contributions to it. As a result, the scheme does not guide teachers' planning to ensure that experiences and opportunities build systematically on pupils' knowledge, understanding and skills. The subject co-ordinator has a good specialist knowledge of this subject. Music is a priority in the current school development plan and a new policy and scheme of work are being drafted for implementation during the next school year. The curriculum is enhanced by pupils' involvement in hymn practice, the school choir and opportunities to perform in concerts. Assessment procedures are largely informal and do not yet consistently inform curriculum planning but this aspect of the curriculum is being reviewed.

## **Physical education**

By the end of both key stages, pupils' attainment in physical education exceeds national expectations. By the age of seven, most pupils are able to kick, bounce, throw and receive a ball with a good degree of control and accuracy. They are confident in their actions, use controlled movements with due regard to others around them and can balance, jump and land with poise. By the age of eleven, pupils, working in pairs or within a group setting, are able to devise a sequence of movements in time with music. They can suggest ways of improving and refining their movements and then perform their sequence to the rest of the class. Key Stage 2 pupils have swimming lessons on a weekly basis. By the end of the key stage, attainment is good and most pupils are able to achieve the national expectation of swimming twenty-five metres.

Progress is good at both key stages. Pupils with special educational needs are usually well supported by their teachers and make at least satisfactory progress. Where support assistants participate in lessons, they contribute positively to pupils' attainment and progress.

Pupils enjoy physical education. Throughout the school, their response is good and, at Key Stage 2, it is often very good. They participate in their lessons with enthusiasm and commitment. They listen carefully, carry out instructions promptly and handle equipment sensibly and with due regard to safety. They work well individually, in pairs and as members of a group and strive to improve their performance. Pupils' behaviour is invariably good and often very good. Positive relationships contribute to the standards achieved.

Teaching throughout the school is at least satisfactory and at Key Stage 2, it is good. Teachers plan for increasing levels of challenge and complexity in skills to enable pupils to make appropriate progress as they move through the school. Lessons usually begin with appropriate warm up activities. There is good use of pupil demonstration and praise to encourage pupils in their work. Useful teaching points are made to help pupils develop and improve their skills. Most teachers have high expectations of pupils' performance and behaviour and set challenging but achievable targets for pupils to reach. Teachers plan a programme which meets National Curriculum requirements but currently, because a lack of access to a more open, grassed area, pupils have limited experience of team games and outdoor and adventurous activities. Links with local primary schools through physical education events and matches are underdeveloped. A limited range of extra-curricular activities offers some enrichment to the curriculum available to Key Stage 2 pupils.

Curriculum leadership is generally satisfactory but the co-ordinator has limited opportunities to monitor and evaluate teachers' plans or to observe teaching. Teachers generally have a sound understanding of the subject's requirements. However, the draft scheme of work should be completed and implemented to enable teachers to plan a broader curriculum. Resources for physical education are good in terms of both quality and quantity to meet the needs of the planned curriculum but further consideration should be given to the provision of resources for the youngest pupils and to support a broader range of sporting activities, particularly at Key Stage 2.



## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

The inspection of St Philip's CE Primary School was undertaken by a team of five inspectors, including a lay inspector, who spent almost 13 inspector days in the school. Fifty-three lessons or parts of lessons were observed in over 28 hours of observation time.

Discussions were held with the headteacher, staff, governors and other adults working in the school. Discussions were also held with individuals and groups of pupils about various aspects of the curriculum, their learning and school organisation. The work of a selection of pupils was scrutinised by the inspection team. The buildings and external facilities and resources for learning were inspected and policy documents, schemes of work, teachers' planning, the school development plan, registers of attendance, budget figures, minutes of meetings, school records, pupil records, reports to parents, photographs and audio tapes of school events were examined.

Twenty-five parents attended a meeting to obtain parents' views of the school. Thirty-four parents completed a questionnaire and the responses from these, together with three written comments, were collated and analysed.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	130	3	16	63

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	6.4
Number of pupils per qualified teacher	20

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

Total number of education support staff	6
Total aggregate hours worked each week	81

#### [Primary and nursery schools]

Average class size:	26
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### FINANCIAL DATA

Financial year:	1996-7
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	£
Total Income	208,789.00
Total Expenditure	214,540.00
Expenditure per pupil	1,601.04
Balance brought forward from previous year	22,785.00
Balance carried forward to next year	17,034.00

## PARENTAL SURVEY

Number of questionnaires sent out:

99

Number of questionnaires returned:

34

### 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	33.3	57.6	9.1		
I would find it easy to approach the school with questions or problems to do with my child(ren)	47.1	44.1	2.9	2.9	2.9
The school handles complaints from parents well	17.6	67.6	11.8		2.9
The school gives me a clear understanding of what is taught	18.8	46.9	25.0	6.3	3.1
The school keeps me well informed about my child(ren)'s progress	38.2	29.4	26.5	2.9	2.9
The school enables my child(ren) to achieve a good standard of work	36.4	48.5	15.2		
The school encourages children to get involved in more than just their daily lessons	20.6	67.6	11.8		
I am satisfied with the work that my child(ren) is/are expected to do at home	23.5	41.2	5.9	26.5	2.9
The school's values and attitudes have a positive effect on my child(ren)	29.4	47.1	11.8	5.9	5.9
The school achieves high standards of good behaviour	23.5	44.1	20.6	8.8	2.9
My child(ren) like(s) school	44.1	47.1	2.9	2.9	2.9