

INSPECTION REPORT

**ST CLARE'S RC PRIMARY SCHOOL
Preston**

LEA area : Lancashire

Unique Reference Number : 119587

Headteacher : Mr F J Sweeney

**Reporting inspector : Mrs T Manzi AI
Additional Inspector Number : T23056**

Dates of inspection : 18th - 22nd November 1996

Under OFSTED contract number: 507020

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

INFORMATION ABOUT THE SCHOOL

Type of school : Primary School

Type of control : Voluntary Aided

Age range of pupils : 5 - 11

Gender of pupils : Mixed

School address : Sharoe Green Lane North
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Appropriate authority : Governing Body

Name of Chair of Governors : Rev. M Lakeland

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MAIN FINDINGS

1. This effective school provides a purposeful learning atmosphere within a strong moral framework.

Attainment and progress

2. By the end of both key stages, infant and junior pupils achieve well in the National Curriculum core subjects of English, mathematics and science, and standards are either in line with or above national expectations. Progress is generally satisfactory and is often better than this. In other subjects, attainment either exceeds national expectations or is in line with them and progress is satisfactory.
3. In English, attainment is above national expectations. Standards in speaking and listening are a strength of the school, with pupils able to explain and question clearly. Pupils show confidence and enjoyment in reading. Most pupils are able to use the library system but this is insufficiently stocked with high quality reference books. Standards of writing are good and the work covers many areas of the curriculum. Writing is usually of a higher quality when pupils are stimulated to write for a specific purpose, as in book reviews or letter writing.
4. Standards of attainment in mathematics are generally in line with national expectations and many pupils achieve standards above this. Nearly all pupils achieve appropriate levels for their abilities. In numeracy the standards throughout the school are good. Pupils carry out routine calculations accurately and many show development in their mental arithmetic skills. Pupils' abilities to undertake investigational work, however, are underdeveloped.
5. In science at Key Stage 1, all pupils attain the standards expected nationally. By the end of Key Stage 2, standards are in line with national expectations. Pupils are able to question, predict, plan and evaluate their work and use correct vocabulary. Some pupils under five have an impressive knowledge of the internal organs of the body. Generally progress is good but for some children early rates of progress are not sustained throughout the school.
6. In other subjects, pupils' attainment is generally in line with national expectations or better and pupils make satisfactory progress. Good standards are achieved in art particularly in painting and fine line drawing but in geography pupils' map skills are underdeveloped, as is pupils' ability to interpret historical evidence. In physical education most pupils attain standards which are appropriate for their age and ability, but some older children are underachieving and are not being sufficiently extended. Pupils' attainment in design and technology is in line with national expectations by the end of both key stages with some older pupils working at above this level. Progress is satisfactory and development is seen throughout the school, particularly in the understanding and use of the full design process. By the end of Key Stage 1, standards in information technology are generally in line with national expectations and pupils make satisfactory progress.

However, whilst there are some examples of good attainment at Key Stage 2, attainment is below national expectations and progress is unsatisfactory. In music, by the end of both key stages, pupils attain standards which are in line with national expectations. Pupils make good progress, clearly developing their skills and understanding of musical symbols and simple dynamics.

Special educational needs

7. All pupils on the special education needs register reach standards which are appropriate for their abilities and they make good progress. These pupils are well accepted by their peers and receive extra help within the classroom. There are a number of able pupils in the school. These pupils enjoy their work and make a noteworthy contribution, but at times activities within class do not challenge these pupils enough.

Teaching

8. Teaching was satisfactory or better in 93 per cent of lessons. Of these, 17 per cent were very good and 41 per cent were good. This high standard of teaching makes a significant contribution towards the standards achieved.
9. Teachers are committed to the school, conscientious and hard working. Good teaching is characterised by good subject knowledge, clear aims for lessons, work well matched to pupils' needs, appropriate use of support workers, a manageable number of activities and an appropriate pace to lessons. Many teachers use praise and encouragement effectively and have high expectations of standards of behaviour and work. Very good teaching has the added quality of giving the pupils choices with guidance, thus making learning interesting, challenging and fun. Pupils' progress is assessed throughout the year and the information used to inform future teaching. In some good lessons work is well planned to bring several subject areas together in one lesson. An example was an art lesson where geography, grammar, sentence structure, handwriting and care for each other were all covered in the first few minutes.
10. Teachers' daily and weekly planning is satisfactory but long term curriculum planning is unsatisfactory. Policies and schemes of work need to be developed, ensuring National Curriculum coverage, giving advice on teaching strategies and highlighting assessment opportunities. This will enable teachers to plan their work more efficiently to meet the needs of their children. The length of the teaching week in Key Stage 2 does not meet national recommendations and the heavy emphasis in the curriculum on English and religious education means that some subjects are allocated too little time.

Homework

11. There is variation between teachers in what is set for homework and the frequency with which it is given. This is not helpful to either parents or pupils. The policy needs to be reviewed.

Attitudes, behaviour and personal development

12. Pupils have very positive attitudes towards their learning. They concentrate well in class and rarely become distracted. They are enthusiastic when talking about their work and they listen attentively to teachers and each other during lessons. Pupils respond well to the school's high expectations of good behaviour and behaviour is excellent both in class and in the playground. They know the difference between right and wrong and are considerate of each other's feelings. Pupils take seriously any responsibilities which are given to them and many show initiative when the need arises.

Attendance

13. Attendance is good, and at 96 per cent is above the national average. There have been no expulsions from the school in the last year. Registers are taken conscientiously and the majority of pupils are punctual for the start of the school day. The school has good procedures for following up absence and reminds parents regularly of their duties and responsibilities for keeping the school informed. Most parents are aware of these procedures and comply with them.

Spiritual, moral, social and cultural development

14. The spiritual and moral development of pupils is good and a strength of the school. Many opportunities to develop spiritual awareness and thoughtfulness are given through lessons, assemblies and throughout all dimensions of school life. The school very successfully creates a spiritual dimension to assemblies where the Christian element is explicit and well planned to link with moral issues that reflect other aspects of school work. Pupils learn about their own faith and learn about other faiths through study and visitors. Generally the school provides good opportunities for the pupils to learn about and understand their own and other cultures but non-western culture is under-represented in the school.
15. Most pupils display social confidence and respond well to the opportunities offered by the school. Staff make good role models and clearly demonstrate their respect for pupils through the care and concern they take at all times. Social development is promoted through inter-school competitions, extra-curricular activities, performing to an audience, both in school and in the wider community, and through pupils taking on areas of responsibility in the general day-to-day life of the school. The school's programme of personal and social education, whilst not extensive, covers some good topics.

Management and efficiency

16. The school is soundly led with good working relationships between governors, headteacher and staff which are built on trust and mutual respect.
17. The governing body fulfils its statutory duties and gives good support to the school. The school's budget is drawn up on an annual basis with the majority of funds spent and little reserve for contingencies. Whilst there is some forward planning, procedures could be improved and some staff better used to ensure that funds are effectively used to raise educational standards. Staff need clarification of their roles and job descriptions to enable them to use their expertise appropriately. Means to monitor curriculum delivery are currently underdeveloped. The headteacher and governors are aware of this. Staff are suitably qualified and generally well deployed. The recent reorganisation of science teaching is rightly to be reviewed at the end of term. The school building is well maintained and space is used effectively.
18. All recommendations of the last audit report have been implemented, and the day-to-day financial control is adequate. Grants intended to support pupils with special educational needs are fully used and supplemented by the school.
19. The budget allocation for the school is less than the national average. The school has a very good ethos; pupils and staff are positive and welcoming; it achieves good standards of education.
20. The school gives good value for money.

KEY ISSUES FOR ACTION

21. In order to build on the well established, good features of the school and to further raise standards of work, the governors, headteacher and staff should:
 - * improve curriculum planning by reviewing and implementing policies and schemes of work starting with English, mathematics and science;
 - * improve ongoing assessment procedures and recording starting with the core subjects of English, mathematics and science and improve the ways in which teachers use this information in their lesson planning and teaching;
 - * develop the roles of subject co-ordinators and the senior management team to enable them to be more effective in monitoring teaching and developing the curriculum;
 - * set up more appropriate systems for financial management and day-to-day running of the school to enable the head and deputy to make more effective use of their professional expertise.

INTRODUCTION

Characteristics of the school

22. St Clare's R C Primary School is a mixed, voluntary-aided Roman Catholic Primary School. The school was opened in 1972 to serve its immediate catchment, which is the Parish of St Clare's, Fulwood. This is situated in a residential suburb to the north of Preston. Three quarters of the children are from families who have moved from inner city areas of Preston within the last ten years. The school is popular and always oversubscribed. The majority of the 282 pupils are baptised Catholics and almost all are white. Sixteen per cent of pupils are on the special needs register and four have Statements of Special Educational Need. Pupils have a wide range of abilities from the able to those having specific learning difficulties. Four per cent of pupils are eligible for free school meals which is below the national average.
23. Pupils are taught in eight classes which vary in size from 34 to 36. There are nine teachers, two support teachers and five educational support staff.
24. Most parents are supportive and have high expectations of their children. There is a thriving parent teacher association which provides valuable additional funding. The response to the parent questionnaire and the parents' meeting suggests that parents are articulate and actively participate in their children's education.
25. The school aims to ensure that each child is developed to his/her full spiritual, social and academic potential. The school also seeks to provide a warm and caring environment where each child is valued. It places considerable emphasis on developing pupils' care and thoughtfulness, together with the wish to work with parents in order to raise academic standards.

Key indicators

26. Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1996	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	17	17
	Girls	15	15	15
	Total	32	32	32
Percentage at NC Level 2 or above	School	100	100	100
	National	78	79	82

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	17	17
	Girls	15	15	15
	Total	32	32	32
Percentage at NC Level 2 or above	School	100	100	100
	National	79	82	84

27. **Attainment at Key Stage 2**

Number of registered pupils in final year of

Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1996	16	19	35

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	11	12
	Girls	19	16	16
	Total	28	27	28
Percentage at NC Level 4 or above	School	80	77	80
	National	58	54	62

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	9	12
	Girls	19	18	18
	Total	28	27	30
Percentage at NC Level 4 or above	School	80	77	86
	National	60	60	65

28. Attendance

		%
Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School 4.3
		National comparative data 5.7
	Unauthorised Absence	School 0
		National comparative data 0.5

29. Exclusions

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

30. Quality of teaching

		%
Percentage of teaching observed which is:	Very good or better	17
	Satisfactory or better	93
	Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

31. From the time they enter school, pupils under five make good progress in the basic skills of numeracy and literacy, and reach good levels of attainment in these areas.
32. By the end of both key stages overall standards of attainment are good and they exceed national expectations. Generally children make good progress through the school.
33. National Curriculum tests and teacher assessment in English and mathematics at Key Stage 1 show that all pupils reach or exceed the expected level. In Key Stage 2, tests and teacher assessments show that the majority of pupils reach or exceed national expectations in the core subjects.
34. By the end of both key stages standards in English are high and exceed national expectations. Pupils make good progress. Standards in speaking and listening are strengths of the school. Standards in reading are above average; most pupils are good readers and some are very good. The overall quality of pupils' writing is good. Pupils are developing competence in the essential skills of handwriting, spelling, punctuation and grammar.
35. By the end of both key stages, standards of achievement in mathematics are generally in line with national expectations. Standards of numeracy and skills in mental arithmetic are good. However, pupils are not given sufficient opportunities to develop their investigational skills. Progress is satisfactory.
36. In science, all pupils attain the standards expected nationally by the end of Key Stage 1, and in 1996 the number of pupils attaining higher than this has increased substantially over 1995. By the end of Key Stage 2, most pupils achieve standards at least in line with national expectations though a minority do not. Generally pupils make good progress but for some pupils, early rates of progress are not sustained in Key Stage 2.
37. Attainment and progress in history and geography are satisfactory. In history, pupils have a good knowledge base although their ability to interpret historical evidence is less well developed. In geography, while most pupils have sound knowledge and understanding, map skills are underdeveloped. In art and design

and technology, pupils' attainment is in line with national expectations and often exceeds this by the end of both key stages. Pupils' work in art shows creativity and imagination and they make good progress. In design and technology, pupils have good experience of planning and designing products, as well as making and evaluating them. Progress is sound. In physical education by the end of both key stages, pupils attain standards which are appropriate to their age and ability but some older pupils are under-achieving. Standards of attainment in music are satisfactory in both key stages, but unsatisfactory in information technology at Key Stage 2.

38. Pupils with special educational needs make good progress through the curriculum and by the end of both key stages achieve nationally expected standards for their age and ability.

Attitudes, behaviour and personal development

39. Pupils have very positive attitudes towards their learning. They concentrate well in class. Even when tasks are not particularly challenging, pupils are tolerant and rarely become distracted. They are enthusiastic when talking about their work, especially that which has been of particular interest to them, such as their conversations with older residents about the history of Fulwood. Pupils co-operate well on joint tasks when given the opportunity to collaborate. However they are given insufficient opportunities to do so.
40. Pupils respond well to the school's expectations of good behaviour and their behaviour is excellent in both lessons and in the playground. There have been no exclusions during the past year and parents report that instances of bullying are very rare and are not tolerated. Relationships in the school are very good. Pupils are extremely courteous towards each other and towards adults in the school community. They relate well to adults, listen attentively to teachers and each other during lessons and discussions. These positive attitudes and excellent behaviour have a marked effect upon educational standards and the quality of learning.
41. Pupils react sensibly to the regular opportunities for reflection and are considerate of each other's feelings. They listen with maturity to the opinions of others and their reactions are firmly rooted in the Christian teaching of the school. Pupils are respectful and honest in their approach to adults and to each other. They know the difference between right and wrong and have a clear and thorough understanding of the school's moral code.
42. Pupils take seriously any responsibilities which are given to them and many show initiative when the need arises. Many instances of this were observed; for example: without being given any instruction, two older pupils took sensible steps to clear up a meal spilt by a younger child and to protect the wet area for safety reasons. Pupils participate enthusiastically in the many extra-curricular activities which are available to them.

Attendance

43. Attendance at 96 per cent is above the national average. Unauthorised absence is low, illness and medical appointments account for the large part of the authorised absence, with some due to family holidays taken during term time. There have been no expulsions from the school in the last year. Registers, taken at the start of each school session, are conscientiously completed by staff and comply with statutory requirements. The majority of pupils are punctual for the start of the school day and, in the main, lessons run to the published timetable. The school has good procedures for following-up absence and reminds parents regularly of their duties and responsibilities in keeping staff informed about reasons for absence. The majority of parents are aware of the procedures and comply with them.

QUALITY OF EDUCATION PROVIDED

Teaching

44. Teaching was satisfactory or better in 93 per cent of lessons inspected. Of these, 17 per cent were very good and 41 per cent were good. This high standard of teaching makes a significant contribution towards the good standards achieved.
45. Teachers are committed to the school, conscientious and hard working. Good teaching is characterised by good subject knowledge, clear aims for lessons, work well matched to pupils' needs, appropriate use of support staff, a manageable number of activities and an appropriate pace to lessons. Many teachers use praise and encouragement effectively, and have high expectations of standards of behaviour and work. Very good teaching is characterised by the fact that pupils' progress is regularly assessed and the information used to inform future teaching. It also has the added quality of giving the pupils choices with guidance, thus making learning interesting, challenging and fun. In some good lessons, work is well planned to bring several subjects together in one lesson. An example was an art lesson where geography, grammar, sentence structure, handwriting and care for each other were all covered. In the few unsatisfactory lessons observed these characteristics are less well developed.
46. Teachers' daily and weekly planning is satisfactory but long term curriculum planning is unsatisfactory in many subjects including English, mathematics and science. Policies and schemes of work highlighting assessment opportunities and teaching suggestions are required to ensure National Curriculum coverage and progression. This will enable teachers to more efficiently plan their work to meet the needs of their children. Particular attention needs to be given to ways of stretching and challenging more able children and for addressing the needs of mixed age classes. Pupils with special educational needs are taught successfully within the classroom.

47. Relationships and standards of discipline are very good. The few occasions where attention wanders and behaviour deteriorates can be linked to ineffective classroom management with too many activities allowing insufficient time for teachers to interact with pupils.
48. There is variation between teachers in what they set for homework and the frequency with which it is set. This is not helpful to either pupils or parents. The policy needs to be reviewed.

The curriculum and assessment

49. The school offers a curriculum which includes all National Curriculum subjects and religious education. Generally the school provides a broad and balanced curriculum which satisfies statutory requirement. However, the absence of schemes of work in some subjects means that it is not possible to guarantee that all aspects of the National Curriculum are covered.
50. While the length of the teaching week meets the national recommendations at Key Stage 1, it does not at Key Stage 2. The allocation of time to subjects reflects the school's emphasis on English and religious education. Consequently, there is barely sufficient time for some other subjects, particularly mathematics. Pupils require more opportunities to develop their investigational work in mathematics, map skills in geography, evidence work in history and information technology skills.
51. Curriculum issues are prominent in the school development plan and a range of policies has been reviewed in recent years. However, policies vary in quality and, taken together with the absence of schemes of work, there is insufficient guidance for teachers in many subjects. As yet, curriculum planning is not sufficiently developed to provide a secure framework to ensure continuity and progression throughout the school and full coverage of the National Curriculum.
52. The curriculum is enriched by the identification of appropriate cross-curricular links. History lessons are effectively linked with art and design and technology, and with geography. The development of pupils' interviewing techniques through a local history topic is good. A combined mathematics and art lesson enhances both subjects.
53. The school has curriculum co-ordinators for all subjects. However, the school has not, as yet, established effective systems for monitoring the delivery of the curriculum so as to raise overall standards of achievement still further. Curriculum co-ordinators have too few opportunities to monitor and influence work in their subject.
54. A good number of extra-curricular activities enhance the curriculum and provide many pupils with opportunities to develop skills and interests. The contribution of

staff who give their time to organise these activities is a positive feature of the school.

55. The school has a policy for assessment and recording which sets out some general principles but does not provide sufficient guidance for staff in the form of procedures to follow. This produces inconsistencies in practice with achievements in some subjects being inadequately assessed and recorded. The school has a designated co-ordinator for assessment who is given insufficient opportunities to monitor classroom practice or support colleagues. Assessment is undertaken through a range of strategies including National Curriculum tests and a number of standardised tests at Key Stage 2. The school also uses a baseline assessment with the under fives; this is useful in the early identification of special needs and helps teachers plan teaching to match pupils' needs.
56. The school has a marking policy but marking practices are not always consistent or effective. Where practice is good, teachers make helpful, evaluative comments on work and check children's work before planning the next stage of their learning. During lessons teachers offer encouragement, advice and recognition of effort and good work. In Key Stage 2, pupils write termly reports on their own progress and identify future targets. This is a useful practice.
57. A portfolio of work for each pupil is compiled and added to regularly. Examples of work included are dated so that each pupil's progress can be tracked. However, teachers' assessments are not always accurate. Moderation sessions have taken place and the school has plans to build upon these.
58. Annual reports to parents are good. The reports are informative, well written and make good reference to pupils' strengths and achievements. They meet with legal requirements.

Pupils' spiritual, moral, social and cultural development

59. The spiritual, moral, social and cultural development of pupils is good and is a strength of the school. Spiritual development is promoted through a number of ways, not least by the strong Christian ethos and close links with the Catholic Church. Many opportunities to develop spiritual awareness and reflection are given through lessons, assemblies and throughout all dimensions of school life. The school very successfully creates a spiritual dimension to assemblies where the Christian element is explicit and well planned to include moral issues. These link closely with other aspects of school work. Pupils have opportunities to learn about their own and other faiths through study and visitors. The Catholic priest is a regular visitor and supporter of the school and pupils have the opportunity to meet with and talk to representatives of other faiths. The books read by, and read to, pupils also add to their spiritual development.
60. Expectations of behaviour are high. The school aims for, and achieves, a strong moral ethos. It is an orderly community where pupils clearly know right from

wrong and the reasons which lie behind what is, and what is not, acceptable behaviour. Reception children can voice the reasons why it is important to be still and quiet whilst the register is called. The often exemplary behaviour of pupils is a delight. They take pride in their school and relationships between pupils, and between pupils and staff, are very good. Strategies for dealing with harassment and bullying and reinforcing the moral code are good. Isolated incidences of poor behaviour are handled calmly and sensitively.

61. Most pupils display social confidence and respond well to the opportunities offered by the school. Staff make good role models and clearly demonstrate their respect for pupils through the care and concern they take at all times. Social development is promoted through inter-school competitions, extra-curricular activities, performing to an audience, both in school and in the wider community, and through pupils taking on areas of responsibility in the general day-to-day life of the school. The school's programme of personal and social education, whilst not extensive, covers some good topics.
62. The school provides good opportunities for pupils to learn about their own and other cultures through many cross-curricular activities in geography, history, religious education, art, music and drama. Pupils' work is imaginatively and attractively displayed throughout the school, and does much to promote an attractive and stimulating environment. Multicultural development is satisfactorily promoted through topic work, visitors and the occasional initiatives such as taking part in a multicultural music event. On the whole, however, non-western culture is under-represented in the school.

Support, guidance and pupils' welfare

63. The support, guidance and welfare that pupils receive are good. The school creates a safe and caring environment for its pupils both in and around the school. All staff share the responsibility for pastoral care. Pupils with special educational needs are very well supported enabling them to integrate and participate fully in all aspects of school life. The supervision and care of pupils during the lunch breaks are good.
64. Child protection procedures are satisfactory. The school has a designated person amongst the staff who has received appropriate training. Staff are aware of the practices and procedures even though it has not been necessary for the school to invoke them for some time. The school's sex education policy is that it is not taught formally. This policy is under review.
65. Procedures for dealing with accidents and emergencies are good and staff adopt good procedures when taking pupils out on school trips. There are enough personnel trained in first aid to give adequate cover throughout the day. The school makes satisfactory use of specialist agencies such as the school nurse, doctor and educational psychologist to promote the welfare of pupils. A number of initiatives such as a campaign to make pupils aware of the effect of too much

sunlight and a poster campaign on safety are ways in which the school encourages pupils to adopt a healthy life style. Pupils have access to a balanced meal at lunchtime. The school benefits from the close proximity and support of a large hospital.

66. The recording of academic progress and personal development in the school is generally satisfactory although there are weaknesses and too much is done informally. The final report sent to parents at the end of each academic year, however, is very good. It clearly demonstrates that staff know their pupils well. The school clearly values all pupils within its care and staff work hard to ensure all pupils are equally supported, both in their academic and personal progress. Staff liaise well with parents, with other schools, with support staff and each other about the needs and aspirations of individual pupils.
67. It is clear from the polite and often mature behaviour of pupils that measures to promote discipline and good behaviour are effective. Incidences of bullying or harassment are rare but when they occur, they tend to be of a minor nature and are dealt with quickly and effectively.

Partnership with parents and the community

68. Overall, links with parents are satisfactory and there are clear lines of communication. The school has a consistent and positive approach to parental help. Parents are frequently in classrooms helping pupils with reading, art, craft and other topic work. Parents also support extra-curricular activities such as coaching netball and football. Pupils' learning is supported at home by the help given by parents listening to children read, helping them to learn spellings and to research topic work. There is a very active Friends of St Clare's parent teacher association which raises considerable amounts of money each year which are used well to enrich the curriculum and benefit all pupils. The school keeps parents informed through frequent letters which are informative, timely and friendly in tone. In addition parents are invited to open evenings and the school runs a series of well attended workshops to inform parents on curriculum matters. This good initiative starts with an induction evening for parents of reception children, with other curriculum subjects covered in subsequent meetings.
69. Although links with the community are not extensive, the links that the school has, help to enrich many aspects of the curriculum and support the aims and ethos of the school. The close, active links with the church mean that clergy make frequent contributions to assemblies and lessons, and pupils attend church for celebratory services. Other visitors to the school, although not large in numbers, are well planned to support curriculum and topic work; a notable example is the author who worked with the children on a writing project. The very good results of this are displayed in the school. Pupils are taken on visits to support topic work and Year 6 pupils are offered a residential experience. The school has received money from trust funds to further its aims and provision. The school is well used as a community resource; several groups such as Brownies, Women's Institute and a

keep fit group hold meetings at the school in the evenings. Links with the local college and secondary school ensure that the frequent students gaining experience in the school are able to provide good classroom support.

70. The induction programme for children starting full time education in the reception classes is very good. Home visits, induction meetings and a staggered intake are good features. Pupils are assessed as they start school and staff liaise frequently about pupils' progress. The liaison and transfer process for pupils moving to secondary school is effective; staff meet periodically to discuss and evaluate curriculum provision and transfer procedures. Pupils are well prepared for the next stage of their education through a series of familiarisation visits and taster lessons. The majority settle in quickly and well into their new environment.

Special educational needs

71. There is a good policy for special education needs which covers the requirements of the Code of Practice. The special needs co-ordinator in the school and the governor with responsibility for special needs work very closely and effectively together to the benefit of pupils and their families. Jointly they are ensuring that the proper procedures are implemented and that all concerned are being kept fully and well informed. Individual education plans are in place and targets are appropriately matched to specific needs. There are regular reviews of provision involving all concerned, and parents are encouraged to take an active part in setting new targets and helping their children to achieve them.
72. Nine pupils are currently at stage two or above on the register of pupils having special needs. Of these, four pupils have Statements of Special Educational Need. The provision made for them very closely matches the requirements of their statements. All pupils study the National Curriculum and all take part fully in all class activities. Where support staff are provided they are used effectively within classes to avoid any disruption to lessons.
73. Pupils on the special educational needs register reach standards which are appropriate for their abilities and they make good progress. They are keen to read to adults and visitors and are happy to talk about their work. This reflects the consistent approach of all teachers in using praise to reward effort and to encourage pupils, as well as to build their self-esteem.
74. There are a number of very able pupils in the school. These pupils enjoy their school work and make a noteworthy contribution but at times, activities within class do not challenge these pupils enough.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

75. The school is soundly led. Management is effective and working relationships between the governors, headteacher and staff are good and are based on trust and respect. The school is generally successful in meeting its aims and shared values are well reflected in practice throughout the school. In the main, statutory requirements are met in full. However, the school prospectus does not report attendance figures correctly although this information is published in the governors' report to parents.
76. The governing body is supportive of the work of the school. Members are active and committed. They have clear terms of reference. There are well defined and appropriate committees. Governors bring a wide range of useful skills to their work. They are interested and provide valuable support in carrying through agreed priorities for change and improvement. They discharge their responsibilities well. They are influential in curriculum matters and budget decisions; for example, the governor for special educational needs, although new to the role, is highly committed and enthusiastic. She is becoming well informed and provides valuable support.
77. The headteacher provides sound leadership. He is very committed and caring and values his staff. He knows his school well and his style is one of open communication and consultation. Members of staff work well together.
78. Within the school, there is a four tier management system: head, head and deputy, senior management team and curriculum co-ordinators. All members of teaching staff have specific responsibilities for aspects of the school's work, and all curriculum subjects have a designated co-ordinator. Within the system opportunities for delegating responsibility are underused. In order to improve the management of the curriculum, the roles of co-ordinators need clarification, development and enhancement. Curriculum co-ordinators need time to develop curriculum planning and delivery, monitoring and evaluation. Currently there are too few opportunities for staff to work alongside each other in the classroom to share best practice. There are no adequate systems for monitoring the quality of teaching and learning.
79. The process of identifying priorities for change and improvements is generally good and the school has a satisfactory school development plan. The school should now seek more purposeful ways of evaluating decisions and outcomes.

Staffing, accommodation and learning resources

80. The number, qualifications and experience of the teaching staff meet the needs of the primary curriculum. Staff are effectively employed to teach mixed-age classes. Staff undertake a joint subject co-ordinator role which is matched as far as possible to their skills, interests and qualifications. Where staff do take on a role outside their experience, they are supported by being given appropriate training. These

arrangements make good use of staff expertise and are beneficial to pupils' standard of work. Provision of staff development is satisfactory. One round of appraisal interviews has been completed and has had some impact on identifying training needs and has influenced areas of responsibility. Non-teaching staff and volunteer helpers are deployed effectively making a significant contribution to the life and standards of the school.

81. The quantity and quality of resources for learning are, in the main, satisfactory although there are some deficiencies in English, information technology, art, design and technology, music and history. Book provision is just satisfactory with an adequate supply of both fiction and non-fiction although these need to be examined for illustrations showing gender stereotypes. There is limited space for the storage of resources but what space the school does have is used effectively. However, because space is tight, it often means that accessibility for pupils and staff is restricted. There is a computer in each teaching area although the ratio of pupils to computers is below the national average. These computers are in good order but a recent theft from the school means that there are insufficient colour printers.
82. The school accommodation is in very good order. It is kept very clean by conscientious cleaning staff who take a pride in the school. Effective use is made of the space available and a stimulating learning environment is created in all areas of the school. Good displays celebrate pupils' work and stimulate interest but there is limited use of displays of artefacts. The whole-school environment is enriched by the good standard and quality of work displayed.
83. The school enjoys the benefits of extensive grounds made up of a good sized, hard surface playground and a large grassed playing field. All pupils play on the same hard surface area although each key stage is encouraged to play at different ends to minimise accidents. Inadequate drainage means that the grassed area has limited use in the winter. Apart from the few benches provided for pupils to sit on, the school lacks imaginative or stimulating playground furniture or markings. The school does not provide the under five pupils with a protected environment where large outdoor apparatus can be used. Development of a wildlife garden is in its infancy but pupils are able to use the extensive grounds for a variety of learning experiences.

The efficiency of the school

84. Management of the school budget is cautious, with the majority of funds spent and little reserve for contingency. There is room for improvement in procedures to ensure that funds are effectively used to raise educational standards further. The headteacher and governors are aware of this.
85. The school development plan is drawn up by the headteacher in consultation with the staff and governing body. The plan targets expenditure and sets curriculum priorities for the year, giving timescales but without clear methods for judging the effectiveness of the allocation of funds. The plan needs to be longer term and to

link with the financial plan. Subject co-ordinators are allocated budgets annually, in line with the school development plan, and receive regular information. The role of the co-ordinators, however, is unclear. This needs development and enhancement to enable co-ordinators to monitor and evaluate the results of spending decisions.

86. The governing body meets its statutory duties and gives good support to the school with the limited information available to it. The governors and headteacher set the annual budget based on past spending patterns and estimates of numbers of children likely to attend. The chair of finance regularly checks that there is a close match between actual and planned spending and the current year's budget is on target. Although there is some forward financial planning; for example, estimating future funds in line with projected future numbers, there is no systematic approach to long term planning to meet educational aims. It would be useful to set an outline budget looking ahead for two years.
87. Day-to-day financial control is adequate. The services of the local education authority are purchased to give monthly financial reports. While these reports are useful, the school could make better use of information technology to support its monitoring and reporting arrangements. The computer system needs updating with the windows environment.
88. Financial administration is carried out by the school clerk, who works with the headteacher.
89. Procedures for ordering goods and paying invoices are effective, but in general current arrangements are not efficient. The time for monitoring the budget is interrupted by non-administrative tasks, such as opening the door or receiving supplies, which could be better undertaken by others. The clerk, head and deputy do not have job descriptions. There needs to be a clarification of roles and more appropriate use of expertise. The clerk is employed for fewer hours than is recommended nationally and her skills are not being used to the full. Consequently, administrative duties take too much of the head and deputy head's time; this is not their main area of expertise.
90. All recommendations of the last audit report have been implemented, but audits do not take place annually. Grants intended to support pupils with special educational needs are fully used and are supplemented by the school. The school accommodation is kept in good order and space is effectively used, except that a secure outside environment is needed for the physical and social development of the under fives. Staff are suitably qualified and are generally well deployed though the necessity to reorganise staff for science is questionable. This is to be reviewed at the end of term.
91. The budget allocation for the school is less than the national average. The school has a very good ethos; pupils and staff are positive and welcoming; despite some

planning weaknesses it achieves good standards of education. The school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

92. Standards are high. The attainment of pupils at the end of Key Stage 1 is well above average in relation to national expectations. Attainment at Key Stage 2 is also above average. Standards in speaking and listening are strengths of the school. Pupils are able to listen attentively to their teachers, other adults and to each other. At Key Stage 1, pupils are able to explain their work and read with very good expression and intonation. Many pupils are able to ask questions clearly and concisely. In discussions many can consider and evaluate their work in a very mature manner. Pupils' skill and confidence in listening and speaking contribute well to their progress in other subjects; for example, pupils made great progress in understanding the recent history of Fulwood during fruitful conversations with older residents.
93. The standard of reading of the majority of pupils at both key stages is above average. Most pupils are good readers and some are very good. The more able read aloud with fluency and good expression. Most read accurately and have a good understanding of the books they read. Younger pupils can speak with enthusiasm about the characters in books, they can relate their favourite stories and can predict outcomes with confidence. Pupils in Key Stage 2 show a good understanding of their books and they demonstrate good ability to understand and explain the plot and the characterisations with a high degree of individuality. Most pupils know how to use the library system. The library, however, has insufficient high quality reference material; this inhibits the development of independent research skills.
94. Standards in writing are good and the work covers many subjects of the curriculum. Some good work occurs in history, geography and religious education. Pupils write stories and poems but in some classes, there is too great an emphasis on exercises. Writing is usually of a higher quality when pupils are stimulated to write for a specific purpose or audience as in book reviews, letter writing and magazines. Junior pupils have written to authors about their books and during the inspection a reply was received. Pupils are developing competence in the essential skills of handwriting, spelling, punctuation and grammar throughout the school, but without a whole-school scheme of work, teachers' practice varies which means that not all pupils get the same opportunities.
95. Pupils throughout the school make appropriate progress and those with special educational needs attain well in relation to their prior attainment.

96. The response of pupils is good at both key stages. They are well motivated and interested in their work. They understand clearly what they have to do. They are very well behaved and show high levels of concentration, remaining on task throughout most activities. Pupils in Key Stage 1 show initiative and a clear willingness to participate in class discussion. They show great confidence and enjoyment in reading. They have good ideas for their writing and they seek help and support when needed. All pupils are clearly involved in their learning. They enjoy their success and respond well to challenges.
97. The quality of teaching of English throughout the school is good. In the majority of lessons observed, the quality of teaching was good or very good. In the less effective lessons, tasks are not stimulating or appropriate to the needs of the children, and teachers have lower expectations of pupils' capabilities. In the best lessons teachers' knowledge is secure, pupils are stimulated, a variety of teaching approaches is used and literature resources well chosen. A good example is the use of 'Snow Spider' by Jenny Nimmo as a basis for comprehension, grammar and syntax exercises, creative writing, prediction, play writing, appreciation of the storyline and discussion.
98. Relationships in class are invariably very good. Most teachers encourage pupils as they work to ensure accuracy and promote high standards of attainment. However in some cases, the most able pupils are not sufficiently well challenged. Whilst there is a considerable amount of routine informal assessment taking place in most classes, such arrangements and records lack a whole-school co-ordinated approach so that teachers are not always sufficiently clear about pupils' past achievements.
99. Teachers' short-term plans are appropriate to the needs of most pupils but some teachers do not match work sufficiently to the different needs and abilities of their pupils. There is no school policy or scheme of work to ensure National Curriculum coverage with continuity and progression. Nor is there a procedure for assessment which is understood and used by all teachers to plan work to match pupils' needs. Opportunities for the co-ordinator to monitor the curriculum, standards of work and teaching are limited.

Mathematics

100. By the end of both key stages, standards of attainment are generally in line with national expectations and many pupils achieve standards above this. In addition, progress is satisfactory and nearly all pupils achieve appropriate levels for their abilities. In number work standards are good, pupils carry out routine calculations accurately. Many show good development in mental arithmetic. However, pupils' ability to undertake investigational work is underdeveloped.
101. Overall, the quality of pupils' learning is good. Most pupils work hard and they make sound progress in developing their knowledge and skills. Occasionally a few children do not apply themselves fully to the task in hand. However, the majority of pupils demonstrate positive attitudes and are well motivated. Most pupils

undertake tasks with good levels of concentration. Children take pride in their work and generally the level of presentation of work is good.

102. Overall, the quality of teaching is satisfactory although there is variation. This is particularly the case in Key Stage 2 where some teaching is very good and where a small amount is unsatisfactory. In Key Stage 1, the quality of teaching is more consistent and is generally sound to good.
103. Most teachers plan work for their pupils carefully but learning objectives are not always clear and there is sometimes an over-reliance on textbooks. While most lessons have appropriate pace and, in some classes in Key Stage 2 teachers generate a brisk pace, not all teachers make effective use of the time available and this leads to unsatisfactory rates of progress in some lessons. The teachers usually give clear instructions and explanations, use a sound range of questioning techniques, continuously check children's understanding and progress and have good working relationships. Most teachers effectively provide opportunities for pupils to make use of equipment and apparatus to underpin their understanding. However, insufficient time is given to developing pupils' mathematical insights through discussions and investigations. Work is usually adequately matched to pupils' abilities but there is scope, outside number work, for a more challenging range of tasks to extend pupils, especially the more able.
104. The school gives a high priority to the development of basic numeracy and computational skills. This results in some imbalance in the range of mathematical experiences that children are offered. The school does not have a scheme of work to support teachers' long term planning. Guidance on long term planning is not specific enough to ensure progression through the school, or full coverage of the National Curriculum. The assessment and recording of children's progress are weak and little use is made of assessment to plan the next stage of pupils' learning. Procedures for monitoring teaching are very limited. However, resources to support learning are sufficient, are well organised and are used effectively. Little use is made of information technology to support children's learning.

Science

105. By the end of both key stages, standards of attainment are in line with national expectations. National Curriculum test results and teacher assessment show that 100 per cent of Key stage 1 pupils and 80 per cent of Key Stage 2 pupils attain national expectations. These good standards have been maintained for the last two years. Some pupils under five have an impressive knowledge of the functions of the organs of the body. Others demonstrate an understanding of changing states of water and are able to describe the best way to de-ice a windscreen. Key Stage 1 pupils make and draw a simple circuit to light a bulb while Key Stage 2 pupils' circuit work is more detailed and incorporates a switch. Pupils are able to question, predict, plan, evaluate their work and use correct vocabulary at appropriate levels.

106. Pupils make good progress generally but test results suggest that, for some children, early rates of progress are not sustained in Key Stage 2. To improve matters the school has recently undertaken a radical reorganisation of science teaching in an attempt to more closely match the needs of the children.
107. The quality of science teaching is generally satisfactory with many instances of good teaching. Good teaching is characterised by clear aims, challenging questioning, an appropriate range and number of activities, work matched to the needs of pupils and sufficient time given for discussion, prediction and selection of resources. Pupils are allowed to use their initiative and the teachers circulate and explain in an enthusiastic manner. There is careful planning and preparation involving support staff who are used appropriately. There has been a reorganisation of science teaching this term in order to give support to teachers who have insufficient subject knowledge. This has several disadvantages; group sizes are too large and other teaching groups are disrupted. Whilst attempts are made to minimise disruption this costly organisation is rightly to be reviewed. Science is identified as a priority in the current school plan. Teachers' plans are not supported by a complete scheme of work. The co-ordinator could usefully influence others by working alongside colleagues and by developing the scheme of work with ongoing assessment procedures to monitor individual progress.
108. Pupils' attitude to science is very good. They behave well and work productively in groups. This has a positive impact upon standards. Pupils are keen to learn, they sustain concentration and freely draw upon their experiences of science discoveries at home to illustrate a point. Good speaking and listening skills, together with well developed writing skills, are used to good effect in discussing and recording science investigations.
109. The curriculum offered is broad, interesting and covers the national requirements. Until a scheme is completed, however, balance and progression cannot be guaranteed.
110. Resources are adequate but are stretched when all classes work on this subject at the same time. Loans from the secondary school help to alleviate this.

OTHER SUBJECTS OR COURSES

Design and technology

111. Pupils' attainment is in line with national expectations by the end of both key stages with some older pupils working at above this level. Pupils have good experience of planning and designing products, as well as making and evaluating them. Discussion with pupils suggests that they understand that designs and the finished product should reflect the purpose of the original design brief and that care should be taken. Finished products such as Christmas decorations and presents are

planned to take several weeks to reach completion; pupils understand the need for this and remain interested and involved.

112. Pupils' progress is satisfactory and clear development is seen throughout the school; for example, in reception the pupils complete part of the design process to make doors; concentrating on the finished product and the skill of cutting. Year 5 pupils complete the whole design process to make their toys. They decide who the toy is for, they then design it, plan the materials and the steps to complete the finished article. Pupils then work independently using a variety of tools and materials. Equal access is given to all children in the use of tools and a boy was sufficiently confident to bring his knitting to school. Pupils enjoy this subject. They are given choice as to working groups; they concentrate, work together and are proud of the finished product.
113. Teaching is satisfactory and sometimes good. Teachers work hard and the co-ordinator has extensively researched this subject to produce a comprehensive scheme of work. Teachers are able, therefore, to offer their pupils interesting challenges. The co-ordinator's knowledge of the subject is good. Other teachers, however, need further training, particularly in the use of tools and the qualities of materials. Time is needed to enable the co-ordinator to provide support and guidance to others. The teachers, assistants and pupils are careful of safety requirements. Teacher assistants are used effectively to support children with special needs. Many parents help in school; they support children appropriately and their help is an asset to the school.
114. The curriculum offered meets national requirements and is designed to give a range of interesting projects. However, assessment is linked to the overall school assessment policy which does not provide sufficient guidance to teachers.
115. Resources are varied, but there is an inadequate supply of tools such as saws, drills and clamps. Many of the tools which the school has are in a poor condition. In order to build upon the good work being undertaken in the school these need upgrading urgently.

Information technology

116. By the end of Key Stage 1 standards are generally in line with national expectations and pupils make satisfactory progress. However, whilst there are some examples of good attainment at Key Stage 2, attainment is below national expectations and progress is unsatisfactory.
117. In Key Stage 1, pupils are learning to use computers to communicate information and there are good examples of pupils using different drawing and painting tools in graphics programs. Pupils are also developing confidence in using simple processing skills. Good use is made of simple simulations.

118. In Key Stage 2, pupils have limited opportunities to develop their information technology skills. Much of the work focuses on word processing which is of a satisfactory standard. Some pupils have used data handling and are learning to use CD-ROMs. However, older pupils have not experienced this and generally ability levels in these areas are too low. Limited use is also made of simulations, adventure games and art packages. Information technology is also used in a limited way to support learning in other subjects. In consequence work undertaken by pupils in information technology does not meet all the requirements of the National Curriculum.
119. In the few instances where information technology work was observed, the quality of the learning was sound and the pupils worked confidently. Pupils are generally well motivated, enjoy using information technology and are able to work independently when given the opportunity.
120. The quality of teaching in the work observed ranged from unsatisfactory to good. Where the teaching is good, actual teaching takes place; clear expectations are communicated to the pupils; they are given opportunities to develop their skills and make their own discoveries for themselves. However, particularly in Key Stage 2, too much teaching is unsatisfactory. This is because there is insufficient planning to ensure that pupils receive the required range of opportunities. Few teachers assess pupils' progress and consequently they have insufficient information to ensure that they are planning appropriate work. Nevertheless, a useful recording system is now being trialled.
121. Effective use is made of support staff and parents to assist children's learning. The school has also acquired the services of an external consultant to address shortcomings in teachers' subject knowledge. This is having a positive impact.
122. The ratio of computers to pupils is below the national average. However, the available computers are effectively used, especially in Key Stage 1. There is a good range of software which has been catalogued in a manner that aids teachers' planning.

History

123. By the end of both key stages pupils' standards of attainment are in line with national expectations and the progress made by most children is satisfactory.
124. By the end of Key Stage 1 pupils recognise the difference between the past and present and they are developing a good sense of chronology. They are beginning to use different sources of historical evidence: coins, photographs, old toys and older members of the community to draw conclusions. Pupils are building a good knowledge base and are using appropriate historical vocabulary.
125. By Year 6, pupils draw upon a wide knowledge base. Most pupils have a reasonable knowledge and understanding of, for example, the Romans, the Tudors

and events in twentieth century Britain. Their sense of chronology, use of appropriate historical language, their understanding of cause and effect are adequately developed. However, pupils' ability to interpret historical evidence is underdeveloped in Key Stage 2. Likewise, their skills of enquiry are underdeveloped. The standard of written work is generally good but it is insufficient in quantity and range.

126. Pupils' attitudes to learning are good. Generally, they listen attentively and show good levels of concentration. They work well together and co-operate on shared tasks. When given the opportunity for discussion, they talk confidently and enthusiastically about historical ideas and are able to offer their own opinions and explanations. In a lesson where history was combined successfully with English, children showed a real sense of enjoyment and commitment.
127. The quality of teaching is never less than satisfactory and it is sometimes good. Teachers' subject knowledge is good and the use of appropriate historical vocabulary is a positive feature of many lessons. All lessons have clear objectives and are well organised. In good lessons, teachers give clear explanations to develop children's knowledge, use a range of questions to extend children's understanding and make effective use of resources to stimulate children's interests. Generally teachers use a range of appropriate activities and strategies to stimulate pupils' interest. Assessment procedures are underdeveloped and there is little evidence that assessment information is used to plan the next steps of teaching and learning; in consequence, work is not always well matched to the needs of the pupils.
128. The history scheme of work provides a useful guide for teachers. Generally, the history curriculum satisfies statutory requirements in terms of subject content, although there is an emphasis on developing pupils' historical knowledge and providing them with information. This leads sometimes to insufficient attention being given to the development of the skills, in particular, the interpretation of historical evidence.
129. The school has built up a good range of resource material, including photographs, however, there are insufficient artefacts. Resources are used effectively. The school makes good use of local history resources and visitors but there are insufficient opportunities for the co-ordinator to support colleagues or monitor the curriculum.

Geography

130. By the end of both key stages, standards of attainment are generally in line with national expectations. Most pupils have a sound range of geographical knowledge, skills and understanding but, pupils' map skills are underdeveloped.
131. A major focus for younger pupils is a study of the local area. They have a sound knowledge of physical and human features of the local environment and show an

appropriate understanding of the differences between localities. Year 2 pupils are able to draw and use maps of different scales. They can record information in a number of different ways, including on maps. They are learning to use globes, atlases and a variety of photographs. The development of appropriate vocabulary is a sound feature of their learning.

132. Older children have a sound understanding of some of the patterns of physical and human geography. They are also acquiring information and knowledge about different places. Most children can read satisfactorily a range of maps appropriate to their age and ability. However, they are given insufficient opportunities to develop their skills at constructing maps. The standard of work resulting from field trips is sound and often good. Pupils can use a number of techniques to record and present information. They can discuss the results of their work confidently, and when given the opportunity, they show good understanding of environmental and geographical issues.
133. Overall, the quality of pupils' learning is sound. Most children make satisfactory progress in developing their skills and knowledge. Where the rate of progress is less than satisfactory, it is often due to the narrow or undemanding nature of the set tasks. The attitudes of most pupils to their work are satisfactory and they apply themselves with appropriate levels of concentration. Most pupils show positive attitudes to their work and, where teachers give them scope, they are keen to express themselves.
134. The quality of teaching is generally satisfactory but it is often good in Key Stage 1 and sometimes unsatisfactory in Key Stage 2. All teachers plan their lessons carefully, but insufficient attention is given to matching the level of the work to the capabilities of the children. This sometimes results in undemanding work which fails to stretch the pupils, particularly the more able. Teachers' planning shows that their subject knowledge and understanding of the National Curriculum are sound. Teachers effectively develop pupils' understanding of other cultural and religious traditions in the context of their geography work. However, the lack of systematic assessment contributes to the fact that planning is not sufficiently based on what pupils have previously learnt.
135. The school's guidance on long term planning is not specific enough to ensure progression through the school or full coverage of the National Curriculum. A scheme of work is therefore required. The assessment and recording of children's work are weak and procedures for monitoring standards and teaching are unsatisfactory as the role of the co-ordinator is underdeveloped. Resources are adequate and the teachers use these effectively. The school also makes good use of field trips.

Art

136. Pupils' attainment in art is in line with national expectations and often exceeds these at the end of both key stages. Throughout the school pupils' work shows

creativity and imagination. A wide range of media is used including fine line drawing, fabric printing, sculpture and collage. Older pupils are adept at using suitable tools and are able to criticise and modify their own work. Pupils are able to work and plan together. Art from different cultures and the work of famous artists clearly enrich the work produced by the pupils. Fine examples of this are the Lowry type figures painted by the pupils and the completed portraits of Modigliani and Van Gogh. Attractive displays of pupils' art encourage good standards.

137. Progress is good. This is clearly shown in the school portfolio of work. Sketch books have recently been introduced for Key Stage 2 pupils, which show progress throughout the year. A record of progress for all would exist if pupils started with sketch books at an early age.
138. Teaching is often good and sometimes very good. Particular strengths are the teachers' preparation and co-operation. This results in good use of time and resources and the use of a variety of stimulating and interesting starting points. Best teaching was seen when pupils were given clear demonstrations, time to work on their skills and then the opportunity to create their own interpretations. This was then enhanced by review and modification.
139. The National Curriculum is fully covered as the teachers and co-ordinator have worked hard to develop a comprehensive art policy which is used as a basis for planning work. However, there is no scheme of work and assessment is underdeveloped. Currently a school portfolio of work forms the basis of assessment but the development of individual sketch books is beginning to improve judgements as to pupils' rates of progress. The co-ordinator and staff are enthusiastic about art and the good standard of work around the school shows this.
140. Resources for art are adequate and are used with care. The school, however, would benefit from an increase in the range of resources and more art books. The limited budget held by the co-ordinator makes it difficult to purchase these extras.

Music

141. In reception classes, pupils are attaining appropriate levels for their age and ability. They are beginning to remember words of songs. Some can clap rhythms and take part in action songs. By the end of Key Stage 1, the majority of pupils are achieving standards which are in line with national expectations and appropriate for their age and ability. Pupils sing well; they understand beat and pulse and can echo reasonably complex rhythms with clapping, singing and with percussion instruments. By the end of Key Stage 2 standards are in line with national expectations and pupils make satisfactory progress. Pupils show a real understanding and some more able pupils are given the opportunity to exercise their skills; for example, in maintaining a complex beat. Pupils make good progress, clearly developing their skills and understanding of musical symbols and simple dynamics.

142. Pupils are well motivated. They are confident and obviously enjoy music. Their behaviour is very good. When they are in small groups for instrumental work, they are enthusiastic and collaborate well. They listen to each other and co-operate during performances. They listen well to taped music, especially during collective worship and show appreciation.
143. The quality of teaching is usually satisfactory or good but there is some unsatisfactory teaching in Key Stage 2 where there are too few opportunities for pupils to contribute other than one word responses to almost closed questions. The pace of these lessons flags and pupils lose interest. The better lessons are well planned; there is a good pace and a variety of activities closely matched to pupils' age and ability. Teachers are enthusiastic, they challenge pupils and give them confidence.
144. There is no scheme of work for music, and thus there is no structure for ensuring continuity of progression. Some classes use published schemes but these are not in use in all classes and thus they do not guarantee National Curriculum coverage and adequate progression. A new assessment procedure is being trialled; this records progress in areas of music which have been covered but there is insufficient provision for recording actual achievement.
145. Resources are generally adequate and are well used. There is a reasonable range of good quality, untuned percussion instruments, however, the range could usefully be extended. There are insufficient tuned percussion instruments.

Physical education

146. By the end of both key stages most pupils attain standards which are in line with national expectations and they make satisfactory progress. Some older pupils, however, are underachieving and are not being extended sufficiently to achieve higher levels. All pupils have a good awareness of the purposes and importance of warm up exercises and a clear understanding of safety procedures. However, pupils' progress is sometimes limited by the lack of variety of activity and the opportunity to improve. Some of the balancing exercises on the large apparatus lack imagination and creativity. Pupils do not always take advantage of the limited opportunities to practise their skills and refine their performance. They have insufficient opportunity to evaluate their own and others' performances effectively.
147. Pupils enjoy this subject. Behaviour in lessons is very good. Pupils are appropriately motivated at the beginning of lessons but sometimes when the pace of lessons is slow, they lose interest.
148. The quality of teaching is variable and ranges from very good to unsatisfactory. The best teaching is characterised by well planned lessons with clear development of aims. Teachers have good class management and use a variety of strategies to maintain interest; the lessons move at a brisk pace. They use praise and celebration of success to promote progress and improvement. In the poorer

lessons, planning is still appropriate but the pace is slow and there is slack time between activities, sometimes leading to the need for further warm up activities. All teachers have a clear regard for safety.

149. There is no scheme of work to ensure progression and continuity and there are no whole-school procedures for assessment or recording pupils' progress. Work therefore, is not always matched to the needs and abilities of pupils especially at Key Stage 2.
150. There is an appropriate range of after school opportunities for which there is very good parental support. Standards are good. In addition, the school is involved in a wide range of opportunities and sporting activities provided by Preston Sports Council, including triathlon, dualathon, swimming gala, football and netball leagues. Both boys and girls play football.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

151. The school was inspected by a team of four inspectors for a total of 14 inspector days. Inspectors spent almost 39 hours in classes; they also observed activities outside the classroom. In addition, inspectors saw samples of pupils' work; they considered a large number of policy and other documents provided by the school; they spoke to staff, governors, pupils and parents. A meeting was held for parents before the inspection and 166 pre-inspection questionnaires were returned.

DATA AND INDICATORS

152. 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	282	4	41	12

Teachers and classes

153. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	9.90
Number of pupils per qualified teacher	28.4

154. **Education support staff (YR - Y6)**

Total number of education support staff	5
Total aggregate hours worked each week	95

155. **Primary and nursery schools**

Average class size:

35.2

156. **Financial data**

Financial year:

1996

	£
Total income	336,341
Total expenditure	339,396
Expenditure per pupil	1,216
Balance brought forward from previous year	14,851
Balance carried forward to next year	11,796

157. Parental survey

Number of questionnaires sent out:	250
Number of questionnaires returned:	166
Percentage return rate:	66.4

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	42	2	2	

I would find it easy to approach the school with questions or problems to do with my child(ren)	68	26	3	2	1
The school handles complaints from parents well	37	38	14	6	1
The school gives me a clear understanding of what is taught	35	46	10	7	
The school keeps me well informed about my child(ren)'s progress	33	52	8	5	
The school enables my child(ren) to achieve a good standard of work	54	36	7	1	
The school encourages children to get involved in more than just their daily lessons	37	43	13	6	
I am satisfied with the work that my child(ren) is/are expected to do at home	35	47	5	9	2
The school's values and attitudes have a positive effect on my child(ren)	61	31	6	1	1
The school achieves high standards of good behaviour	62	28	7	2	
My child(ren) like(s) school	75	23		1	

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