

INSPECTION REPORT

**St. Anthony's Roman Catholic
Primary School**

Preston

LEA area: Lancashire

Unique Reference Number:
119698

Headteacher: Linda Walsh

Reporting inspector: Geraldine Taujanskas
T13032

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Information about the school

Type of school Junior	-	Infant and
Type of control Aided	-	Voluntary
Age range of pupils	-	4 to 11
Gender of pupils	-	Mixed
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Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Monsignor P. O'Dea

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Main findings

St Anthony's Roman Catholic Primary School is a developing school. It has experienced significant, severe personnel difficulties in the past few years which have hindered curriculum development. However, strong and dedicated leadership from the headteacher has ensured that teaching and other staff have worked as a team to provide a caring, welcoming atmosphere which is conducive to learning. The quality of teaching in the school is a strength with over two thirds of lessons being good and very good. The school has other strengths, particularly in the spiritual, moral, social and cultural development of pupils, and the financial control and administration of the school. Staffing difficulties have meant that coordinators in some National Curriculum subjects, including art and information technology, have not been appointed until very recently, and these subjects have lacked leadership and development. There are some weaknesses in the curriculum for design technology, information technology, and music, and in some teachers' knowledge and confidence in teaching these subjects.

Children enter school at four and experience all the areas of learning for children under five. By the time they are five attainment in all areas is at the level expected for children this age with levels in reading which are good. This is the result of the provision of a structured and carefully planned programme of phonics teaching from the time children enter school, which enthuses children to learn to read.

Attainment in English for pupils at the end of Key Stage 1 is similar to national averages and above national averages at the end of Key Stage 2. Reading is a strength throughout the school and attainment in writing is above average at the end of Key Stage 2. Pupils have many opportunities to write, both in English and across the curriculum, for example, older pupils in Key Stage 2, in a study of local history, describe the story of Preston. Attainment in mathematics and science at the end of both key stages is above national averages. Pupils are particularly keen to carry out investigations in science, such as in Key Stage 1 into the tastes of fruit, finding words to describe them. The findings of the inspection confirm the results of National Curriculum Tests results in the latest reporting year.

Attainment in art, geography, history and physical education is similar to national averages at the end of both key stages, but below national averages in design technology, information technology and music. The programmes of study of the National Curriculum are not fully implemented in these subjects.

Pupils make satisfactory progress throughout the school in all subjects except mathematics and science where good progress is made. In English good progress is made in writing at Key Stage 2. Unsatisfactory progress is made in design technology, information technology and music in areas which are not taught sufficiently, although pupils make satisfactory progress in word processing skills and good progress in singing.

Progress for pupils with special educational needs is good throughout the school due to the quality of the provision and support for these pupils. Parents very much appreciate the support which is provided.

There are strengths in the positive attitudes to learning which pupils show. They listen carefully, concentrate for extended periods and show pride and enthusiasm in their work.

Pupils behave well in and around the school. They are friendly and polite and generally move sensibly around the school. Pupils relate well to each other and to teachers and other adults around the school. They have a range of opportunities for personal development including prefect roles and involvement in fund raising for local and national charities such as CAFOD, and Children in Need.

Attendance at school is very good, well above national averages. No unauthorised absences have been reported in the reporting year. Registers are completed quickly and promptly and meet all statutory requirements.

The quality of teaching is a strength of the school. Teaching overall is good, with 98 per cent of teaching at least satisfactory, 42 per cent good and 25 per cent very good. Teaching for children under five is a particular strength with all teaching being good and nearly three quarters of teaching very good.

Teachers have secure knowledge and understanding in most of the subjects they teach with the exception of design technology, information technology and music. They have high expectations of pupils and challenge appropriately, in Year 3 for example, where pupils wrote their version of Jack and the Beanstalk, as the giant. Teachers use questioning well and give clear instructions. Time and resources are used well, as in history at the end of Key Stage 2 where artefacts, borrowed from a number of sources, including the museum greatly enhanced the understanding of pupils on primary sources of evidence. The provision for pupils with special educational needs is good, with support teachers for both Key Stage 1 and 2, who give pupils both the help they need and also an enthusiasm for learning. There is close liaison with class teachers,

The curriculum for children under five is broad, balanced and relevant with planning related to the areas of learning for children under five. There are particular strengths in planning for the teaching of reading. However, at both key stages there are weaknesses in the curriculum for design technology, information technology and music, which do not meet statutory requirements. Staffing difficulties have meant that these subjects and art have not had a coordinator in place for some time and leadership and development has been very limited. The recent appointment of a coordinator in music has seen immediate improvements but other subjects have yet to be addressed. All pupils have equal access to the curriculum, and provision for pupils with special educational needs is good with effective individual education plans and teaching support at both key stages. The school is now addressing provision for higher attaining pupils also. Planning is effective, both medium term and short term, monitored by the headteacher and deputy headteacher. Homework is used well, and parents express support for the range of homework for pupils in Key Stage 2 particularly. Assessment procedures are good throughout the school. Assessment information is used to guide teachers in planning the next stages in pupils' learning.

Provision for pupils' spiritual, moral, social and cultural development is good. There are particular strengths in spiritual and social development. The school has a shared Christian ethos, which is supported by pupils, parents, teachers and governors. There is a happy, friendly atmosphere in the school, and this is based on mutual respect for pupils and teachers. Pupils relate well to one another, and older pupils take responsibility for younger ones. There is satisfactory cultural development for all pupils, with a range of visits, such as to the Egyptian museum in Bolton, for example. Opportunities for multi-cultural development are limited.

The school has developed effective strategies for monitoring and assessing academic progress, ranging from tests to individual assessment of pupils' work. There are satisfactory procedures both for the introduction of children into the reception class and for the transfer of pupils to high school, just across the school field, at Year 6. Pupils with special educational needs are particularly well supported in the school and benefit from individual education plans, and close links with parents and agencies involved. Child protection procedures are in place, and staff are aware of their responsibilities.

The partnership with parents and the community is well established. Parents receive a wide range of information especially illustrated termly newsletters, and annual progress reports for their children. A number of parents, however, express a wish to have a greater understanding of the curriculum in school. Many parents and grandparents help in the school during the week. Parents express great satisfaction with the welcome they receive in school.

Pupils are involved in a wide range of activities in the community, including links with a nearby special school, and various fund raising activities, particularly those relevant to children and the school, such as the British Malignant Hypothermia Association. Links with other local organisations and businesses are underdeveloped.

The leadership and management of the school is a particular strength. In the past three years there has been no senior management team and very severe staffing difficulties. The headteacher has managed the school effectively in this time, motivating and supporting staff to work as a team and undertaking a heavy burden of management responsibilities, whilst still promoting curriculum development in the school. The school has now appointed a deputy headteacher, although another post of responsibility is yet to be appointed. This is now allowing the management responsibilities of the school to be shared effectively and promote further development.

Governors are very supportive of the school. There are a number of committees now functioning and the finance committee is particularly effective. The governing body is now developing a strategic overview of the school.

Despite severe staffing difficulties there are sufficient numbers of staff with appropriate expertise to meet the requirements of the National Curriculum and for children under five, including those with special educational needs. A number of staff are currently on temporary contracts and providing supply cover. These staff make very positive contributions to the work of the school in difficult circumstances. Staff work well together as a team to provide a secure and welcoming environment for pupils. Classroom support staff make a positive contribution to pupils' progress and cleaning and caretaking staff ensure that the building is clean and well-maintained.

The school secretary and clerk run the office and associated office procedures to a very high standard. This enhances the smooth running of the school and ensures senior management spend a minimum amount of time on administration.

The school gives good value for money.

Key issues for action

To improve standards of attainment and progress for all pupils in design technology, information technology and music, the headteacher, staff and governors should:

implement the National Curriculum fully in design and technology, information technology and music.

design a scheme of work in music which supports the implementation of National Curriculum requirements, particularly in composing.

provide appropriate staff development to improve teachers' and support staff subject knowledge in design technology, information technology and music.

ensure that the development of these subjects is effectively and appropriately led, through both appointing and supporting subject coordinators.

resource design and technology and information technology effectively

Introduction

Characteristics of the school

St. Anthony's Roman Catholic Primary School is a large school mainly serving the parish of St. Anthony's, Fulwood. Situated north of the town of Preston the school has a large catchment area of mixed private and some council housing.

The mission statement is central to the ethos of the school and underpins all the work of the staff and pupils in it.

There are 319 pupils at the school, in 10 classes, some of which are mixed-ages. Pupils are mainly white, with 17 per cent of pupils on the special educational needs register at present, including 3 pupils with statements of special educational needs. There are 20 pupils entitled to free school meals which is below national averages.

Children enter school when they are four into the reception class. Most children have some pre-school experience. Children have a range of attainments on entry. Most are ready to read and count although some require more support with their learning.

The school has suffered from a period of staffing problems, including prolonged periods of absence for a variety of reasons, in the last three years. The headteacher has not had the benefit of a stable and effective senior management team, and a new deputy headteacher has only just been appointed, after some difficulty in recruiting. Governors are seeking to appoint another vacant post of responsibility in the near future.

Current priorities for the school include:

to review practice in assessment and planning

to develop an understanding of the needs of higher attaining pupils

to develop a scheme of work for information technology.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1997	-	-	43

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	-	-	-
	Girls	-	-	-
	Total	43	42	41
Percentage at NC Level 2 or above	School	100 (93)	93 (89)	95 (93)
	National	80 (78)	80 (79)	84 (82)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	-	-	-
	Girls	-	-	-
	Total	42	41	40
Percentage at NC Level 2 or above	School	97 (89)	95 (80)	93 (84)
	National	80 (79)	84 (82)	85 (84)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	-	-	49

National Curriculum	Test Results	English	Mathematic	Science
Number of pupils at NC Level 4 or above	Boys	-	-	-
	Girls	-	-	-
	Total	45	44	32
Percentage at NC Level 4 or above	School	72 (57)	69 (69)	65 (64)
	National	63 (58)	62 (54)	69 (62)

Teacher	Assessments	English	Mathematic	Science
Number of pupils at NC Level 4 or above	Boys	-	-	-
	Girls	-	-	-
	Total	43	42	41
Percentage at NC Level 4 or above	School	88 (48)	86 (43)	83 (40)
	National	63 (60)	64 (60)	69 (65)

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

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

Attendance

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

		%
Authorised Absence	School	4.51
	National comparative	5.6
Unauthorise absence	School	0.083
	National comparative	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	24
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Children enter the reception class at four with a wide range of attainments. Most children have had some pre-school experience. Some are ready to learn and have begun to read and count. Others need more support with their learning. Children experience all the appropriate areas of learning. They make satisfactory progress overall. Progress in language and literacy is good, particularly the strong emphasis on learning to recognise initial letter sounds through a phonics programme which is very well structured and planned, enabling children to gain good levels of reading skills by the time they are five. By the time they are five most children are attaining levels appropriate for their age group.

Attainment at the end of Key Stage 1 is at the standard expected nationally for pupils this age in English, with above average levels of attainment in reading. Attainment in mathematics and science is above national standards. In all other subjects attainment is similar to national averages for pupils this age, except information technology, design technology and music which is below national averages.

Attainment at the end of Key Stage 2 is above standards expected nationally in English, mathematics, and science. Attainment in all other subjects is average for pupils this age, except information technology, design technology and music which are below average. Programmes of study in these subjects are not fully implemented. Pupils do not have sufficient opportunities to experience some areas of the curriculum in these subjects, for example in using databases in information technology.

At Key Stage 1 pupils make satisfactory progress in English and good progress in mathematics and science. In English pupils benefit from a structured scheme of phonic skills, building on the work of the early years class, maintaining above average standards in reading. Mathematical language is also built on from the sound base in early years, and pupils make good progress in mental mathematics. In science pupils benefit from the investigations they undertake, for example into the properties of materials. Progress in all other subjects is satisfactory except information technology, design technology and music. In information technology pupils learn some skills, particularly word processing, for example, but do not have regular access to a wide range of programs and experiences, sometimes through teachers lack of subject knowledge and confidence. In music pupils sing well and make good progress, supported by an enthusiastic pianist and teacher, but there is little access to composing throughout the school, and progress is unsatisfactory in this area.

At Key Stage 2 pupils make satisfactory progress overall in English and good progress in mathematics and science. Pupils make good progress in writing at Key Stage 2, with a range of interesting opportunities to write, as the giant in the story of 'Jack and the Beanstalk' for example, in Year 3. Pupils also make good use of writing skills in other subjects, such as younger pupils writing in Key Stage 2 about visits to Preston for work in geography. In science pupils enjoy their lessons, for example, investigating the growth of plants for example, and gaining skills of independent

investigation throughout the key stage. Progress in all other subjects is satisfactory except information technology, design technology and music which is unsatisfactory, as in Key Stage 1. In music pupils benefit greatly from high expectations in singing lessons, and the expertise of the volunteer pianist-teacher, so progress in singing and performing is good. However overall progress is unsatisfactory, limited by the lack of opportunities for composing, as in Key Stage 1.

Pupils with special educational needs make good progress throughout the school, in relation to their prior attainment. They are supported by highly enthusiastic and experienced staff and individual education plans. The school recognises the needs of higher attaining pupils also, and is now making specific provision for them, initially in Year 5. All pupils have equal access to the curriculum, and there are no significant variations for pupils relating to gender, ethnicity and background.

Attitudes, behaviour and personal development

Throughout the school pupils have positive attitudes to learning. They listen carefully to their teachers, maintain concentration, persevere to complete tasks and show pride and enthusiasm for their work.

Children in the reception class settle quickly into the routines of the school and respond with enthusiasm to the many and varied activities offered in school. They behave well and learn to share and take turns. Children understand the classroom rules and routines and cooperate well with adults and each other.

Pupils behave very well in class and around the school. They are courteous and friendly towards each other, adults, and visitors and well mannered, opening doors for example. They enter and leave assemblies in a quiet and orderly manner and walk sensibly in corridors. There have been no exclusions in the latest reporting year.

Relationships are good throughout the school. Pupils relate very well to each other both in classrooms and on the playground. They show respect for one another, their teachers, other adult supervisors and for the school building itself. Pupils often work collaboratively in lessons, such as in building landscapes in Year 3 in groups with parent helpers, and show a willingness to listen to the views of others.

Pupils' personal development is enhanced by the sharing of routine responsibilities. Even the youngest pupils act as helpers and wear badges to identify this very proudly. They take turns with register duties and giving out and returning of materials. Older pupils also act as prefects and help supervise younger ones at break and dinner times.

Attendance

Attendance is very good at over 97 per cent, above the average for the latest reporting year, and no unauthorised absences are reported during that period. The school's registers are neatly and accurately maintained and meet all statutory requirements. Punctuality is good and lessons start and finish on time.

Quality of education provided

Teaching

The quality of teaching in the school is a strength. This has a positive effect on the standards attained by pupils in the school, particularly in English, mathematics and science. In 98 per cent of all lessons the quality of teaching is at least satisfactory. Teaching is good in 42 per cent of lessons and in 25 per cent it is very good. Teaching is unsatisfactory in only 2 per cent of lessons. There are particular strengths in the quality of teaching of children under the age of five years, where teaching is very good in 70 per cent, and good in the remaining 30 per cent of lessons.

There are many strong features to be found in the teaching in most classes. Teachers make particularly good use of questioning, assessment of pupils during the lesson and humour, especially at the upper end of Key Stage 2. In geography for example, older pupils planned and improvised a drama about the environment, where the teacher's use of purposeful questioning combined with a humorous approach ensured good quality work from the class. Teachers' planning is good. There is a strong sense of purpose and the efficient organisation of pupils, support staff and resources increases the effectiveness of teaching, particularly for children under five. Music, for example was planned for the early years class with great care to ensure that all pupils had instruments quickly and that the maximum benefit was obtained through preparation before the lesson of the resources needed. This leads to good pace in lessons and a sense of responsibility and security in the pupils.

The most common factor which leads to weakness in teaching in both key stages is overlong introductions of lessons and teachers' persistent interruption of pupils to make minor points once they have started their work. Whilst this is not widespread, when it occurs it impedes pupils' progress.

In both key stages teachers have a secure knowledge and understanding of most of the subjects they teach. However, in design and technology, information technology and music some aspects are not clearly understood by some teachers. This leads to an imbalance in teaching in these subjects, across the school.

In design and technology, the design stage of pupils' work is inconsistently taught. Teaching does not prepare all pupils with skills in the use of tools and materials. The National Curriculum programme of study for information technology is not taught fully to all pupils. The subject knowledge and understanding of some teachers in information technology does not enable them to teach skills in controlling, monitoring and modelling nor in the use of databases. In music, the teaching of composition is not understood by many teachers. As a result, pupils do not have opportunities to develop composing skills.

Teachers have high expectations of pupils potential in most lessons. They set work which challenges them appropriately and praise pupils for their successes. An effective strategy employed in many lessons is clear questioning which requires pupils to consider carefully before answering, as in history at the end of Key Stage 2 where pupils considered the placing of items on a time line. Instructions given at the beginnings of lessons are usually well understood by pupils and they know what teachers expect of them. Expectations of pupils' behaviour are also high.

The day-to-day planning employed by teachers helps them to achieve successful lessons. Teaching is supported well by effective long-term planning for English, mathematics, science, physical education and religious education. The overall effectiveness of teachers' planning is good, however, and results in the vast majority of teaching being satisfactory, and often good. Teachers employ methods which match plans for their lessons well and they organise pupils effectively to ensure that a good pace is evident in most lessons. Group work, individual work and whole class teaching are used appropriately to meet the needs of the pupils.

Good teaching provision is made for pupils with special educational needs. Teachers who specialise in this aspect of the school's work liaise closely with class teachers. This ensures that good provision is made for pupils to be taught well in small groups or in classes, often with the support of classroom assistants.

Pupils are managed well by teachers. Lessons begin promptly and teaching time is used efficiently. With the exception of design and technology, the resources available for teaching and learning are used efficiently in all subjects.

Day-to-day assessment is used well by teachers to help them to evaluate what they have taught. Work is marked consistently, often with positive and supportive comments which help pupils to improve. Teaching is planned to include an assessment focus and this leads to more informed planning for future teaching. Teachers' own evaluation of their teaching is thorough. The headteacher and deputy headteacher monitor evaluations made by teachers in order to assist in the development of teaching strategies.

In the reception class and in Key Stage 1, homework is set informally. Pupils have homework to help the development of key skills such as reading and spelling. By the end of Key Stage 2 pupils are expected to complete increasingly more complicated and structured homework tasks. Some examples of science investigations done at home demonstrate a high level of commitment by pupils, parents and teachers towards achieving good standards. This level of commitment supports teaching in school very well.

Teachers work hard under the strong leadership of the headteacher to provide pupils with lessons which are almost always well taught. It is a mark of their commitment and professionalism that, despite recent difficult circumstances prevailing in the school with regard to staffing, the quality of teaching is so high.

The curriculum and assessment

The curriculum provided for children under five years of age is good. It is broad and balanced and gives the children good experiences of all the areas of learning to which they are entitled. It meets their needs very well, particularly in language and literacy. The provision made prepares children well for entry into the next stage of their education.

In both key stages the full requirements of the National Curriculum are covered in all subjects except information technology, design and technology and music at both key stages. The provision made for information technology and design and technology in both key stages is inconsistent. The process of designing and making, for example, is not developed progressively through the school which results in inconsistency in pupils' development in design and technology. There is a lack of structure in the planning of

these subjects. As a result, not all pupils develop the required skills and knowledge. The school is aware of these shortcomings and is taking steps to address them.

In music, planning is linked to an out dated scheme of work which does not adequately cover the teaching of composing skills. Pupils do not have enough opportunity to compose their own music.

In both key stages all National Curriculum subjects are taught. In addition, a comprehensive curriculum for religious education is provided through the archdiocesan syllabus and in both key stages pupils are taught about the effects of drugs misuse. There is provision for sex education through the science curriculum and religious education, whilst recognising the responsibility and rights of parents in this area..

All pupils have equal access to the curriculum. Good provision is made for pupils with special educational needs. Their progress is carefully checked and the curriculum is detailed for them by the inclusion of individual education plans whenever necessary. These are reviewed regularly and modified in the light of experience and progress made by the pupils, in consultation with parents and the special educational needs coordinator. Teachers who support pupils with special educational needs also share in the role of planning the curriculum. This is an effective means of ensuring equality of access to the curriculum for all pupils.

Curriculum planning procedures are thorough, using a whole school approach. The headteacher and deputy headteacher check plans regularly and offer advice and supportive comments to individual teachers which helps to develop a consistent approach in most curriculum areas. Medium and short-term plans include space for evaluation of completed work. This is used well in most instances and provides a quick check on how well curriculum plans were carried out.

The overall planning system is good. It is effective in ensuring continuity and progression in English, mathematics, science, physical education and religious education. The planning procedures for history, geography and art are based on classes rather than year groups. This causes complications for continuity and progression in these subjects because plans have to be modified annually when classes are altered. In two of these subjects coordinators are absent. The long-term planning for information technology, design and technology and music is not consistently used in the two key stages and this leads to uneven coverage of the curriculum. In turn, the continuity and progression in these subjects is ineffective.

The curriculum is enriched by a wide range of extra-curricular activities including competitive sports. There are representative teams for cross-country, hockey, multi-sports, rugby, soccer and swimming. These teams compete against other schools and in a range of friendly fixtures regularly. The sports activities are organised by two teachers and are supported by parent volunteers. Other extra-curricular activities organised by four teachers are calligraphy, educational board games, music and school work support. These activities allow pupils to extend many of the skills that they have learned through the formal curriculum and to develop their social life.

The procedures for assessing the pupils' attainment are good. They form a comprehensive system which is used effectively throughout the school in order to improve the planning for future learning. Assessments are carried out regularly. They

range from individual assessments of the pupils' day-to-day class work to assessments carried out to meet national requirements. The school meets all legal requirements for assessment.

Pupils' work is marked regularly. Comments range from remarks of encouragement and support to targets which pupils are expected to meet as a result of the assessments made by the teachers. This makes efficient use of teachers' time because the pupils make gains in knowledge as a result of marking. Pupils sometimes respond to the written comments by adding their own. A dialogue of assessment is thus built up and encourages pupils to analyse their own progress more precisely.

The introduction of a series of portfolios of moderated work is making assessments more accurate throughout the school. This initiative is very thorough and covers all curriculum areas. The assessments are accurate and provide a very good guide for all teachers involved in assessing the pupils' attainment in relation to national standards.

An assessment procedure for children entering the reception class has recently been introduced. It is an effective guide to the attainment of children when they start school and will provide evidence of their progress through the key stages. Assessment information is used well to guide teachers in planning the next stages of the pupils' learning. The evaluation sections of the teachers' plans are proving to be an effective means of ensuring that assessment is carried out with a view to informing the plans for future learning.

The assessment coordinator has only recently taken on responsibility for this area of the school's work. She is aware of the importance of assessment and the major role it plays in directing future planning to maximum effect. Her view of the development of assessment procedures is clear. She has analysed the results of assessments of pupils at the end of Key Stage 2. This analysis is providing an effective guide for curriculum development in the core subjects English, mathematics and science. The coordinator is also leading in-service training for teachers to develop awareness of the needs of all of the pupils including the highest attainers. This training is beginning to lead to even more accuracy in the levels of work set for pupils of all abilities.

Pupils' spiritual, moral, social and cultural development

The school's provision for spiritual social, moral and cultural development is good. The school has particular strengths in the provision for spiritual development. This is based on a shared Christian ethos held by teachers, governors, parents and pupils. For example, during the inspection, Remembrance Day was commemorated with the two minute silence. This was prepared for by teachers in a most appropriate way and concluded with suitable prayers. The requirements for a daily act of collective worship are met both in school assemblies and form periods at the start and finish of school sessions. All these occasions provided opportunities for reflection by pupils.

Provision for pupils' moral development is good. The good example of teachers and their guidance make pupils fully aware of the difference between right and wrong. Parents have close links with the school, and support the standards expected. Moral development is supported by effective teaching in personal and social education and in religious education lessons based on the teaching of the Roman Catholic church.

Provision for social development is very good. There is a happy, ordered atmosphere to the school based on the mutual respect of teachers and pupils. Older pupils take responsibility for younger pupils and act as prefects. Pupils respect their books and equipment and help in putting these out and tidying them up. The school's house system is enthusiastically supported by pupils and achievements by pupils for their personal efforts are acknowledged in school assembly regularly. A full range of sporting activities with opportunities in music and drama enhance the curriculum of the school. A particular feature is the board games session which allows pupils to learn to play cooperatively, but in a competitive way. The school has fostered links with a nearby special school and pupils support local and national charities such as Preston and District Scope and the Diocesan Caring Service.

Provision for cultural development is satisfactory. There are good links with the local parish church. The curriculum and religious education includes teaching of other world religions. Visits in the local area, to the Bolton Egyptian Museum, for example as part of a topic on Egyptians enhance understanding of other cultures. However opportunities to develop multi-cultural understanding within the school are at present underdeveloped.

Support, guidance and pupils' welfare

The school has developed effective strategies for the monitoring of the children's academic progress and personal development. These range from standard reading tests to individual assessments of pupils' work on a daily basis. Records of achievement files are maintained for each pupil and these include information on achievement in the curriculum, personal and social aspects and sport. Support for pupils with special educational needs is good. Staff support pupils and parents are involved in all stages of the planning and review process. Parents express satisfaction with the support their children receive in school.

Induction for four year old children entering school for the first time is satisfactory. Meetings for parents are organised and children are invited into school a number of times before the term starts. Parents support their child in developing basic skills, such as dressing, handling books and crayons, for example, before they enter school.

There is an effective behaviour policy and school rules known and understood by pupils which support good standards of behaviour. Procedures for monitoring and promoting good behaviour are satisfactory. These include a house point system and weekly certificates for effort, achievement and good behaviour. Measures to deal with bullying are included in the behaviour policy and serious incidents recorded in a book, with parental involvement if necessary. The school has promoted the role of welfare supervisors at lunchtime with courses to enhance their skills, in dealing with pupils.

The school's procedures for monitoring and promoting good attendance are excellent. Staff work hard to ensure that these high standards are maintained. Registers are maintained to a high standard and awards for attendance to classes have a high profile in the school hall.

Child protection procedures are in place based on local authority guidelines. There is a designated person for child protection and procedures are known by all staff. Health and safety matters are addressed adequately through the school's policy and procedures, with a member of staff designated responsible for health and safety in school.

Partnership with parents and the community

The quality of information the school provides for parents is satisfactory. It includes a detailed school prospectus when pupils enter school, and illustrated, informative, termly newsletters. The school meets with parents who are preparing to send their children to school for the first time. Detailed annual reports are sent to parents. In addition to information on attainment and progress they contain brief comments on the children's personal and social development. However, at the meeting for parents with the registered inspector prior to the inspection some parents expressed concern about the lack of curriculum information provided by the school. The school already recognises the desirability of providing this information and is currently addressing it.

Parents are made welcome in the school and strongly support its aims and values. The school has introduced a homework policy which is welcomed by parents. This includes shared reading with home school diaries, which are particularly effective for children in reception and Key Stage 1.

Pupils are involved in many activities in the community, many of which are linked with the parish, such as celebrations of the liturgical year. They collect for charities, often those focused on children or particular to the school, such as Children in Need. The school enters teams for sporting and other events locally, for example, Year 6 pupils won a county book quiz last year. The school has some links with a local special school and also invites visitors into school, the road safety officer, police liaison officer, and a local author. The school does not have extensive links with other local organisations and businesses which would enhance the development of citizenship, for example.

The Friends of the School Association, apart from being an active fund raiser for the school, is also a part of the home-school partnership. It features prominently in many extra curricular events, for pupils, parents and parish.

The management and efficiency of the school

Leadership and management

The leadership and management of the school is a particular strength . The school benefits greatly from the strong and effective leadership of the headteacher. During the past three years there have been serious and extended staffing difficulties and in that time the headteacher has led the school with a clear sense of purpose and direction. Through the mission statement and the school aims she has promoted a positive ethos in the school for parents staff and children. There is a strong commitment to high standards of behaviour, discipline and attendance, positively rewarded in the merit assembly each week, and reflected throughout the school. Levels of attainment in the school have been a priority in recent years and this is now reflected in results which are generally improved, and now above national averages in some areas.

The school has now, after some difficulty, appointed a deputy headteacher, who has just taken up post. The senior management team has, therefore, yet to develop an effective partnership with key roles for the further development of the school. This is a current priority for the school. Time is built into the week for the deputy headteacher to be out of the classroom, to undertake management tasks. Monitoring of short term planning

jointly with the headteacher, is already undertaken by the deputy headteacher. A further post of responsibility is vacant following early retirement. The headteacher has, in effect managed the school without any senior management support for some time.

The role of subject coordinators is well-developed and they are both knowledgeable and effective in the subjects for which they have responsibility. All staff have clear and realistic job descriptions and appraisal is ongoing. Some teachers have multiple responsibilities and work hard to deliver the coordination of these areas properly. Staff have undertaken training in their subjects and led policy making. However the opportunities to gain a strategic overview of subjects is limited. The monitoring and evaluating role of the coordinators is still underdeveloped and there are limited opportunities for teachers to spend time in monitoring teaching and the curriculum. For example the needs of higher attaining pupils are just beginning to be addressed.

The staff handbook clearly states the procedures and day to day running of the school and how all staff will fulfil their roles. It provides an extensive range of information, for example on the system of fire drills, and child protection.

The school has aims which are very much reflected in the daily running of the school and embodied in the mission statement. This is a very successful aspect of the school which is apparent to all those involved in and visiting the school immediately. Staff provide good role models for pupils. Pupils respond well to the standards asked of them and the school benefits from the very strong support of parents for this part of the school's work.

The school development plan is a detailed document which shows planning for curriculum development and other areas, such as community, for the next year. The achievements of the school in the past term are evaluated. Curriculum development plans for the current year are detailed into subjects and other areas, such as assessment. Personnel, timescales and completion dates, and criteria for success are clearly and routinely included. There is a clear commitment to continued inservice training included in the development plan and teachers are involved in delivering training in their subject areas to colleagues, both teaching and other classroom staff during the year. Planning is not outlined for further years but current and recent circumstances indicate the difficulty of this approach.

The headteacher promotes the positive ethos of the school very well. All staff are consistent in implementing the high standards which are well established in behaviour, attitudes to others and attitudes to learning. Pupils respond well to the standards of attainment asked of them and parents are very supportive of the school. The provision for pupils with special educational needs is also a strong feature of the school, and pupils benefit from the high profile this area receives. Higher attaining pupils are recognised as also needing support and this is now a focus for pupils at the end of Key Stage 2.

The governing body have a supportive role in the management of the school. They value staff and pupils but do not yet have a detailed understanding of their role. Governors committees meet regularly, and are developing a strategic overview of the schools' development, in finances, for example, through the functioning of the finance committee. The governing body meets statutory requirements.

Staffing, accommodation and learning resources

Despite severe staffing problems due to extended periods of illness, early retirement and maternity leave there are sufficient numbers of teachers with appropriate qualifications and expertise to effectively meet the requirements of the National Curriculum including provision for children under five and pupils with special educational need.

Together the whole staff work as a team and create an environment that has a positive effect on learning. Classroom support staff work in partnership with teachers to support pupils and extend their learning. Lunchtime supervisory staff are well deployed and make a positive contribution to the welfare of pupils. Administrative staff are well organised and very efficient. The site manager and cleaning staff are diligent in ensuring that the school is clean and well maintained.

All but the newest staff have job descriptions, with appropriate induction procedures and teacher appraisal in place, and linked to the school development plan. Professional development is ongoing and used to meet individual and school needs, contributing to the good quality of teaching throughout the school.

Teaching accommodation is good, having been reorganised recently to make more teaching areas available from underused cloakroom space. There are now two learning resource rooms for children with special educational needs, a library, music room and an audio visual area. There are extra stockrooms on each corridor, and further development of space for resources is planned. Outdoor areas are sufficient with separate playgrounds for upper and lower school, and a large playing field. Outdoor play space for children under five is limited and the school lacks facilities for large playground equipment for physical development.

The school has sufficient resources for the delivery of the National Curriculum which are easily accessible including the refurbished library which is used well by pupils, often with the support of parents to run it. The school makes good use of lending facilities from local libraries and museums, to enhance resources and artefacts, for history for example. Resources are extended by the use of the locality for history and geography also.

The efficiency of the school

Financial planning is good. The school development plan identifies areas of expenditure linked to educational priorities, and funding is provided through the delegated budget. There are funds to support and develop in-service training for staff, linked to specified targets, and funds are satisfactorily used to support pupils with special educational needs, through the provision of experienced support teachers.

The governors receive regular reports through the school administration systems which provide opportunities to monitor and discuss planned and actual expenditure. They are aware of the need to keep tight control of the budget as the income per pupil is very low, and staffing costs in the current circumstances are high, but also clearly know that finances available need to be spent on the improvement of facilities and resources in the school which will benefit pupils.

Resources, including staff are deployed appropriately and support pupils' learning, particularly pupils with special educational needs. The school uses accommodation, books and equipment efficiently to support the teaching of the National Curriculum, and areas of learning for children under five.

Financial control and school administration is excellent. It is efficient and effective and runs smoothly on a day-to-day basis. The school keeps appropriate financial records and there are clear guidelines for the day to day management of the school's finances. The school administrative officer and clerk manage procedures exceptionally well and ensure that senior management spend a minimum of time on administration.

In terms of very low unit costs, and the attainment on entry balanced against the quality of education provided and pupils' attainment, which is above standards expected nationally in reading at age five, in mathematics and science at Key Stage 1, and in all core subjects at Key Stage 2, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

All children who are under five are in the early years class. The school has one intake each year in September. Most children have some pre-school experience. Children enter school with a range of skills. Many are ready to learn and have already begun to read and count. Others need more support with their learning. Children experience all areas of learning for children under five. By the time they are five most children are achieving at levels appropriate for their age, and above average levels in language and literacy, particularly reading. The provision made prepares children well for entry into the next stage of their education.

The provision for language and literacy is a strength of the school. Children listen attentively and most speak confidently. Children benefit from a highly structured program of phonic skills, and quickly begin to recognise the letters of the alphabet by name and sound. Parents and other adults are welcomed into the classroom every morning to support children's learning of initial letter sounds, and in writing them. Progress in reading is good. Children know and enjoy a range of stories. They act them out in the role play area. By the time they are five many children write recognisable letters and some accurately copy write. Attainment in language and literacy is above the standards expected nationally by the time children are five.

There is satisfactory provision for mathematics for children under five. Children recognise and copy patterns and sort and match objects. They use beads for example to recreate patterns. There are numerous opportunities for children to practice and enhance their knowledge of mathematical language, for example, sitting on the carpet for story, from 'small' to 'tallest.' Children follow the commercial scheme used throughout the school and quickly learn to recognise, write and order numbers. Children's mathematical understanding reaches the standards expected nationally by the time they are five.

Provision for knowledge and understanding of the world is satisfactory. Computer skills are well developed. The computer is often used by children to work in pairs for counting and matching. Children know about their families and the areas in which they live. They talk and write about things we have now and in the past, tractors and horses on farms for example. Children learn to make comparisons between the town and countryside noting differences in houses and shops. Children reach the standards expected for their age in knowledge and understanding of the world.

The provision for physical development is satisfactory although the outdoor space available for physical development is limited. Children develop good manipulative skills through experiencing a range of materials and media. Most children use paint brushes, pencils, crayons and scissors efficiently. They have regular opportunities for running, skipping and hopping in playtimes. Opportunities to balance and climb are developed in regular structured physical education lessons in the hall. However there are limited opportunities for outdoor and adventurous play with large equipment, although the facilities of the nearby playgroup are shared outdoors in the summertime. Attainment overall for pupils in physical development is satisfactory.

Provision for creative development is satisfactory. Children paint and draw from

observation and from their imaginations and make models. They sing well know rhymes and songs with enthusiasm and developing skill. Children enjoy exploring the use of percussion instruments, and show skills in control and rhythm. They use dressing up clothes and props appropriately, in small mixed groups. In creative work children's attainment reaches the standards expected for children when they are five.

The quality of teaching in the reception class is very good in over two thirds of lessons and good in the rest. This is a strength, and has a positive effect on the standards attained, particularly in language and literacy. The class teacher and nursery nurse have a thorough understanding of the learning needs of young children. They work together and provide a stimulating learning environment. Work is planned in detail and covers the areas of learning which young children should experience. Baseline assessment is used effectively and the school is now trialling new baseline procedures to enhance this provision further, although results of these assessments have not yet been analysed. There are good procedures for assessing progress and attainment and detailed records are kept for all children which inform planning.

English, mathematics and science

English

Pupils' attainment in English at the end of Key Stage 1 reaches national standards and at the end of Key Stage 2 is above national standards. The findings of the inspection represent an improvement on recent National Curriculum Tests, but shows a continuing trend of improvement in the school over recent years.

In speaking and listening at the end of Key Stage 1 attainment is in line with national standards. Pupils listen attentively and speak confidently to a small audience, expressing their own opinions. They answer questions readily and show a good range of vocabulary, particularly descriptive language. In reading by the end of Key Stage 1 most pupils reach standards above national averages. Pupils enjoy books and talk about their favourite stories. They use phonic clues, a sight vocabulary, illustrations and content to help their reading. Pupils take their reading books home regularly and keep a record of books read. Parents support their children in learning to read. Most pupils are enthusiastic and competent writers. By the end of this key stage most pupils' attainment in writing is similar to national standards. Pupils writing is sequenced and generally shows a knowledge and use of basic punctuation. Pupils spell common words and use phonic knowledge to support attempts at spelling unfamiliar words. Handwriting is well formed and work is neatly presented.

At Key Stage 2 pupils build on the foundations laid at Key Stage 1. Attainment in English at the end of Key Stage 2 is above national standards. At the end of the key stage speaking and listening is similar to national standards. Pupils express their ideas, discuss situations and read out their work. They also use grammatical skills taught for writing in their speech. For instance pupils in one class giving pen pictures of a person they know well used many adjectives effectively for description. However, drama and role play at this stage is not well developed. Reading at the end of Key Stage 2 is above national standards, maintaining the standards at the end of Key Stage 1. Pupils enjoy books and read widely for both interest and information. They discuss story content and characters and comment on their own tastes and styles of literature, including poetry. Some pupils

list favourite authors, giving reasons for their choice. Writing at the end of this key stage is above national standards. Pupils write for a variety of purposes including book reviews, scripts, diaries, poetry and extended pieces of writing. They use drafting and re-drafting techniques and sometimes use computers to print their work. Writing is often clear and imaginative. For instance when writing in response to a poem one pupil wrote 'blue is a shivering sea' and poetry produced by one class about 'Friends' and 'Wars' was particularly well composed, being descriptive and emotive. Spelling is usually accurate and handwriting is neat, well formed and in cursive script. Presentation is good.

Progress is satisfactory throughout the school, and good in writing in Key Stage 2. Pupils consolidate and extend speaking and listening skills, extend their knowledge and use of books and have access to a wide range of texts. At Key Stage 2 writing is used effectively across the curriculum as well as in English lessons. Pupils benefit from this wide range of opportunities to write and they make good progress.

All pupils have equal opportunities in this subject and those with special educational needs are very well catered for through individual, group and class support. Individual education plans are specific and well monitored by teachers. Assessment is used to inform future planning and these pupils make good progress across both key stages.

Throughout the school pupils are enthusiastic about their English lessons. They listen carefully, concentrate well on tasks and take pride in their finished work. Their behaviour is good and they show respect for each others' views. Pupils increasingly work collaboratively and share ideas in a happy working atmosphere.

Overall teaching in English is good with nearly three quarters of lessons good or very good. No unsatisfactory teaching was seen during the inspection. Teachers show good knowledge and understanding of their subject. They control pupils well and expect good behaviour. Lessons are well planned and pace is usually satisfactory. Relationships are good and teachers use praise and humour well. There are high expectations of all pupils and this has a positive effect on pupils' attitudes to learning.

There is an English policy and the subject is managed by an enthusiastic coordinator who has only recently been appointed. At present there is no scheme of work for Key Stage 2 although this is being developed. Subject planning is carefully monitored by the senior management team, but the coordinator does not yet have an effective role in monitoring and evaluating the teaching of English throughout the school. Assessment is used to inform planning, and records of achievement, pupils profiles and levelling portfolios, have now been developed.

Mathematics

Pupils' attainment in mathematics is above national averages at the end of both key stages. This represents an improvement over the last two years in the National Curriculum Tests and results at Key Stage 2 this year confirm that standards are above the standards expected nationally. At Key Stage 1, pupils use number with confidence to observe, record in table form and present in graphical form information about the distribution of pupils' birthdays throughout the year, order the days in the week giving them correct dates and tell the time using digital, analogue and hand clocks. At the end of Key Stage 2, pupils measure angles and relate right angles to directions of turn. More able pupils predict the outcome of spinning coins, approximate number values to the

nearest whole number, relate the perimeters of rectangles to their areas, find the relationships between shapes and record information into a computer.

Pupils make good progress throughout the school including the development of number work at Key Stage 1 and independent investigations at Key Stage 2. Good progress is made in the construction of column and line graphs and pie charts to present information and the recording of results in writing. Progress in mental mathematics is good at Key Stage 1, but is less secure at Key Stage 2. There are no significant differences in the attainments of boys and girls. Pupils with special educational needs make good progress at both key stages through good class support at Key Stage 1 and a particular focus on their needs at Key Stage 2.

Pupils respond well in mathematics lessons. They are keen to do well, listen carefully to teachers' questions and follow instructions. Pupils cooperate together and respect each others answers. They look after their books, equipment and furniture in the room. They work independently, in pairs and occasionally in larger groups with a quiet level of discussion related to their work. Occasionally when the tempo of work is slow, a minority of pupils lose interest.

Teaching in mathematics is good and very good in nearly two thirds of lessons. Teaching is well planned and based on secure subject knowledge of teachers who have a real concern for their pupils. Classes are well managed and teachers use approaches which make mathematics interesting. Teaching at both key stages supports pupils with special educational needs through the use of individual education plans and classroom support assistants. Where teaching is unsatisfactory, in a small minority of lessons, progress for pupils is limited by the slow pace of lessons.

There is a policy for mathematics and a scheme of work which meets the requirements of National Curriculum and is kept under constant review. Continuity and progression of learning takes account of annual changes in class structure. and recent adaptations to the curriculum are designed to strengthen number work and provide greater opportunities for investigative work with beneficial effect. The use of information technology to enhance mathematics is underdeveloped. Planning is monitored in the long and medium term by the subject coordinator and on a weekly basis by the senior management team. Assessment is used effectively to inform future planning. Pupils' progress is monitored by the subject coordinator and all teachers. This involves formal teacher assessments at the end of each key stage, regular assessment of attainments starting with the reception class and review of National Curriculum test results. Resources are good and all classrooms have good displays of pupils' work, which encourage learning.

Science

Pupils' attainment in science at the end of both key stages is above national standards. The findings of the inspection confirm the results of the National Curriculum Tests for 1997 where attainments are above national averages and show an improvement in 1997 compared with 1996. A weakness in 1996 in materials and their properties in Key Stage 1 has now been addressed. Good standards are now achieved in all parts of science as indicated by teacher assessments at the end of Key Stage 1. In both key stages, pupils have good powers of observation, listen carefully and carry out instructions properly. In Key Stage 1, pupils taste fruit, for example, and find words to describe those tastes and examine fabrics to decide whether they are made of natural and synthetic materials. They

use percentages in describing the composition of them. In Key Stage 2, pupils investigate electrical circuits and the growth of plants to a very good standard. Pupils display a range of skills, for example, in making predictions about pendulum swings, presenting results in table and graphical form and drawing conclusions. Pupils use writing skills in preparing for an investigation into the properties of chocolate.

Pupils make good progress throughout the school. Their developing skill associated with independent investigations at Key Stage 2 is very good. Pupils with special needs make good progress in response to the support given by teachers.

Pupils show interest in their work. They speak well in answer to teachers' questions, work independently, in pairs and show good co-operation in groups, for example, when investigating sounds. Behaviour in all classes is good. Pupils show respect for teachers, books, equipment and materials

Teaching is satisfactory in all lessons and in the great majority of them good or very good. All teaching is well planned and interesting. Teachers show secure knowledge of this subject. They use methods suited to the needs of pupils and meet the requirements of National Curriculum. The use of information technology to support learning in science is under developed. Teachers care that pupils do well and have good class management skills. Question and answer sessions are successful in reminding pupils of previous lessons. Appropriate homework is set to older pupils in Key Stage 2.

The coordinator and senior management team monitor and assess progress in science on a long, medium, and weekly basis and this is effective. Regular teacher assessment of pupils the teacher assessment at the end of Key Stages 1 and 2 and National Curriculum Test results are used to assess the progress of individual pupils.

Other subjects or courses

Art

From the small number of lessons observed during the inspection, scrutiny of work and evidence around the school, attainment at the end of both key stages is in line with national averages. At Key Stage 1 pupils mix colours effectively. They have good cutting, sketching, matching and drawing skills, which they use in other parts of the curriculum to illustrate their work. They use a range of tools and techniques to express their ideas and enjoy investigating and experimenting with symmetry. However, at this stage they have limited knowledge and appreciation of work of famous artists.

At Key Stage 2 pupils experiment with techniques for drawing, painting, printmaking and collage. They discuss the styles and methods of different artists and use their artistic knowledge when expressing ideas and feelings. For instance, inspiration for a montage of warm colours, made by a group of pupils, came from the work of Van Gogh and some skilful still-life pictures were produced by one class in pastels. Pupils know about the life and work of artists such as Lowry and recognise ways in which works of art reflect the time and place in which they are made.

Satisfactory progress is made at both key stages in the development of manual, observational and creative skills. Progress is made in understanding that colour can be used to create mood and atmosphere. Pupils with special educational needs are fully

involved in the lessons and enjoy success in art.

Pupils enjoy art, working with appropriate levels of concentration and showing appreciation and pleasure in successfully completing their task. They respond well to encouragement and are pleased to explain what they have done. They cooperate and collaborate with their peers.

Overall the quality of teaching across both key stages is satisfactory. Teachers stimulate and motivate their pupils and have high expectations of what pupils can achieve. They demonstrate skills and techniques using appropriate vocabulary and guide pupils in the evaluation of their work

There is an art policy which provides guidance to meet National Curriculum requirements but there is no scheme of work to define the progressive development and experiences from year to year and no coordinator to monitor and evaluate.

Pupils' spiritual, moral and social development is promoted through the study of different artists and cultures and the sharing of ideas.

Design and technology

Only one lesson was observed during the period of the inspection. Discussions with pupils and a review of their completed work indicate that at the end of both key stages, the attainment of pupils is below the standard expected nationally.

At both key stages pupils make models and use materials to create finished products of which they are proud but there is a lack of planning to give them a structured curriculum. Pupils do not know how to plan and design a product effectively, and do not have a good understanding of the use of tools. Some pupils receive good quality experiences of designing and making. For example pupils in Key Stage 1 design paper waistcoats for two dimensional teddy-bears and show an awareness of the need to structure patterns and to use tools such as scissors accurately in order to fulfil their designs. Pupils near the end of Key Stage 2 plan to make bird feeders and demonstrate sophisticated design plans in which they predict outcomes and plan for every stage of the process. They design with a purpose, trying to ensure that the finished product will meet the requirements of its intended use. They have opportunities to share ideas and modify their designs when there is a suggestion of weakness. However, these good quality experiences in designing are not part of every pupil's experience through the school.

Pupils in both key stages make unsatisfactory progress. Although there is some design and technology planned and taught in a few classes this is inconsistent throughout the school. As a result, pupils' progress and range of experiences are not satisfactory throughout the key stages.

In the one lesson which was observed, the pupils demonstrated a positive attitude towards the activity. Discussions with the pupils about completed work also indicate that they enjoy it.

Design and technology is not taught consistently through both key stages. Coordination of planning, teaching and assessing is ineffective. However, the school is aware of these shortcomings and a coordinator has been appointed recently. She is aware of the need

for development of the subject and has a clear view of the steps needed to improve the consistency of the quality of teaching throughout the school. The coordinator has identified the areas of urgent need from the school development plan; a consistent approach to teaching the subject, particularly the design stage, and the development of pupils' skills in using tools and materials,

Resources available to the pupils are very limited. There is a range of construction kits but materials such as wood, textiles and mouldable materials are in short supply. The range of tools is limited and those that are available are not easily accessible to all classes. This has an adverse impact on pupils' progress.

Geography

Pupils' attainment in geography at the end of both key stages is similar to national averages. Pupils at the end of Key Stage 1 describe physical features of a place, use geographical language and express views on the environment. At the end of Key Stage 2 they understand that different weather conditions occur in different countries and that weather has an effect on people and economies. They compare local areas with a contrasting area, for example, and know the importance of looking after the environment.

Pupils make satisfactory progress throughout the school. Younger pupils in Key Stage 1, for example, learn about the town and the countryside, comparing houses and shops. Younger pupils in Key Stage 2 learn about different localities, and compare Preston with Blackpool, whilst older pupils in Key Stage 2, build on this knowledge through making comparisons with life in St. Lucia. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.

Pupils respond well and work positively in geography. They show enthusiasm and interest in their work. Pupils are supportive of each other, work well in groups, and value contributions others make to the lessons. Pupils in Years 5 and 6 particularly enjoy mapping skills, and some readily show their own maps, using Ordnance Survey symbols, displaying pride in their work.

Teaching at both key stages is satisfactory, and some good and very good teaching was observed during the inspection. Planning is satisfactory and effective use is made of resources. Where teaching is good and very good teachers are enthusiastic, set challenging work and monitor progress throughout the lessons. For example, younger pupils in Key Stage 1 concentrate when encouraged to portray the classroom with a bird's eye view. Pupils at the end of Key Stage 2 are challenged to act out the dilemma of changing the environment as drama with a geographical theme, for example. Teachers make good use of expertise through teaching other classes in the same year group, as in Key Stage 1. Support staff work effectively with individuals and groups of pupils, and parents in practical lessons, such as building a landscape in Year 3.

The policy for geography is clear and informative, giving teachers a range of support for teaching in both key stages. The coordinator developed this policy and revised it in consultation with colleagues. The requirements of the National Curriculum in geography are now covered through a scheme framework, ensuring that mixed age classes will always cover the curriculum, particularly in terms of skills development. However this plan requires annual revision to ensure mixed-age classes are adequately provided for and this is a heavy commitment for the school, particularly as there is no coordinator at

present. There is no regular planned time to monitor the delivery of the curriculum or teaching at present. Planning is monitored by the senior management team. The school uses the locality to extend learning, with a day visit to Beacon Fell for example. There are a range of links with other places, and the school has a residential weekend every year for older pupils.

History

Attainment in history is similar to national expectations at the end of both key stages. At the end of Key Stage 1 pupils know about changes that take place in everyday life from comparing the present day with the past. They identify differences, for example, in going to school for their parents and themselves, and are encouraged to find this information through investigation. At the end of Key Stage 2 pupils have detailed knowledge of ancient civilisations such as the Aztecs, for example, and study changes in peoples' lives from the past. They produce a time line display of Victorian times on which they place pictures and written accounts of important events. Pupils have a good knowledge of the social aspects of history from experiences the school provides through visits to historic houses, museums and places where pupils can re-live the past through role play, and experience of artefacts. These visits, to Eden Camp and Tatton Park, for example, are carefully planned and stimulate pupils' interest in the past to bring history alive.

Progress is satisfactory in both key stages. Younger pupils make sense of time through the use of stories, which use the days of the week, for example 'The Hungry Caterpillar' and write about farms then and now from horses to tractors. Older pupils in Key Stage 1 make progress in developing a good sense of chronology and how objects change over time, such as which teddy bears are from a long time ago and which are more recent. Near the end of Key Stage 1 pupils develop their understanding further relating past and present through a study of evacuation in World War Two. Younger pupils at Key Stage 2 learn about life and death in Ancient Egypt with great enthusiasm, and older pupils at Key Stage 2 gain a good sense of history through studying artefacts and placing them in a time line, based on their observations. Pupils with special educational needs make satisfactory progress, in relation to their prior attainment.

Pupils' response to history is very good. They are eager to learn about the past and show high levels of interest. They readily discuss their observations with each other using appropriate vocabulary, as in the study of artefacts in the upper end of Key Stage 2. Pupils behave well and demonstrate an increasing capacity for sustained periods of concentration in their work.

Teaching is good throughout the school. There are high expectations of pupils and they respond to these readily. The use of skilful questioning ensures that pupils understand the ideas introduced during lessons, such as the study of Victorian artefacts in Key Stage 2. Lessons are well prepared and a good range of resources and artefacts are appropriately selected and used. Pupils are enthused through the practical work which teachers plan, such as the quill and ink making in Years 4 and 5 where some pupils felt their writing to be better with their own quill than with a pen. These experiences enhance the quality of learning substantially.

There is a policy which is a little outdated, and a scheme framework planned in a similar way to geography. This is detailed but also requires updating in detail every year as classes, particularly as mixed-age classes change. Whilst pupils gain the skills they need

their knowledge base may be different from class to class in the same year group. Similarly to geography there is no coordinator at present to undertake this detailed work. There is little direct monitoring of this subject although planning is monitored regularly by senior management. The portfolio of pupils' work in history, with National Curriculum levels is a useful tool to use for assessment of learning. The school makes good use of the resources it has and seeks to ensure that as wide a range as possible is provided, using the museum to add to artefacts, for example, in lessons.

Information technology

No direct teaching of the subject was observed during the period of the inspection. Discussions with pupils, observations of their use of equipment and a review of their completed work indicate that attainment at the end of both key stages is below the standard expected nationally.

By the end of Key Stage 1, pupils use a mouse and keyboard effectively to edit text. They use these skills efficiently to process text. At the end of Key Stage 2, the pupils are skilled at using word-processing techniques and at using the mouse, keyboard and functions of a word-processor to move, alter, save and load text. They enhance their work in a variety of ways, for example changing font sizes, checking spelling, underlining and boldening. They use compact disc systems to access information. The skills of word-processing and accessing information are used well in many areas of the curriculum. For example, word-processing is used in writing poems, letters and reports. The compact discs are used to retrieve information about topics being studied by the pupils. Groups of pupils learning how history is recorded use computers, a tape recorder and video camera to good effect in order to show how current events can be recorded to act as a means of historical evidence for future interest.

Pupils make unsatisfactory progress in both key stages. Although pupils' skills and experiences of word-processing are satisfactorily developed, the full range of information technology experiences required by the National Curriculum are not made available to all of the pupils. A few pupils use databases. For example some pupils at the end of Key Stage 1 use a database to enter information gathered for their geography topic about travelling between home and school. They cannot retrieve information without assistance but they develop an understanding of the functions and uses of databases. However, the majority of the pupils do not have enough opportunity to develop their capability, skills and knowledge in database work, control, monitoring or modelling.

Pupils are enthusiastic about using computers. They are confident when using both hardware and software. They often work well together in pairs or larger groups and help each other readily. The sharing of expertise is an effective way of ensuring that work is completed efficiently and gives pupils opportunities to help each other to reach a set target.

The scheme of work identifies the work that needs to be covered but all teachers are not teaching the elements in a structured way. The school is currently without a coordinator for this subject. However, it has been recognised that the full requirements of the National Curriculum are not being met. The school development plan includes the development of this subject.

The use of computers is not efficiently time-tabled and they are often switched on but

not used by the pupils in many classes. Resources for teaching this subject are inadequate overall.

Music

Pupils' attainments in music are below national averages at the end of both key stages. Although in singing and performing in both key stages attainment is above average, overall attainment in music is below average through the lack of proper opportunities for composition of music in both key stages.

Progress is unsatisfactory overall, although progress in singing is good. Progress in singing is supported by the separate hymn practices for older and younger pupils. A wider range of songs is learned in class and the lunch time music club. Pupils' sense of pitch and rhythm develops throughout the school and their listening skills support subsequent performance. Rhythms are played loudly or softly in response to teacher's instructions in Key Stage 1, for example. However the curriculum for music is limited and pupils do not make progress in composing music.

Pupils' attitude to music is positive. Behaviour is good, both in class and in larger practice groups. Pupils involve themselves in all activities with enthusiasm. They work collectively in pairs and in groups. Groups perform on a variety of percussion instruments as a background to short stories or poems for example. Other pupils value and respect contributions made.

Teaching is satisfactory in the lessons seen, characterised by good planning and class management. It is supported by very good voluntary help in weekly hymn practices. Pupils are encouraged to perform well and pupils with special educational needs take a full part in lessons. However, teaching is related to an outdated scheme of work, which does not fully satisfy the requirements of National Curriculum with particular reference to composing.

A start has been made by the newly appointed subject coordinator to revise the scheme of work to comply with National Curriculum but this revision is not yet complete. Teachers' planning is monitored by senior management but evaluation and assessment of pupils' progress is not established. There are no recordings of pupils' work, for example. There are adequate resources for the subject with the exception of a suitable range of books in the school library.

The lunch time music club gives further opportunity for pupils to listen to and to perform songs, such as an exciting Eskimo one. Music makes a strong contribution to the spiritual development of pupils and features in Christian celebrations at different times of the year.

Physical education

Pupils' attainment meets the standards expected nationally at the end of both key stages,

By the end of Key Stage 1, pupils move in a controlled way. They understand the need for practice in order to improve their movements and begin to plan their work to achieve these improvements. For example, pupils develop movements in response to a poem practise their sequences repeatedly to improve the quality of movement. Pupils know about many aspects of safety and use this knowledge to work together well in a given space. When they are given opportunities to work for lengthy periods, pupils sustain physical activity at an appropriate level and pace. During games using bats and balls, the pupils use skills they have learned to good effect. Pupils throw, catch and strike a ball competently and show an increasing awareness of tactical use of these skills to improve their performance.

At the end of Key Stage 2, the pupils understand the effects that exercise has on their bodies. They explain the reasons for these effects and show awareness of the need for exercise to be controlled and planned to include warming-up activities. During a variety of activities pupils cooperate well and are aware of the need for co-operation in order to ensure the safety of everyone involved. When solving problems, pupils approach their work imaginatively, showing that they can control their bodies well. They use these skills to sustain activity at a high level. For example, a class of pupils who practise orienteering skills work quickly, safely and energetically for long periods.

All pupils, including those with special educational needs make satisfactory progress in both key stages. For example, they learn to throw and catch and strike a ball, then use these skills in small and large team games.

Pupils behave well in lessons. They cooperate with each other and with their teachers. They are enthusiastic participants in all aspects of the subject. They recognise the need for safety in the activities undertaken and show awareness of other pupils and their use of space. All pupils have a good attitude towards the subject regardless of their ability.

Teaching is satisfactory overall. A strength in teaching is the consistent approach used by teachers for planning lessons, developing skills and giving pupils knowledge about good practice in physical activity. Weaknesses in teaching occurs when pupils are given insufficient time to pursue their activities. Pupils become frustrated by persistent intervention by teachers. This leads to a break in the flow of the pupils' work and sometimes slows their progress.

The coordination of the subject is good. The coordinator's subject knowledge is secure and he supports colleagues well in planning a consistent curriculum. The policy and scheme of work are used well to ensure continuity and progression.

The accommodation provides good facilities for the subject to be taught. A spacious hall, field and hard-play area are an effective resource. Equipment is adequate for teaching

all aspects of the subject. The absence of large, fixed apparatus for gymnastic activity is compensated for by the provision of an adequate range of portable apparatus for climbing and vaulting.

PART C: INSPECTION DATA

Summary of inspection evidence

The inspection was undertaken by a team of four inspectors and a lay inspector spending a total of nineteen days in school.

166. During this time:

- 91 lessons in whole or in part across each age range were observed;
- assemblies were attended;
- registration periods in a variety of classes were seen;
- all the work of three pupils from each age range and representing the range of ability was inspected both for this year and the last academic year;
- pupils selected by teachers to represent the full range of age and attainment in the school were heard reading individually and their reading attainments assessed;
- the headteacher, deputy headteacher, curriculum coordinators, teachers and support staff were interviewed, some a number of times;
- there were discussions with finance governors, the chair of governors, the school secretary and bursar, and parent helpers;
- the team inspected teachers' plans, policy documents and the school development plan;
- attendance registers, records of pupils' progress and reports for parents were checked;
- the internal accommodation and the external site were reviewed;
- the response from parents' questionnaires was analysed along with the comments made by parents who attended the meeting for parents held prior to the inspection.

167. Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	319	3	53	20

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	12.2
Number of pupils per qualified teacher	26

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	64.5
Average class size:	31.9

FINANCIAL DATA

Financial year:

1996/1997

	£
Total income	399 131
Total expenditure	382 593
Expenditure per pupils	1 199
Balance brought forward from previous year	24 221
Balance carried forward to next year	40 759

PARENTAL SURVEY

Number of questionnaires sent out:

319

Number of questionnaires returned:

154

Percentage return rate:

48

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	54	43	2	1	1
I would find it easy to approach the school with questions or problems to do with my	55	38	4	3	0
The school handles complaints from parents well	19	42	25	6	1
The school gives me a clear understanding of what is taught	19	56	10	8	1
The school keeps me well informed about my child(ren)'s progress	25	56	6	8	1
The school enables my child(ren) to achieve a good standard of work	35	55	5	2	0
The school encourages children to get involved in more than just their daily lessons	38	46	12	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	49	6	12	0
The school's values and attitudes have a positive effect on my child(ren)	38	54	5	1	1
The school achieves high standards of good behaviour	40	47	8	1	1
My child(ren) like(s) school	56	37	3	2	1