

INSPECTION REPORT

ST PETERŌS CE PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique Reference Number: 119416

Headteacher: Mr R D Mason

Reporting inspector: Mrs D Bell

Dates of inspection: 19 Ð 22 April 1999

Date of previous inspection: 11 - 15 September 1995

Under OFSTED contract number: 706042

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 ÷ 11 years
Gender of pupils:	Mixed
School address:	Meadowfield Fulwood Preston PR2 9RE
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs E Taysum
Date of previous inspection:	11 ÷ 15 September 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs D Bell, Rgl	Design and technology	Characteristics of the School
	Information technology	Attainment and Progress
	Art	Teaching
	Music	Leadership and Management
Mrs J Garland, Lay Inspector		Equal Opportunities
		Attendance
		Support, Guidance and Pupils' Welfare
		Partnership with Parents and the Community
Mrs J Hill	Mathematics	Special Educational Needs
	Science	Curriculum and Assessment
	History	Staffing, Accommodation and Learning Resources
Mrs D New	English	Attitudes, Behaviour and Personal Development
	Geography	Spiritual, Moral, Social and Cultural Development
	Physical Education	Efficiency of the School
	Areas of Learning for Children Under Five	

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- Where the school has weaknesses**
- How the school has improved since the last inspection**
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- Quality of teaching**
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MAIN FINDINGS

What the school does well

- . It gives pupils a good start in the reception class and prepares them well for their work in Key Stage 1.
- . It has made a satisfactory start on the implementation of the Literacy Strategy.
- . It fosters good attitudes to learning and works hard and successfully to provide an effective learning environment, even in the midst of the current building works.
- . Relationships are very good at all levels. The school cares for its whole community well and successfully promotes good behaviour, discipline and attendance.
- . It has very good links with the parish and the wider community.
- . There is good provision for pupils' spiritual, moral, social and cultural development.
- . The planned way in which it has introduced information technology has raised the self-esteem of pupils and staff and has ensured that all aspects are covered in both key stages.

Where the school has weaknesses

- . It has not established clear strategies for improving attainment in English and mathematics in Key Stage 1, or for meeting its stated targets in Key Stage 2.
- . Not all teachers are secure in their approach to group work and final session work in the Literacy Hour.
- . It lacks a whole school approach to using the information obtained from tests and assessments to alter planning to suit what pupils need to learn in order to achieve well.
- . There are no agreed procedures for assessing pupils' attainment and progress in the foundation subjects
- . It does not use effectively its support staff and other helpers, particularly in Key Stage 1 and teachers do not check regularly enough on pupils working with them outside of the classroom.

The school has many more strengths than weaknesses. The weaknesses will, however, form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

After the last inspection, the school drew up an 'Agreed Good Practice' document with the declared

intention of providing teaching throughout the school that was satisfactory or better in over 90% of lessons. This target has been exceeded. Much improved planning now takes place. This includes, for example, identifying opportunities for assessment that are clearly linked to what pupils are expected to learn in lessons. However, teachers do not consistently use the information obtained from assessing pupils' work as they plan what they should do next.

The accommodation has been improved considerably since the last inspection. The school acquired capital funding for extra building and raised funds itself to help build, for example a new infant classroom. This classroom and some additional space for the junior department were achieved by covering over existing quadrangle space. In addition, building work is ongoing as a further infant classroom is created, a cramped junior classroom is extended, and the administration areas are improved. Further plans include much needed changes to the Year 6 teaching area.

Support staff are still not used effectively to promote learning. They are involved in planning what pupils will do in both key stages. However, they sometimes have to supervise too many pupils doing too many tasks outside the classroom in Key Stage 1. In addition, teachers do not check on pupils regularly enough to ensure they are making the expected progress.

The school is now providing a good range of opportunities for pupils to learn about the richness and diversity of a range of cultures. Books have been carefully chosen for these purposes. Pupils from different cultural backgrounds are encouraged to contribute to lessons and to arts events by sharing and discussing the main features in their own backgrounds with other pupils and with adults. Visits out of school and visitors into school further enhance learning in this area.

The school has satisfactorily addressed most of the key issues from the previous inspection and has sound capacity to improve further.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The information shows, for example, that in English and mathematics the attainment of eleven-year-olds

is well above the national average. In English, it is in line with, and in mathematics it is above the average for schools in similar circumstances. It also shows that in science, attainment is in line with the national average but well below the average for schools in similar circumstances. The school has taken positive steps to improve science through a new scheme of work that is only just beginning to feed through the school. Standards in English have risen steadily over the past three years, but have fallen in mathematics. In science, standards have remained steady.

In all other subjects, except for music in Key Stage 2, pupils achieve standards in line with what is expected for their ages. In music, their progress deteriorates as they move up the school.

Quality of teaching

Teaching in	Under 5	5 ÷ 7 years	7 ÷ 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	Not applicable	Satisfactory	Good
Information technology	Not applicable	Satisfactory	Good
Religious education	Not applicable	Not applicable	Not applicable
Other subjects	Good	Satisfactory	Good

Teaching is predominantly good in the under fives age group and in Key Stage 2. It is mostly satisfactory in Key Stage 1. In 4% of lessons teaching is excellent; in 6% of lessons it is very good. It is good in 48% of lessons, satisfactory in 38% and less than satisfactory in 4% of lessons. These figures represent an improvement on the last inspection when it was considered to have shortcomings in 17% of lessons. There is some outstanding teaching in the Year 4 class.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good throughout the school: pupils are polite, courteous, open and helpful; the good behaviour promotes their progress even when they work away from the teacher.
Attendance	Well above the national average.
Ethos*	Good: relationships at all levels are very good; a positive Christian ethos is promoted that values every individual; there is a commitment to raising standards but the strategies not yet in place to achieve this.
Leadership and management	Good: the head, staff and governors share a clear vision for the school and are beginning to work purposefully together to achieve it.
Curriculum	Sound: the curriculum is broad and balanced and the school is working hard to keep it so. Assessment procedures are sound for English, mathematics, science and information technology but are not in place for other subjects.
Spiritual, moral, social & cultural development	Good in all areas: provision for cultural development has improved considerably since the previous inspection.
Staffing, resources and accommodation	Staffing and resources are adequate overall but there are still some shortages in music. The accommodation is much improved but the Year 4 class remains cramped and the Year 6 area is unsuitable for pupils of this age.
Value for money	Satisfactory

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> · Pupils achieve good standards in all subjects. · Parents receive excellent information when pupils are due to start whether in reception or in one of the older classes. · They receive good information on how to help their children with reading and handwriting. · The balance of homework is about right and they are actively encouraged to become 	<ul style="list-style-type: none"> · 12 parents replying to the questionnaire felt the school did not handle complaints well. · 10 parents felt they were not well enough informed about what was being taught.

<p>involved in it.</p> <ul style="list-style-type: none"> · Parents praised the way the school is involved in the parish and the way it is supported by the community and the church. 	
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The parents who replied to the questionnaire, and the considerable number of parents who attended the parents’ meeting, are overwhelmingly supportive of the school. Inspection findings support the parents’ positive views. With regard to what some parents are unhappy about, inspectors found that there are adequate complaints procedures in place and that the school was open and friendly and ready to discuss any issues with parents at any time. No complaints had to be dealt with during the inspection. With regard to parents not knowing what was being taught, inspectors found that the school prospectus summarised this effectively and that some teachers do inform parents as topics arise. The vast majority of parents felt they receive plenty of information about what is taught and are actively encouraged to be involved in their children’s learning by taking them on related visits to museums, for example, and helping them with research. They particularly enjoyed the science homework set.

KEY ISSUES FOR ACTION

In order to raise standards and meet the targets set, the governors, headteacher and staff should:

1. Improve attainment in English and mathematics at Key Stage 1 by:
 - improving the quality of teacher interaction with pupils when they are working in groups both in and out of the classroom;
 - using plenary sessions consistently well to reinforce learning;
 - establishing effective procedures whereby attainment and progress in these subjects is regularly checked by the co-ordinator, headteacher and governing body.

(Paragraphs: 7, 5, 16, 27,81)

1. Make better use of all test and assessment results in English, mathematics and science and prioritise the actions needed to achieve the agreed targets

(Paragraphs: 16, 38, 86, 97, 106)

2. In other subjects, improve the assessment of pupils’ work and the recording the progress they make by:
 - improving the schemes of work for history and music to show the progress pupils are expected to make as they move through the school; *(Paragraphs: 133, 140)*
 - completing and implementing the draft schemes of work for art, design and technology and geography; *(Paragraphs: 118, 123, 127)*
 - establishing effective systems to enable co-ordinators, headteacher and governors to check that the agreed schemes of work are being implemented effectively by all teachers. *(Paragraphs: As above plus paragraph 57)*

- Improve teachers’ use of support staff in Key Stage 1 in order to:

- .ensure that she does not have to work with too many pupils on too many different tasks as at present;
- . make sure she is well briefed by all staff so that she can contribute effectively to pupils' progress at all times.

(Paragraphs: 27, 28, 61, 19, 96)

In addition to the key issues above, the following issues should also be considered for inclusion in the action plan. These are indicated in: Paragraphs: 64 (Appraisal); 28, 29, 39, 96 (Marking and presentation); 13 and 140 (Music provision); 33 (Written policies for Personal, Social and Health Education and for Equality of Opportunity)

INTRODUCTION

Characteristics of the school

1. St Peter's Church of England Primary School is one of two voluntary aided primary schools serving the Parish of St John Baptist in Broughton, near Preston, in Lancashire. The school is located on an estate of detached and semi-detached owner occupied dwellings. A significant number of new houses have been built in the area in the last few years, which have changed the profile of the school's intake. Most children come from the school's immediate environment. Most parents place a high emphasis on education and are very supportive and keen to be involved in their children's learning. Since the last inspection the school has had a new headteacher. He has now been in post for just over two years.

2. The school's admission policy places an appropriate emphasis on Christianity. Children are admitted to the school at the beginning of the school year in which they are five. Most children have experienced some form of pre-school education, although the school itself does not have a nursery. A minority of pupils attend from other faiths. Nine per cent of pupils come from homes where English is not the first language spoken, although they themselves are fluent English speakers. The percentage of pupils known to qualify for free school meals is low at 5 per cent. Seventeen per cent of pupils are on the special educational needs register. This is in line with what is found nationally. It is clear from the results of the assessments done when pupils enter the school that while a broad range of ability is represented, the average attainment is slightly below that expected for four-year-olds. However, by the time they enter Key Stage 1, most have attained satisfactory standards in all six areas of learning. There are fewer pupils in the higher ability range than might be expected.

3. There are currently 234 pupils on roll, 119 boys and 115 girls. While numbers have remained steady since the previous inspection, the school has increased the number of classes to 4 in Key Stage 1 for part of each day. It has introduced mixed age classes to reduce class sizes to below 30 in this key stage for English, mathematics and some group work in other subjects. Key Stage 1 classes revert to their original three single age classes in the last part of each afternoon for subjects such as physical education, music, art and some topic work.

4. The school's main and ongoing priority is the successful implementation and effective management of the National Literacy Strategy. It has also identified a pressing need to improve planning and assessment procedures throughout the school to bring about better-focused teaching and to match work to pupils' individual needs. It also intends to continue its current work in improving science and information technology provision and in ensuring breadth and balance in the curriculum as the content of the foundation subjects is reduced. A further priority is to begin to improve the school grounds as

soon as the current building work is completed, to provide a more effective outdoor environment for pupils.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	12	9
	Girls	15	15	12
	Total	26	27	21
Percentage at NC Level 2 or above	School	74 (92)	77 (88)	60 (83)
	National	80(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	15
	Girls	15	14	16
	Total	25	24	31
Percentage at NC Level 2 or above	School	71 (86)	69 (85)	89 (91)
	National	81(80)	80(84)	86(85)

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1998	16	19	35

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	11	11
	Girls	16	15	15
	Total	26	26	26
Percentage at NC Level 4 or above	School	74 (80)	74 (89)	74 (77)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	12	11	12

at NC Level 4 or above	Girls	17	14	14
	Total	29	25	26
Percentage at NC Level 4 or above	School	83 (83)	71 (92)	74 (77)
	National	(62)	(62)	(69)

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

Attendance

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

		%
Authorised	School	3.5
	National comparative data	5.5
Unauthorised	School	0.2
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	Nil
Permanent	Nil

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	10
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. The results of the 1998 end of Key Stage 2 National Curriculum tests in English and mathematics are well above the national average. In science the results are in line with the national average. The English results are in line with those found in similar schools. The mathematics results are above, and the science results below those found in similar schools. In English and mathematics the percentage of pupils achieving the higher grades in the tests are well above those found nationally; in science they are below. **Inspectors found that the attainment of pupils currently at the end of Key Stage 2 is in line with the national average in all three subjects.**

6. From the evidence available from the assessments carried out as children start school in the reception class, attainment is slightly below that expected of four-year-olds. This confirms the school's view that the profile of pupils on entry to the school has been changing over the last few years. Children make sound progress in their reception year, and the majority meet the expectations set out in the desirable learning outcomes in all six areas of learning by the time they are five. Nine children are still under statutory school age. The majority of children are following the Key Stage 1 programmes of study.

7. The results of the 1998 end of Key Stage 1 National Curriculum tests in English indicate that in reading attainment is in line with the national average, writing is well below the national average, and attainment in mathematics is very low. In science, the results of the teacher assessments indicate that attainment is in line with the national average. Attainment in reading is below average, in writing and in science well below average, and in mathematics very low when compared with the average for similar schools. **Inspectors found that the attainment of the majority of pupils currently at the end of Key Stage 1 is in line with the national average in all aspects of English, mathematics and science.**

8. **Pupils make satisfactory progress in English in both key stages.** They learn to speak clearly and to listen attentively to the teacher and to each other. They enjoy books and younger pupils readily try to sound out unfamiliar words. Older pupils in Key Stage 1 and lower Key Stage 2 do not use phonics well and some do not have a range of strategies at their fingertips to help them when they come across words they do not know. Most pupils can write legibly, with an emerging understanding of story structure and punctuation, and by the end of Key Stage 1 are beginning to use information books appropriately. In Key Stage 2, pupils learn to use an increasingly wide range of vocabulary, listen well and express their opinions articulately. They continue to enjoy reading an increasingly wide range of books, including some quite challenging texts. They complete book reviews that show they understand the main points of a story and can empathise with some of the characters. They improve their writing skills during the 'Literacy Hour' and some draft and edit their work as they produce imaginative writing for different purposes and audiences. They often use word processing skills very competently as they do this and as a means of completing grammar and punctuation exercises. On the whole, pupils use their literacy skills appropriately in other subjects, the best examples are seen in history

where Year 4 pupils demonstrate good information retrieval skills as they find out about the life of Sir Francis Drake.

9. **Pupils make satisfactory progress in mathematics throughout the school.** In Key Stage 1 they develop a sound sense of number and learn to add, subtract, multiply and, for the higher attainers, divide numbers up to 20. They can count to 100 and beyond and most can multiply by 2,3 and 5. They learn about fractions, can name a range of two and three-dimensional shapes, and calculate their areas. They can estimate and measure accurately, count money and give change, organise data on a chart and interpret information they have collected on a block graph. In Key Stage 2 pupils extend their concept of multiplication by learning their multiplication tables up to 10. They also handle larger sums of money, and work competently with decimals, finding their equivalence in fractions and percentages. By the end of the key stage most can multiply decimals and have a growing understanding of how to interpret data using bar charts and pie charts, often produced on the computer. They also learn how to use spreadsheets and begin to understand the concept of probability by predicting outcomes using appropriate mathematical vocabulary.
10. In both key stages many pupils are beginning to gain sound mental skills because of the increased emphasis placed on mental agility in preparation for the National Numeracy Strategy. However, they do not use numeracy skills well in other subjects. There is no whole school approach to this and the present policy does not address the issue.
11. **Progress in science is satisfactory in both key stages.** In Key Stage 1, pupils undertake relevant practical tasks to develop their knowledge and understanding. In Year 1, they find out and record appropriately, which materials float or sink. They can make sensible prediction, test their ideas, record their results and check their findings. By the end of the key stage, they understand the effect of heat and can explain how a jelly becomes a liquid. They study life processes, gain understanding of both human and animals and learn about healthy eating. They become aware of the physical processes involved in the use of electricity and sound. In Key Stage 2, they continue this work but in much more depth. They ask questions, predict results, experiment, draw conclusions and evaluate their findings as they investigate, for example, why light passes through some objects and not others, and why some solids dissolve and others do not. They recognise the need for carrying out a fair test and are able to record their findings using charts and tables. Pupils' progress in science has been enhanced by the recent introduction of a new scheme of work for the subject.
12. **Attainment in information technology is above the national expectation at the end of Key Stage 1, and in line with it at the end of Key Stage 2. Progress is good throughout the school.** Pupils gain the basic skills they need very early in Key Stage 1. They become very competent in controlling the movement of the mouse, for example, by following a screen overlay to create a picture, which they then colour. They can edit text and use the computer to write stories, saving their work and retrieving it at a subsequent visit. By the end of the key stage they use drop down menus accurately and know they have to enter instructions one at a time to produce the correct results. In Key Stage 2 pupils learn the purpose of tool and menu bars and can explain the uses of many keys, including some function and shortcut keys. They learn how the computer actually stores information and when using word processing, they can change layout, font, and highlight and amend text as appropriate. Older pupils can use control software to create simulations of Egyptian artefacts for large-scale work in Y5, and to make maps with co-ordinates in Y6. By the end of the key stage, most pupils can collate and interpret data and produce pie charts, bar charts and spreadsheets to show percentages. They also know how to access information from the computer. Because the software is very new to the school, pupils have little experience of using information technology to produce models and simulations, or to use remote sensory software. The previous inspection commented that pupils' progress was slower when they were left to work on their own. This rarely happens now. In Key Stage 1 they make good progress

because of the adult input and support from teachers, support staff and helpers. The good progress in Key Stage 2 is largely because of the very effective involvement of a governor who has considerable expertise in this area and regularly works with pupils at the computers.

13. Pupils make satisfactory progress in art, design and technology and geography and attain standards that are commensurate with their ages. In art and in design and technology, progress in lessons is sometimes good, for example in Year 2 and Year 4, because the teachers allow pupils to make their own decisions and help them to evaluate their work and to consider whether their decisions are the correct ones. **In history and physical education pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.** In history the good progress is often a result of highly motivating and well-organised teaching and the good use of artefacts, as in a Year 4 lesson. In physical education it is a result of the combination of in-school and extra-curricular activities, which develop pupils' skills well. **Pupils make satisfactory progress in music in Key Stage 1, but unsatisfactory progress in Key Stage 2.** This is because they do not cover all aspects of music in enough depth, particularly composition, and do not have enough opportunities to think about and create appropriate combinations of sound to accompany their singing. Their progress deteriorates as they move up the school.

14. Pupils with special educational needs attain standards commensurate with their prior attainment. They make sound progress towards the targets set in their individual education plans, enabling them to make satisfactory progress overall. They make good progress in information technology as they use the computer to edit their writing, check spelling and grammar and construct sentences correctly. There are no significant differences between the attainment of boys and girls, or between the attainment of different groups of pupils. High, average and lower attaining pupils all make satisfactory progress as they move through the school.

15. At the end of Key Stage 2 attainment in English has risen since the previous inspection. Although standards in mathematics are higher than at the last inspection, they have fallen over the last three years. Attainment in science has remained steady. Averaged over three years, attainment over all three subjects has remained static. Attainment has fallen at the end of Key Stage 1 since the last inspection. In the 1998 cohort, there were several pupils with identified special educational needs. This partly explains the lower results in this key stage. A further reason for the decline in mathematics in both key stages is that there has been considerable lack of clarity over what should be done as the school waited for the National Numeracy Strategy. The early introduction of the mental agility element of this and a clearer focus in teachers' planning are already having a positive effect on attainment in this aspect of mathematics. A wide range of strategies, including a new scheme of work and better structured planning, are now in place and are beginning to improve attainment in science throughout the school. These factors explain the differences found between the test and assessment results and the inspection findings.

16. Appropriate targets have been set to improve attainment over the next two years in the core subjects, based on what is known of the pupils now coming through the school. It is rightly investigating how these targets can be improved. Currently they are the same for all three subjects for 2001 and the school is right to question how it can help more pupils to reach the expected levels by that time. The targets identified are not yet supported by strategies that will enable the improvement to take place. Although the school has been aware of the changing nature of its profile for some time, it has only recently analysed the results of the various tests and assessments it uses, to begin to look at how it might target individual pupils for improvement. The lack of early intervention in Key Stage 1 is a contributory factor to the lower attainment in the 1998 tests.

Attitudes, behaviour and personal development

17. Pupils' positive attitudes to learning, and the very good relationships they form with the adults in school and with each other, continue to be a strong feature of the school. Pupils show good interest in their work and persevere with written and practical tasks, even when unsupervised. They work well together when given the opportunity and support each other if problems arise, for example, when using the computer. Good team spirit exists when pupils engage in competitive sports. Almost all pupils listen well to their teachers and to one another. They wait for their turn to speak and can express their opinions confidently.
17. Children under five make very good progress in their personal and social development. On entry to the reception class they are encouraged to listen to others and to the teacher's instructions and to take turns in speaking. Throughout the year their concentration increases and they apply themselves diligently to their activities. All relate well to adults and are confident in their relationships with each other.
18. Pupils behave well throughout the school. They are polite and well mannered, and treat each other and adults with courtesy and respect. They play harmoniously at break times and respect and value the feelings of others. They use equipment carefully and clear away after themselves. There have been no exclusions during the last reporting year. Since the previous inspection the accommodation issues that had an adverse affect on the way pupils behaved in one class have now been addressed. This in turn contributes to the standards the pupils attain, and the progress that they make.
19. Pupils respond positively to the good role models provided by teachers and other adults by demonstrating their care and concern for others. They readily take responsibility, for example, by carrying out tasks such as tidying the library shelves, answering the telephone at lunchtime, organising trips for the elderly and undertaking duties as monitors in the classroom. At lunchtime they develop sound personal and social skills by serving their own food and clearing up for the whole table after each course with the help of the mid-day supervisors. Pupils value the 'Special Mention' certificates and strive to give of their best. This contributes well to raising personal, social and academic standards.

Attendance

1 Levels of attendance are good with an average of 96.3 per cent, which is well above the national average. Levels of unauthorised absence are correspondingly low. Most pupils attend school regularly and arrive on time. There are low levels of holiday absence in term time.

QUALITY OF EDUCATION PROVIDED

Teaching

2 **The quality of teaching is predominantly good in the under fives age group and in Key Stage 2. In Key Stage 1, teaching is mostly satisfactory.** Taken across the whole school, teaching is excellent in 4 per cent of lessons, very good in 6 per cent, good in 48 per cent and satisfactory in 38 per cent. In 4 per cent of lessons, teaching is less than satisfactory. The overall quality of teaching has improved since the previous inspection when it was judged to have some shortcomings in 17 per cent of lessons.

3 In the under fives age groups, teaching is predominantly good across all areas of learning. Both teaching and support staff have a secure knowledge and understanding of the children's needs. They plan together well, taking appropriate account of the six areas of learning and, where relevant, the Key Stage 1 programmes of study. They manage the learning environment well and use time productively. They form good relationships with the children and assess and record their progress appropriately.

4 In Key Stage 1, teaching is satisfactory in 71 per cent of lessons and good in 21 per cent. In Key Stage 2,

teaching is satisfactory in 25 per cent of lessons, good in 60 per cent, very good in 4 per cent, and excellent in 7 per cent. There is a small amount of unsatisfactory teaching in each key stage.

5Throughout the school, teachers' knowledge and understanding is secure in almost all subjects. The exception is music in Key Stage 2. The way that teachers question pupils to find out what they already know and then to challenge their thinking is a strong feature in many lessons. This is done particularly well in history in Key Stage 2, for example, to encourage pupils to distinguish between fact and opinion. Teachers are becoming more comfortable with the planning and organisation associated with the National Literacy Strategy. In some classes this is already working well, for example in Year 4, where the balance between the shared, group and plenary sessions, and the effective intervention of the teacher in each, enables pupils to make very good progress. In Year 2 the teacher is skilled at using the plenary session following an art activity to focus pupils' minds on how well they have used colour and their chosen media to create the feeling of a storm. Again in Year 2, following a design and technology session, pupils are led through an evaluation of whether their designs are easy to make using their chosen materials, and what they need to do to improve them. This leads to greater depth of understanding in each of the subjects. Where teaching is less effective, and sometimes less than satisfactory, this organisation is not clearly understood. In Year 1, for example, pupils sometimes sit for too long during lengthy introductions. There is not enough teacher interaction with them when they are working in groups, and plenary sessions are used simply to show work rather than to evaluate it and learn from it. Where teaching is less effective in Key Stage 2, pupils make little progress because of the teacher's lack of subject knowledge, as in Year 6 music, or the absence of the direct teaching of skills, as in a Year 5 art lesson.

6Teachers' planning, identified as a weakness in the last inspection, is much improved. It now shows clearly what pupils are expected to learn. Most teachers explain this well at the beginning of lessons and constantly reinforce it during lessons. The planning also identifies activities and resources, and links these appropriately to what should be assessed, and in some instances, when and how. Where teaching is at its best, the planned activities within lesson have a clear structure, so that challenge is constantly added to what pupils are doing to keep them well motivated. This is seen almost consistently in the Year 4 class and occurs frequently in the reception class. Teachers are also beginning to assess and record more effectively individual pupils' progress in English and mathematics, noting the strengths and weaknesses in their work and what they should do next. In Year 5 this is extended to recording the three areas in different coloured pens so that the teacher can see at a glance what needs to be done. This good practice is not consistent across the school, however, nor is it carried out in all subjects. In addition, the marking of pupils' work is sometimes not well done. There are inconsistencies in marking in mathematics in Year 6, for example, and frequently, marking consists of ticks only, offering pupils little support as to how they can improve their work. Teachers do not always insist on high standards of presentation and pupils' work is sometimes very untidy.

- 7 Teachers usually plan appropriately for the use of support staff. Occasionally, however, this results in the over-use of a specialist teacher assistant in the over-crowded shared area in Key Stage 1, and no direct teacher interaction with the pupils. On one occasion, the non-teaching assistant was seen trying to supervise three different activities at the same time, and consequently no group made any real progress.
- 8 Teachers manage pupils well in all lessons and most set appropriate homework to enable them either to consolidate their work at home, such as reading, spellings and tables, or learn new work so that they can move on more quickly in lessons, for example in science. The good relationships teachers have with pupils enable them to approach classroom management in a quiet, friendly but firm way that elicits positive responses from pupils. They praise good work and good behaviour appropriately and keep pupils motivated and interested in most lessons. Inappropriate behaviour is dealt with effectively. Resources are well prepared and most lessons proceed with good pace, enabling good progress to be made.
- 9 The quality of teaching provided for pupils with special educational needs is sound. Teachers build on what pupils know, understand and can do, and tasks normally provide appropriate challenge. However, teachers do not always check regularly enough on special educational needs pupils who are withdrawn from class to receive help from non-teaching staff or other adults. All teachers are appropriately involved in drawing up individual education plans, which are effective in meeting pupils' needs.

The curriculum and assessment

- 10 The curriculum provided for the children under five is satisfactory. It includes all six areas of learning identified for this age group and takes account of the National Curriculum programmes of study to which pupils are introduced at an appropriate time in their development. The Literacy Hour has also been successfully introduced into this age group.
- 11 The curriculum for pupils in Key Stages 1 and 2 is satisfactory. It is broad and balanced and meets the statutory requirements to teach the subjects of the National Curriculum. Suitable additional time is devoted to literacy and the school has made a satisfactory start with the National Literacy Strategy. Despite the reduction in time available for some subjects, the school is successfully maintaining pupils' access to all areas of the curriculum. Although there is no written policy for pupils' personal and social development, health and sex education and drug awareness are taught effectively through the science curriculum. The need to produce an overall policy is identified in the school's development plan. Pupils are well prepared for the next stage of education.
- 12 The school is committed to equality of opportunity for all pupils, including those with special educational needs. This is evident through equal access to the curriculum and in the extra curricular activities available to both boys and girls. However, the lack of a written policy for equal opportunities, as highlighted in the previous inspection report, has yet to be addressed.
- 13 The provision for pupils with special educational needs is satisfactory. Effective procedures are in

place for the identification and assessment of these pupils. In consultation with the support teacher for special educational needs, class teachers draw up individual education plans that are well matched to pupils' needs. Information on pupils with special educational needs is kept in classrooms and is used appropriately in planning. Progress made against individual targets is regularly reviewed.

- 14 Curricular planning is generally satisfactory. The school has a potentially effective structure of long, medium and short term planning in place, and appropriate coverage of subject content is detailed in schemes of work. The new scheme for science offers particularly detailed guidance to support planning. However, planning for pupils to make continuous progress in acquiring skills, knowledge and understanding is evident only in the core subjects of English, mathematics and science. In all other subjects, schemes provide insufficient guidance to enable teachers to plan for the progressive development of pupils' skills over time. Following the recent in-service training to re-organise planning documentation, planning has become more specific. In the best practice, plans focus precisely on what pupils of different levels of attainment are expected to know, do and understand, and this enables more reliable assessments of progress to be made. Weekly staff meetings make an effective contribution to the review of curricular planning, particularly in literacy. The monitoring of short term plans by the headteacher provides good support for teachers.
- 15 There is a good programme of extra-curricular activities, including competitive team games, that enrich the curriculum. These include football, netball, athletics, keep fit classes, chess and a debating society. There is also a school choir that sings in the annual Preston Schools Music Festival. A good number of teachers and pupils take part in these activities. The school provides pupils with the opportunity to take part in a variety of educational visits that provide further valuable learning experiences. These include visits to places of interest in the immediate locality, for example the library and supermarket, Church Cottage Museum, Lancashire County Museum and Ribchester. Pupils in Years 4 and 5 visit Borwick Hall, and Year 6 pupils have an annual visit to the Great Tower Camp at Windermere. Regular visits are made to the old people's home at Meadowfield House, and musical performances are given in the local church.
- 16 Assessment of pupils' attainment is carried out in a variety of ways and procedures are satisfactory. The school undertakes all statutory assessments appropriately and a range of tests, particularly in English and mathematics, has been introduced across all age groups. Information has been analysed successfully and the school is starting to implement procedures to predict levels of attainment for pupils, in order to set targets and track progress. Plans to improve assessment procedures are sound, but as yet are not having an impact on raising pupils' attainment. Teachers' on-going assessment in English, mathematics and science, has become more effective due to the whole school focus linking assessment to planned learning outcomes. However, assessment is not established in other areas of the curriculum. Inconsistencies in on-going assessment to match work to pupils' abilities, was highlighted as a weakness in the previous inspection report. Despite some limited headway, the use made of assessment information to inform and modify future planning in Key Stages 1 and 2 is unsatisfactory. Teachers are not always clear about the link between what pupils can do now and what they have to do next in order to improve. Consequently, many teachers do not have appropriate strategies to improve pupils' attainment or to meet the targets set.
- 17 The quality of marking is mainly satisfactory but inconsistent. There are only limited examples of marking being used to set targets for pupils to improve their work.

Pupils' spiritual, moral, social and cultural development

18 Since the previous inspection, the school has continued to provide good opportunities for pupils' spiritual, moral, and social development. The provision for cultural development, and identified weakness in the previous inspection, has significantly improved.

19 The provision for spiritual development is good. Religious education and daily acts of collective worship that are firmly based on Christian principles make good contributions to this area. The very close links with the church and other religious organisations enhance pupils' learning. The school is designed to incorporate a Chapel in which a service is held every Sunday morning. Pupils also experience communion services during school time to which all parents are invited. They experience awe and wonder of the world from an early age through, for example, listening to music such as Ravel's 'Sunrise' in Year 1, and discussing how the music makes them feel before responding to it through art work. In Year 6, pupils are introduced to the beauty of nature found in the Lake District as they prepare for a residential visit there. Although many of these opportunities are not specifically planned, they form part of the general ethos of the school and contribute very well to spiritual development.

20 The provision for the pupils' moral education is good. The religious education programme is designed to help pupils establish moral values and distinguish right from wrong. Guidelines that encourage both respect of people and property are outlined in a 'Good Behaviour Book', copies of which parents can obtain from the school. Although there is no evidence of these rules around school, all pupils display good levels of self-discipline resulting in a well ordered community.

21 The provision for social development is good. Social skills are developed successfully during lesson times, break and lunch times. All pupils are expected to take turns at a very early age. School routines such as table service at lunchtime and staffing the telephone help pupils develop appropriate social skills. A positive and caring ethos promotes the total involvement of pupils with special educational needs in all aspects of school life. An awareness of citizenship is developed through monthly visits to the nearby home for the elderly to play bingo. The residents also attend functions at the school and go on outings that are planned by the older pupils. Pupils are encouraged to consider those less fortunate than themselves and have regular collections for organisations such as 'Dr Barnardo's' and 'Red Nose Day'. 'Special Mention' certificates are awarded to pupils who achieve academic targets or show kindness in any way. Key Stage 1 classes have 'special books' that contain letters from parents or other adults about children who have carried out a kind act. Certificates and stickers reinforce this behaviour.

22 The cultural development of pupils is good. All pupils are encouraged to appreciate and celebrate their own cultures. The pupils from ethnic minority backgrounds contribute to the school's celebration of the beliefs and traditions of other cultures. This is mainly achieved through the religious education

curriculum and the study of festivals such as Diwali, Christmas and Easter. Pupils are given opportunities to appreciate art in their lessons, as when discussing and working in the style of Matisse and Van Gogh. Musical appreciation is encouraged through listening to a range of world music at the start of collective worship and through arts events, for example Asian and Afro-Caribbean song, dance and life. Pupils develop awareness of British culture through the study of history, geography, art and music. Visits are often arranged to historical sites and the impact of people on the local environment throughout history is studied. The school takes part in the annual Preston Schools Music Festival and a sense of enjoyment is evident in the preparation for this.

Support, guidance and pupils' welfare

- 23 Pupils receive good academic support and very good pastoral support on a day to day basis. In most classes they are given good advice as to how they can improve their work, and individual targets are beginning to be set to help them. The school nurtures the pupils during their time in school. It provides opportunities for them to take on tasks and develop a responsible attitude to their work and to others as they grow older.
- 24 Arrangements for promoting good behaviour are very clear and effective. They are administered unobtrusively, with the patterns established in reception carried on through the school. This contributes to the good behaviour in classrooms, assemblies and when the pupils go out into the community.
- 25 Good attendance is promoted by very good monitoring. The head teacher has managed to dissuade most parents from taking their children on holiday during term time. Registers are kept in accordance with statutory requirements.
- 26 The school is in the process of addressing the need for a systematic approach to personal and social education to supplement the health and drugs issues that are taught through the science curriculum. Satisfactory procedures are in place for child protection. School meals are well cooked and palatable, but there is no healthy eating policy yet in the school and sweets are still sometimes given as rewards in class and assemblies. Health and safety issues are carefully addressed, including the provision of sensible measures to deal with building work in the playground.

Partnership with parents and the community

- 27 The school forms a very good partnership with parents and the community. At the pre-inspection meeting, parents were approving of the school and their opportunities for involvement in it. Questionnaires were overwhelmingly supportive of the work of the school although a few parents had reservations about the way the complaints system operated and felt the school could be more welcoming. Inspectors found that the school is open and welcoming towards parents, and that there are clear procedures for handling complaints, although there were none during the inspection week.
- 28 The school provides informative booklets and frequent newsletters. Good quality 'Stepping Out' booklets provide specific advice to parents on how to help their children's learning and recently a parents' library has been established. Reports to parents are good. They report progress appropriately

and contain some targets for improvement. The parents of pupils with special educational needs are involved in their children's progress. They are involved as soon as a need is identified. They are shown copies of individual education plans and are encouraged to support their children at home. Their children's progress is discussed with them at the twice-yearly parents' meeting and at other times in the school year if there is cause for concern either from the school or the parent.

- 29 The majority of parents are very involved in the life of the school and in their children's learning. One teacher has special responsibility for liaising with parents. Large numbers of parents volunteer to work in classrooms, act as escorts and support fundraising and educational initiatives. For example over 70 parents attended a literacy meeting. Some parents have attended 'Parents as Educators' courses and one has gone on to take further educational qualifications.
- 30 The school has many links with the parish, which are embedded in its life and are of great benefit to pupils and teachers. It is used as a place of worship and there are many groups and organisations such as Rainbows and Brownies who meet there. Parishioners offer their services generously and help in many ways, in classrooms and also by fundraising. Two groups operate in support of the school, the Parents, Teachers and Friends Group, and the Friends of St Peter's, a group of parishioners who have continued to raise money for the school after fulfilling its initial purpose, which was to raise the funds to build it some years ago.
- 31 Links with other schools are good. Teachers visit local nurseries to meet pupils before they start in reception, to begin the process of information gathering and to make pupils and parents familiar with routines. Induction and support procedures for pupils new to the school at whatever age are very good and greatly appreciated by parents. There are links to local areas of interest and also to a nearby elderly people's home where Year 5 and 6 pupils regularly play bingo with the residents. These contacts are very good and enrich the experience of both pupils and residents.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 32 The school is well led and managed. The headteacher, who has been in post just over two years, has established a clear educational direction and sense of purpose for the school. The recently formed senior management team has clear terms of reference and the open style of leadership favoured by the head is enabling the staff involved to become more proactive in their work. A strong sense of teamwork is evident amongst Key Stage 1 staff, and is growing amongst Key Stage 2 staff. The head has been particularly instrumental in bringing about the improvement in the quality of teachers' planning and in raising standards in information technology, both identified as areas of weakness in the previous inspection.
- 33 The governing body is very supportive of the school. It is well organised and conducts its business efficiently through an appropriate structure of committees that have clear terms of reference. However, governors have not been as involved as they might have been in monitoring the standards achieved by pupils. For example, the low attainment at the end of Key Stage 1 came as a surprise to some. The development of their monitoring role is part of the current school development plan. Governors are appropriately involved in setting the targets for literacy and numeracy and in reviewing and

establishing priorities in the school development plan. They attend relevant courses. Each governor is assigned to a subject although not all are yet involved to any great degree in these. The chair of governors assists teachers in the classroom. In her role as literacy governor, she has observed literacy sessions in the school, and in her role as designated special educational needs governor she takes a particular interest in how these pupils are progressing. The chair of finance, who has considerable expertise in information technology, works with pupils and alongside teachers to improve standards and resources in this subject. His support for the head, the staff and the pupils in this area is invaluable.

- 34 Governors have a strategic view of the school's development over the next three years. This is clearly articulated in a well-presented school development plan. Relevant priorities have been selected for the current year and the school is checking that it is meeting the agreed targets as the year proceeds. Governors, staff and parents are appropriately involved in the development planning process. The school has satisfactorily addressed most of the key issues identified in the previous report and is suitably placed to continue to improve.
- 35 Teaching and curriculum development are not sufficiently monitored. The headteacher has undertaken some training with regard to classroom observations and the co-ordinator for literacy has observed teaching. The role of the curriculum co-ordinator is clearly defined with regard to checking planning and looking at samples of pupils' work. In theory, co-ordinators have designated non-contact time to carry out their duties, but due to staff illness, they have not had this time recently. The impact of the work they have done is evident in the revision of policies and schemes of work as a result of the reduced time for foundation subjects. So far, however, this has had little direct impact on teaching, particularly with regard to the progress pupils should make.
- 36 There is a very positive and Christian ethos in the school that successfully creates a caring, stimulating and motivating learning environment in which each person is equally valued. The school's mission statement and aims are suitably reflected in its life and work and help to foster the very good relationships that are evident throughout its community. There is a clear commitment to raising standards and appropriate targets have been set to achieve this. The steps needed to achieve the targets, however, while articulated in the school development plan, are not yet firmly embedded in its work.
- 37 The governing body fully meets its responsibilities with regard to special educational needs and appropriate systems are in place. The governor with responsibility for special educational needs is actively involved and the policy is reviewed regularly by the co-ordinator. All other statutory requirements are met with the exception of teacher appraisal. Although professional development reviews have been held annually, the appraisal system has been in abeyance. Re-establishing the appraisal process is one of the priorities in the current school development plan.

Staffing, accommodation and learning resources

- 38 The school has sufficient experienced and suitably qualified teachers to meet the demands of the National Curriculum, religious education and the education of children under five. Teachers are deployed appropriately and have responsibilities that are suitably matched to their initial qualification or their acquired expertise. Teachers work well together both in the planning and delivery of the

curriculum and this has a positive impact on pupils' progress.

- 39 There is an adequate number of non-teaching staff and parents and other adults, a number of whom have undertaken training to develop their skills to provide effective additional support. Support staff are involved appropriately in the planning of work, but teachers do not always explain their precise role. Occasionally, in Key Stage 1, a specialist teacher assistant has to deal with too many activities and too many pupils, and is unable to interact with each group effectively to ensure that all pupils make progress. In addition, teachers do not always interact sufficiently with the pupils working in these withdrawal groups, therefore teaching opportunities are lost and pupils' progress is impeded.
- 40 There is appropriate staffing for pupils with special educational needs. The co-ordinator manages provision well and the support teacher provides effective additional help to develop pupils' skills, particularly in literacy. All teachers are appropriately involved in drawing up individual education plans, which are effective in meeting pupils' needs. The school secretary provides good efficient support, and lunchtime staff maintain a good level of supervision for the pupils.
- 41 Effective procedures are in place for the identification of teachers' professional development needs and priorities are linked appropriately to the school development plan. All staff have access to a range of professional development opportunities, and the headteacher has taken measures to extend staff involvement beyond subject expertise into the area of leadership and management. Appropriate steps have been taken to identify the training needs for the school as a whole, as exemplified in the current focus on assessment, target setting and the tracking of pupils' progress.
- 42 Procedures for the induction and mentoring of newly qualified teachers are not in place. However, an induction programme, which will include support for all teachers newly appointed to the school, is included in the school's development plan. At present, teacher appraisal is not undertaken. The school's policy has been reviewed and, through professional development interviews, job descriptions have been updated to include specific responsibilities. The re-launch of staff appraisal, following guidance from the local authority, is identified by the school as a priority.
- 43 Accommodation remains unsatisfactory despite the great progress made by the school in improving the provision and use of space since the last inspection. Valuable additional space has been created by covering over two quadrangles, partitioning off a central classroom and improving library facilities to provide a teaching area. When completed, current building work will further enhance provision, and in particular will increase the size of the Year 4 classroom, which is extremely small. The space available for Year 6 pupils is inadequate, but the school plans additional alterations to extend this area. Given the restrictions of space, classrooms are generally well organised and colourful displays promote learning, value pupils' work and celebrate their achievements. The building is very clean and well maintained by the site supervisor and cleaning staff. There is a lack of suitable internal provision for access for the disabled. Although currently restricted by building work, the outside areas of the school are of a good size and are well used for a range of games and activities to support the curriculum. Improvements to the school grounds and play facilities are part of a five-year development plan to follow the completion of the building works.
- 44 The range and quality of resources across the school are satisfactory in most subjects. Although resources for music have increased since the last inspection, they remain inadequate in terms of instruments that pupils can use to compose and play tunes. In design and technology, many tools are blunt and in need of replacement. Resources for English and history are good, and effective use is made of the library and museum loan services. Since the previous inspection, there has been a large increase in resources for information technology. These are now satisfactory. Good use is made of

them and the school is steadily building up an appropriate range of software to cover all curricular areas. Learning resources are generally appropriately stored to allow ready access to both staff and pupils. Resources for science are now more accessible for Key Stage 1 and the provision of power sockets has increased since the previous report. Library provision is satisfactory. There is a good range of books, which is well used by pupils and staff. All classrooms have resources relevant to the curriculum being taught and effective use is made of displays of reference materials. Pupils experience a good range of visits to places of interest, for example, local shops and museums, Ribchester and Borwick Hall, and these visits greatly enhance the curriculum.

The efficiency of the school

- 45 The management of the school continues to make efficient use of its resources. The quality of financial planning is good and supports appropriate educational developments. The governing body, through the finance committee and in conjunction with the headteacher, fulfills its responsibilities in planning the effective use of resources. This can be seen in the careful researching of available grants and resources to fund several extensions to the school building and in the acquisition of computer hardware.
- 46 The school closely monitors its expenditure and the governing body regularly receives financial information. The chair of the finance committee helps in school and liaises closely with the headteacher over spending issues. Effective financial controls are in place. Efficient and effective use is made of the identified funding within the budget for pupils with special educational needs. The grant for the Literacy Strategy has been used appropriately and further resources have been purchased from the school's own budget. Money from the Standards Fund has been used appropriately to reduce the size of classes in Key Stage 1. The governing body is also beginning to draw up procedures to measure the impact of spending on standards within the school, for example the spending on resources for the Literacy Hour.
- 47 Well-established administrative systems result in efficient day to day management and an orderly and purposeful environment that enables teachers to focus on their work with pupils. The school secretary exercises a good level of control in the processing and reconciliation of orders. She is efficient in producing the financial data to inform the spending decisions made by the headteacher and governors, and carries out other office duties diligently. Other teaching and non-teaching staff are deployed effectively. However, at times the support staff are not sufficiently well briefed and, in some instances, over-used. Time and learning resources are utilised efficiently, The school makes the best use it can of the accommodation available to it.
- 48 Pupils enter the school with levels of attainment which are below those expected nationally; they make satisfactory progress and leave with levels of attainment which are above the national standards and in line with the standards achieved in schools of a similar nature. Attitudes to learning and behaviour are good. Pupils respond well to the teachers and to the satisfactory educational provision made for them. Units costs per pupil are lower than average. These factors, together with the positive learning ethos engendered, result in the school providing satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

49 Provision for children under five is in the reception class. Children are admitted in the September of the year in which they become five and a very good induction programme ensures that they feel safe and secure within the school community. Formal baseline assessment of the children takes place on entry and when leaving the reception class. Discussions with teachers and other staff, and an analysis of assessments provide evidence that the attainment of the majority of children on entry is slightly below that expected for their age. However, satisfactory progress is made and, by the age of five, the majority achieve the desired objectives in all areas of learning and begin to work on the Key Stage 1 programmes of study.

Language and Literacy

50 Progress in language development is good. Children acquire satisfactory language and literacy skills and are able to write their name and some key words. The more able can write short sentences. Work is planned according to the Literacy Strategy and group-reading tasks have a good impact on children's progress. They recognise that print has meaning, and use both picture and sound cues to read familiar words. They answer questions confidently, speak clearly and listen attentively to each other and to the teacher. The children learn how to form letters correctly and the higher attaining children have a good knowledge of phonics.

Mathematics

51 In the area of mathematical development, children show satisfactory progress in their understanding of number. The majority of children can write numbers to 12 correctly. They understand the terms 'more' and 'less than', and can add or take away 1. Higher attainers can identify numbers to 100, can recall some number bonds to 10, and are able to count on in 10s. All pupils can identify and write 'o'clock' times and the majority can identify the time of day when certain events happen. Many children are able to use and understand appropriate mathematical vocabulary and can name common two-dimensional shapes. Higher attainers use terms such as vertical, horizontal and diagonal accurately, and understand that squares have corners.

Knowledge and Understanding of the world

52 Children gain a sound knowledge and understanding of their world and make satisfactory progress in this area. They eagerly investigate which articles will sink and which will float. In the study of weather children begin to develop systematic inquiry by asking and answering the questions 'How?' and 'Why?' In a lesson to demonstrate that clouds are made up of tiny water droplets, the children observe and describe accurately what they see, using appropriate language, for example, mist, steam and evaporates. They talk about fumes, fog and clouds with some understanding of their differences. Higher attaining children can explain the process of evaporation and apply it to water falling from a cloud to form a stream. They gain an understanding of the passage of time by discussing events in their past and in the future. Through simple map work and trips to the local shop they develop a sense of place.

Physical Development

53 Children make appropriate progress in this area. During the first term they are given the opportunity to experience an 'adventure playground' type play in the hall which includes slide and wheeled apparatus. As they move through the year they participate in whole class activities in the hall becoming aware of

space and performing simple tasks of running, jumping and balancing with a growing confidence and control. They can manipulate small pieces of jigsaw, handle pencils correctly and use construction pieces to make models. They also use scissors, glue, paint and crayons appropriately.

Creative Development

- 54 Children make good progress in this area, especially music. They are given a good range of stimulating activities and can name and use most untuned percussion instruments well. They can keep a steady beat and use instruments to accompany their singing. They are beginning to understand that sound vibrates through the air. In art, children use a variety of media to create different effects. For example the shiny cellophane used to represent flames and cotton wool for snow. Using paint to make fish they practise a writing pattern to represent the scales.

Personal and Social Development

- 55 Progression in the children's personal and social development is good. The majority of children listen well and take turns in speaking. Behaviour is good and they form good relationships with adults other pupils and develop social play. They carry out simple instructions. They work with a good degree of concentration on focused activities.
- 56 Overall the quality of teaching for children under five is consistently good across all areas of learning. Both teaching and support staff are secure in their knowledge of the areas of learning and the first level of the National Curriculum. They are effectively deployed and work together well as a team. Planning is effective, covering the six areas of learning initially and, as children progress, addressing the National Curriculum. Expectations of both learning and behaviour are consistently high and these are based upon the secure knowledge and understanding of the needs of the children. The environment is well organised to support learning, and relationships are good. Time and resources are used to best advantage. Assessment procedures are appropriate.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 57 The results of the 1998 end of Key Stage 2 tests in English are well above the national average and in line with the average for similar schools. The percentage of pupils achieving the higher grades is well above that found nationally. Attainment in English has risen over the last three years. **The attainment of pupils currently at the end of Key Stage 2 is in line with the national average.**
- 58 The results of the 1998 end of Key Stage 1 tests in English indicate that in reading, attainment is in line with the national average, and in writing, it is well below the national average. In reading, the percentage of pupils achieving the higher grades is above that found nationally, and in writing it is close to the national average. However, the reading results are below, and the writing results well below those found in similar schools. Attainment in reading and writing at the end of Key Stage 1 has fallen over the last three years. In 1998 there was a larger than usual number of pupils with special educational needs that affected the results for that year. There is a more even spread of ability in the current Year 2 class, and **the attainment of pupils currently at the end of Key Stage 1 is broadly in line with the national average.**
- 59 Pupils make satisfactory progress in Key Stage 1 and by the end of the key stage, most can listen well and speak with confidence. They participate readily in whole class discussions during the Literacy Hour

shared reading activity and Year 2 pupils make some sound attempts to talk on a particular topic for one minute. Reading is satisfactory. Pupils appreciate and enjoy books although home reading books lack breadth and interest. Early readers acquire satisfactory phonic awareness and employ a range of strategies to decode unfamiliar words, for example, 'look and say', referring to the picture or to the context of the writing. This range is not used well by some of the older pupils in the key stage. The majority of pupils identify the name and author of books and can use the contents page. Most can write legibly for a suitably wide variety of purpose and audience. However, this writing often lacks content, mostly because of the lack of teacher interaction with pupils as they work independently in groups. Higher attaining pupils write in simple sentences and phrases using capital letters and full stops accurately and are beginning to understand story structure. Pupils are beginning to be able to use information books to extract facts. The library and topic books are used well.

- 60 Pupils continue to make satisfactory progress in Key Stage 2. By the end of this key stage, all can talk confidently and have acquired a greatly increased range of vocabulary, which they use well to express opinions during group reading sessions. They listen well in a variety of situations and talk confidently to adults and in front of other pupils. The great majority can read satisfactorily and the higher attainers enjoy challenging texts. They talk about the content of their books and some can empathise with the characters. Year 4 pupils learn about some of the techniques authors use to create atmosphere in their books and about the conventions of writing. They begin to apply these in their own work in the 'Literacy Hour', and their writing becomes more creative as a result. They understand how to write book reviews, and how to draft and edit their work, often using the computer to do so. By Year 6, pupils use accurately a wide range of grammatical conventions. They develop an appreciation and understanding of poetry and use a good range of descriptive language both when writing and when answering questions about text or explaining their reading preferences. They know the difference between fiction and non-fiction and enjoy reading both. They can find information quickly by using index and contents pages very competently and also by skimming and scanning texts appropriately.
- 61 Pupils use their literacy skills satisfactorily in most subjects. Year 4 pupils, for example, demonstrate good information retrieval skills when writing about the life of Sir Francis Drake. In science, pupils develop these skills further through their written accounts of investigations.
- 62 Pupils with special educational needs make satisfactory progress towards the appropriate language targets set for them in their individual education plans.
- 63 Pupils show positive attitudes to learning, listen well, take turns to contribute and are interested in what their teachers and other pupils have to say. Relationships are very good. Work is generally well presented and behaviour during lessons is good.
- 64 The quality of teaching is mostly satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, 20 per cent of teaching is good, 80 per cent is satisfactory and twenty per cent is less than satisfactory. In Key Stage 2, teaching is never less than satisfactory and in 80 per cent of lessons it is good. This is an improvement since the previous inspection where teaching was said to have only 'some good elements'. All teachers display good questioning techniques and have a secure knowledge and understanding of this subject. The Literacy Strategy was implemented in February this year. All staff have been very well inducted by the curriculum co-ordinator and are now using the strategy to provide a secure framework for their medium and short term planning. However, in short term planning, aspects of group work are not always sufficiently planned to ensure that pupils make satisfactory progress. For example, teachers are very successful in promoting independent group work by the pupils, but lack of intervention in this work results in some insecurity for pupils and a limited amount of content in writing activities. Occasionally this leads to a less than satisfactory lesson, for example, with Year 1 pupils. In the best lessons, teachers are skilled at questioning pupils as they share texts at the

beginning of the session, drawing on what they know and challenging them with vocabulary such as genre, fiction and fantasy. Effective group work then enables pupils to make considerable progress in using similar conventions in their writing of their own account of Sir Francis Drake's voyage in Year 4. The teacher then circulates to ensure that pupils are on task and provides good encouragement for those who need more confidence to proceed with information retrieval skills. The whole class session at the end is then used very effectively to share examples of good work and highlight sensitively some targets for improvement so that all pupils can improve their work when they return to it in the next lesson. The assessment that takes place on a day to day basis to ensure that pupils' have consolidated knowledge is not used consistently throughout the school to plan what pupils will do next. Similarly, formal assessment procedures are in place but what is learned from them is not being used effectively to plan strategies to improve areas of weakness.

- 65 The co-ordinator leads the subject well and supports colleagues effectively. She regularly checks planning and samples pupils' work. She has clear targets for the subject including the checking of the draft writing and speaking and listening policies alongside the Literacy Hour activities. Resources for the teaching of English are good and effective use is made of information technology for pupils to print out their work and gather information. Grants for the Literacy Strategy have been used appropriately and there is a good library which pupils use regularly. All statutory requirements are met.

Mathematics

- 66 The 1998 end of Key Stage 2 tests results are well above the national average, and above the average for similar schools. The percentage of pupils achieving the higher grades is well above the national average.
- 67 **The attainment of pupils currently at the end of Key Stage 2 is in line with the national average and they make satisfactory progress.** The progress made by many pupils in individual lessons is good. However, when all evidence is taken into account, including the scrutiny of past work and discussions with pupils, it is clear that pupils make satisfactory progress overall.
- 68 The results of the 1998 tests indicate that attainment at the end of Key Stage 1 is very low in comparison with both the national average and the average for similar schools. The percentage of pupils achieving the higher grades is well below the national average. **The attainment of pupils currently at the end of Key Stage 1 is in line with the national average and their progress is satisfactory.**
- 69 Analysis of the National Curriculum results over the last three years shows a downward trend at the end of both key stages. However, the greater emphasis placed on pupils' mental agility, and a clearer focus in teachers' planning, are both contributing to the improvement seen in the current cohort of pupils.
- 70 In Key Stage 1 the majority of pupils learn to deal with numbers to 100 and beyond and demonstrate a growing understanding of tens and units place value. Most pupils in Year 1 can add and subtract accurately to 10, some with the support of apparatus, and many can identify patterns in number. Pupils understand the difference between odd and even numbers and many can calculate 2 or 10 more or less than a given number. They recognise and use simple fractions confidently and most can find a half or quarter of a given shape. Some can find a fraction of a number, using cubes. By the end of Key Stage 1 pupils can add and subtract to 20, with higher attainers having good mental recall of the answers. Most can add and subtract tens and units and higher attainers can work with carrying forward and exchanging tens for units. Many pupils understand the concept of multiplication and are beginning to carry out multiplication by 2, 3 and 5. Higher attainers are able to divide numbers to 20, using the concepts of equal sharing and grouping. Many pupils are beginning to gain sound mental mathematical

skills because of the increased emphasis placed upon mental arithmetic work. Most pupils can name a range of two and three-dimensional shapes. They use both non-standard and standard measures and can estimate and measure accurately using centimetres. Pupils find and compare the areas of shapes by counting squares and many can correctly identify line symmetry in shape. Most pupils recognise coins in everyday use and can calculate and give change up to 50p. Pupils have a developing understanding of numerical data. They can organise data on a chart, use a scaled axis and collect and interpret data on a block graph.

- 71 In Key Stage 2, pupils continue to make satisfactory progress. In Year 3, they extend their understanding of working with hundreds. The majority comfortably add and subtract single digits to and from two digit numbers mentally, and they use their understanding of doubling to add two tens and units numbers together. Pupils can round up or down to the nearest 10 and apply this knowledge when adding or subtracting 9 or 11. Pupils extend their concept of multiplication to include the 4 and 10 times tables, and the majority are able to work with money to 99p. In Year 4 pupils explore number sequences and use number facts to 100 with increased mental confidence. They are able to find missing numbers in sums of addition, subtraction and multiplication, and understand multiplication as repeated addition, using a calculator with larger numbers. Pupils have experience of multiplication tables to 10, and many are able to find change from £5. Most pupils are familiar with standard units of measurement for length, mass, capacity and time. They are able to estimate appropriately and understand the need to select the appropriate unit for accuracy in measurement. Pupils in Year 5 work with numbers to 9,999 with higher attainers working up to 999,999. They are familiar with decimal notation to two places and many can express decimal equivalence in fractions and percentages and can multiply and divide to one place of decimals. Most pupils work with multiplication facts to 10 and higher attainers are able to multiply by a two-digit number. Pupils are able to use grouped tallies for the collection of information, analyse data and interpret charts and graphs. They use standard units of measurement for length and mass with confidence and higher attainers can draw and measure angles in degrees with accuracy. In Year 6, pupils work with numbers to hundreds of thousands and have a sound understanding of place value. They have reasonable competency in using number to solve problems, and many work accurately with fractions, decimals and percentages. Higher attainers confidently add, subtract, multiply and divide to two places of decimal. Average and higher attaining pupils are familiar with both multiplication and division by two digits, and most pupils are familiar with multiples and factors of numbers. Pupils use appropriate units of length, mass, time and volume in everyday situations. Most are able to calculate the area of regular and irregular shapes by counting, estimation and formula, and average and higher attainers can construct and measure the angles in triangles, classifying them by their properties. Pupils have a growing understanding of the interpretation of data, including frequency tables and pie charts, and use information technology competently to produce these. Most understand the concept of probability, can predict outcomes, using terms such as 'fair, certain, likely, impossible', and know the meaning of 'range, mode and mean'.
- 72 Pupils do not readily use their numeracy skills in other subjects, however. There is no whole school approach to developing numeracy and the present policy for mathematics does not address this issue.
- 73 Pupils' attitudes to learning are satisfactory in Key Stage 1 and good in Key Stage 2. Most pupils enjoy mathematics. This is evident in the way they listen to their teacher with attention, answer questions willingly and work with sustained interest and concentration. Since the last inspection, there has been a considerable improvement in accommodation, and conditions no longer have a detrimental affect on concentration. Most pupils settle to their tasks quickly but some pupils in Key Stage 1 take time to settle and are easily distracted. When appropriate, pupils discuss and share each other's ideas sensibly, and work together well when sharing resources. Behaviour is good, as are relationships with adults. This promotes a productive working ethos that makes a positive impact on attainment and progress.

- 74 The quality of teaching is satisfactory in all lessons seen and in just over 66 percent of lessons, is good. Teaching is satisfactory in all lessons at Key Stage 1 and good in all lessons at Key Stage 2. Teachers usually manage and organise their classes well, but in Key Stage 1 there are occasions when pupils withdrawn from the class to work with support staff or parents have insufficient teacher input during a session and therefore opportunities to extend their learning are missed. Teachers have a secure knowledge of their subject and usually have appropriate expectations of pupils' attainment. Lessons have good pace. Planning normally builds effectively upon pupils' previous learning, but some teachers are not sufficiently clear about the small steps needed to move on pupils' learning, and raise their attainment. Teachers maintain firm control through good positive relationships. A feature of the better lessons is the way that questioning is used to check and challenge pupils' understanding. In a Year 4 lesson on measurement, the need for accuracy is stressed by questions focusing on the unreliability of using non-standard 'body parts' in measurement. During a lesson to introduce percentages in Year 5, questions on the pupils' existing knowledge of the meaning of 'cent', for example in foreign currency, are very effective in developing their understanding. One of the weaker elements of teaching is the marking of pupils' work, which is not consistent and often lacks positive comments or targets for improvement.
- 75 Although the school has not yet implemented the National Numeracy Project, there has been an increased emphasis on mental agility, and this is helping to raise standards in Key Stage 1. Throughout the school there is a good balance of work across all aspects of mathematics and appropriate structure is provided through the commercial scheme. The scheme is used appropriately to meet the needs of pupils of differing levels of attainment, and this represents an improvement from the last inspection. Sound procedures for assessment, including annual testing, are in place, and teachers' on-going assessment is based upon tasks identified in the scheme of work. The use made of assessment information is not yet fully developed. In Key Stage 2, information technology is used for data handling and pupils learn how to use spreadsheets, but information technology does not yet fully support pupils' learning in this subject. Leadership of the subject is satisfactory, although as yet, the co-ordinator has had little opportunity to influence developments, particularly in Key Stage 1. All statutory requirements are met.

Science

- 76 The results of the National Curriculum tests show the attainment of the majority of pupils at the end of Key Stage 2 to be in line with the national average. In comparison with similar schools, pupils' performance in the science tests is well below average. The percentage of pupils achieving the higher grades is below the national average. **The attainment of pupils currently at the end of Key Stage 2 is in line with the national average and their progress is satisfactory.** The progress made by pupils in some lessons is good, but when all evidence, including a scrutiny of pupils' past work, is taken into account, pupils make satisfactory progress overall.
- 77 The attainment of the majority of pupils at the end of Key Stage 1 is satisfactory. This is similar to the teacher assessments for pupils aged 7 in 1998. In comparison with similar schools in 1998, the number of pupils attaining the level expected is well below average, and the number attaining higher grades, is below average. **The attainment of pupils currently at the end of Key Stage 1 is in line with that expected nationally.**
- 78 In an attempt to raise standards the school has recently introduced a new scheme of work, in which pupils re-visit areas of study and the progression and continuity of scientific skills is carefully planned.

A clearer focus on pupils' investigative skills is also targeted. Although it is very early days, initial indications are that this is proving successful, and that the scheme is addressing the weakness identified in the last inspection, where investigative work was not always developed progressively, and the purpose of some lessons was unclear.

- 79 Pupils make satisfactory progress in Key Stage 1 and undertake practical tasks to develop their knowledge and understanding. In Year 1, pupils begin to make connections between a material's shape and weight when investigating which materials float or sink. They are able to predict sensibly, test their ideas, record results, and check their findings. Pupils in Year 2 develop an understanding of the properties of materials when predicting what might happen when materials are heated or burned. They understand the effect of heat and can explain how a jelly becomes a liquid. They are aware of change brought about by life processes and human intervention, and can describe the process by which a seed becomes a loaf of bread. Pupils gain an understanding of both humans and plants as organisms and know that healthy food is necessary for a healthy body. Pupils are aware of physical processes involving electricity, light and sound. They recognise everyday appliances that use electricity, and know that a complete circuit is necessary for a light bulb to work. Pupils can describe different qualities of sound through conducting a sound survey, and understand that sounds grow fainter as they move further away.
- 80 Satisfactory progress continues in Key Stage 2. In Year 3, pupils study life processes through observation of tadpoles and earthworms. They know that animals grow, breathe, reproduce and feed, and pupils are able to conduct simple experiments to observe and record accurately the movement and reaction of an earthworm to touch. Pupils are aware of the preferred conditions for the habit of an earthworm and show appropriate concern for its safety in the classroom. Based on their study of light, pupils in Year 4 develop their understanding of systematic enquiry. They ask questions, predict results, experiment, draw conclusions and evaluate their findings as they investigate why light passes through some objects but not others. Pupils recognise the need for carrying out a fair test and they are able to record their findings using charts and tables. Higher attainers are able to predict accurately, which materials will cast shadows, and many pupils are able to pose their own questions, for example, why light bounces off a mirror. Pupils in Year 5 are introduced to the concept that pitch and loudness can be changed, through their investigation of sounds produced by vibration. Many pupils are able to use appropriate vocabulary to explain their results, and most are able to draw relevant conclusions regarding the thickness and length of elastic bands and the depth of the box. Pupils are able to investigate methodically and most can record their results in a variety of ways. By the end of Key Stage 2, pupils in Year 6 demonstrate a sound understanding of plants as organisms, using appropriate terminology, for example, pollination and life cycle. Higher attaining pupils are able to explain in detail the process of photosynthesis. Pupils have an understanding of living things in their environment, and are aware that food chains indicate feeding links between species. Pupils are able to classify animals and are aware of the protection needed by living creatures. Many pupils understand the difference between reversible and non-reversible change and are aware that some solids dissolve and others do not. Pupils undertake investigations. They are able to construct a series circuit and experiment to discover materials that conduct electricity.
- 81 Pupils with special educational needs are fully involved in scientific activities and make satisfactory progress. This is particularly so, when additional adult support is available to them so that investigations can be fully explained and help provided in the recording of results.
- 82 Pupils' attitudes to learning are positive and their response in lessons is at least satisfactory in both key stages. Pupils show curiosity and interest when involved in practical activities. The majority work with obvious enjoyment. They sustain concentration and co-operate together well when sharing equipment. Pupils handle resources carefully with due regard to safety. Behaviour is usually good, although a minority of younger pupils can become over excited when undertaking investigations.

- 83 The quality of teaching is at least satisfactory in all lessons seen and in over 66 percent of lessons, is good. In Key Stage 1, teaching is satisfactory in 50 percent and good in a further 50 percent. In Key Stage 2, teaching is satisfactory in 25 percent of lessons and good in a further 75 percent. All teachers show they have a sound subject knowledge by the way they use correct scientific vocabulary and by their understanding of the process of systematic enquiry. Questioning is used effectively to establish what pupils already know, to focus attention on the key points and to check and assess pupils' understanding. Teachers' management and organisation is usually good and lessons are well resourced. Where teaching is particularly good, teachers allow pupils to show initiative and take some responsibility for their own learning. Pupils' literacy skills are developed effectively through their written accounts of investigations, but insufficient use is made of information technology to support pupils' learning.
- 84 The co-ordinator for science has good subject knowledge and expertise and she is able to support and advise other staff effectively. She has correctly addressed the need to provide a more structured curriculum in order to raise pupils' attainment. Medium term planning is still being developed and is not yet effective in ensuring that pupils' learning is continuous throughout the school. However, appropriate guidance is now available to teachers. The need to develop pupils' investigational skills is highlighted within the scheme and detailed guidance is given in order to develop an appropriate scientific vocabulary. Opportunities to assess the progress made by pupils are identified, but the use made of assessment information to inform future planning is not yet embedded in teachers' work. The contribution made by work carried out at home by pupils, particularly through the paired science programme in Year 2, makes a significant contribution to the development of pupils' understanding of science in daily life. Resources are adequate and effective use is made of specialist equipment borrowed from the local high school. Staff from the high school provide good support and outside speakers extend pupils' learning effectively, for example covering work on the circulatory system and on forces. Pupils benefit from performances by the Floating Point Science Theatre, and visits to the Sealife Centre enhance work on water and habitats. Since the last inspection, resources have been re-organised and are fully accessible to teachers and pupils in Key Stage 1. All statutory requirements are met.

OTHER SUBJECTS OR COURSES

Information Technology (ICT)

- 85 Attainment exceeds the national expectation at the end of Key Stage 1, and is in line with it at the end of Key Stage 2. All pupils, including those with special educational needs, make good progress as they move through the school. This is brought about by the very effective way in which their access to information technology (ICT), including the computers, is organised and supervised by their teachers and by the extensive and very effective involvement of an 'expert' governor.
- 86 In Key Stage 1, pupils further develop the mouse control skills they learn in the reception class by using it to edit their texts and correct spellings and grammar in what they write and draw. They can move objects around the screen and can follow lines around a screen overlay. More confident pupils can also erase their errors and re-do their drawings until they are accurate. By the end of the key stage, most can write stories and create pictures, save their work and retrieve and improve it when they next come to the computer. They use drop-down menus appropriately and know that they have to give instructions one at a time for the computer to respond accurately. They can colour in and label

their drawings.

- 87 In Key Stage 2, pupils learn about the different purposes of tool bars and menu bars. They know the different functions of the pointer and the cursor on the screen and can explain what happens when they use 'home' and 'end' keys, arrow keys and some function keys for shortcuts. They learn how files, text, new line characters and spaces are stored in the computer, and what happens when they do not give accurate, logical instructions. They produce detailed colour pictures of Tudor houses using art software and extend this to creating imaginative 'cold' pictures using different shades of blues and greys associated with winter. They can add text to their pictures. Towards the end of the key stage, pupils can write a set of commands to draw a shape on the screen, enter these and see if they produce the desired effect. They do this to create the shapes of various Egyptian artefacts and accurate maps complete with co-ordinates. Throughout the key stage, they become increasingly more able to handle information, collating and interpreting it in the form of pie charts, bar charts and spreadsheets to show what they have found. By the end of the key stage, they can change layout and font, highlight, colour and amend text, and use the computer to access various forms of information. They are less secure in using ICT based models and simulations, or in using ICT systems to sense physical data because the software for these purposes is very new in the school, and they have not yet had sufficient opportunity to develop the skills required.
- 88 Pupils have very positive attitudes to, and show a keen interest in, ICT. Their behaviour is very good and they respond with enthusiasm to the teaching input from all adults. They sometimes have to share equipment and they co-operate well. Concentration levels are high when they are working at the computer and they make good use of the ICT facilities at lunchtime. They confidently try out new tools and menus and are aware of their responsibility to use and handle hardware and software with care.
- 89 Only one lesson was seen where direct teaching of ICT took place. In this lesson the teaching was outstanding, a result of very effective teamwork between the teacher and the governor involved, that enables all pupils, including those with special educational needs, to make excellent progress relevant to their prior attainment. Through the very effective questioning by the teacher, pupils' learning about the functions of different keys, menu bars and tool bars is consolidated extremely well. They become increasingly clear about the differences between a new application and one they had used previously. Further, they are very well taught about what happens inside the computer when they give a command, including a wrong one, reinforcing the need for careful and accurate instructions.
- 90 The teaching input and the quality of teaching has improved since the previous inspection. Pupils are now well supervised by the teacher, support assistant or a governor who works with them for substantial periods in the week. Teachers' knowledge and understanding is sound and they plan appropriately to include the use of ICT in those subject for which they have the relevant software, for example, mathematics and art. In Key Stage 1, pupils often work away from the teacher, with support staff and parents, on well planned ICT activities, for which staff are well briefed. In Key Stage 2 when they work away from the teacher, it is usually with a governor, who has a keen involvement in the subject. He has been instrumental in producing a wide range of materials that build up teachers' confidence and ensure that all pupils make progress by building on the skills they already have, whether acquired at home or in school. Relationships are very good at all levels. Time and resources are well used to promote learning. Pupils are encouraged to develop their ICT skills through relevant work in other subjects, for example in handling information in mathematics, drawing in art, and using control to draw Treasure Island pictures in Key Stage 1, and Egyptian artefacts in Key Stage 2. The work that pupils produce when they work without direct adult supervision is always checked to ensure that they have followed the instructions given, and have achieved the desired learning outcomes. In addition, adults check pupils' competence and understanding when working with them at the computer, and, particularly in Key Stage 2, adapt the work to meet their needs, both ICT specific, and in other subjects. For example, the governor working with pupils regularly alters the text he uses for

pupils to learn ICT skills so that it is better matched to their attainment in English, and provides suitable challenge in that subject also. Some teachers, for example in Year 5, keep very detailed records of pupils' progress in word processing, but this is not consistent across the school. Pupils are appropriately encouraged to use the games, to increase their control of ICT tools at home.

91 The curriculum has improved considerably since the previous inspection and all statutory requirements are met. Pupils are appropriately encouraged to consider the effects of the use of ICT in their everyday lives. All aspects of the subject are now covered, and teachers' planning shows how pupils will make continuous progress through accessing a greater range of ICT, leading to greater demands in the use of skills and in the quality of work expected. This has not yet been formalised into a scheme of work, however, although all elements are now in place to enable this to happen. The provision for pupils with special educational needs is good. It enables them to make progress commensurate with peers. Effective adult input and well-planned work ensures that the development of their ICT skills is not hindered by their prior attainment in English, for example. The effective organisation of the computers mostly in central areas in each key stage ensures that all pupils have equal access to ICT equipment. In addition, some detailed work takes place in classrooms when necessary to teach basic skills to a whole class. Pupils work at the computers mostly in pairs in KS1, with adult supervision either directly or close by. In Key Stage 2, they mostly work individually at the computer, under the supervision of the teacher or governor involved. Teachers' planning refers to the use of assessment sheets, but this is not consistent throughout the school. Record keeping has not yet been established, although again, clear systems have been prepared and are ready to run.

92 The subject is well led by the headteacher, ably supported in Key Stage 2 by a governor who has successfully completed the 'Parent as Educator' course, and in Key Stage 1 by a non-teaching assistant who has attended relevant courses for that key stage. All staff have undergone relevant in-service training in school. There is a very clear development plan for the subject and the successful and carefully managed implementation of this so far has resulted in raising considerably the self esteem and confidence of both staff and pupils, leading to good progress across all areas. Resources have improved considerably since the previous inspection. They have been purchased in a very cost-effective way and are used extremely well to promote learning. Some further software resources are required in several subjects, for example for mathematics, science, design and technology and for historical research, so that their contribution to ICT learning can become even more effective.

Art

93 As in the previous inspection, attainment is commensurate with pupils' ages and prior attainment. The majority of pupils, including those with special educational needs, make satisfactory progress throughout the school. Year 1 pupils choose appropriate warm colours to draw their versions of sunrise in response to Ravel's music of the same title. In Year 2, working with different shades of blue and grey, pupils produce imaginative interpretations, in paint and collage, of the storm music from a recent film score. Some pupils are particularly creative in their use of coloured cellophane paper to create a three dimensional effect. In both years pupils learn about the work of other artists, and begin to copy the techniques of, for example, Monet and Seurat to produce large-scale pieces of work. Pupils in Year 3 pay good attention to detail while drawing Roman artefacts from direct observation. They can create light and shade using a range of pencils and are beginning to consider perspective and shape. They also begin to use sketchbooks appropriately for preliminary observational studies. Pupils in Year 4 mix different shades and tones of colour and use line and pattern appropriately in their landscape work

showing the patchwork effect of fields. These paintings and the collage based on their observation of daffodils, show that they can work successfully to clearly identified artistic criteria. Pupils do not make as much progress in Years 5 and 6 as they do in Years 3 and 4 because there are fewer opportunities for them to work from first hand observation. In Year 6, for example, pupils copy the lines and shading on photocopied pictures of buildings and of an old boot rather than learning to observe buildings and artefacts closely and draw what they see.

In Key Stage 1, pupils demonstrate clear enjoyment of and enthusiasm for art. Pupils in Year 2 show initiative and confidence as they suggest different ways to use materials to create a three dimensional effect in their interpretations of a storm. In Years 5 and 6, while they complete the work they are asked to do pupils lack the sparkle that spurs them on to the better progress they achieve in Years 3 and 4, where they confidently work from direct observation and very clear criteria. Behaviour is good throughout the school and pupils co-operate well when required to share artefacts and materials. In Year 3 this leads to some high level discussion, using an appropriate range of artistic vocabulary.

95The quality of teaching in Key Stage 1 is at least satisfactory. The art teaching seen in this key stage consisted of pupils successfully interpreting music through art. A strength in this is that they are clearly taught specific art skills as they do so. Pupils in Year 1, for example, are taught to consider colour and composition as they work. Year 2 pupils are successfully taught to evaluate their use of materials, colour and line, through very effective questioning that clearly draws on good subject knowledge. Planning in this key stage is secure and teachers successfully use a range of ways to enhance pupils' learning, assessing their work as it proceeds and helping them to do the same. In Key Stage 2, only two lessons were observed where art was being taught directly, one in Year 3 and one in Year 6. These, together with substantial evidence from Years 4 and 5, indicate that teaching is satisfactory in Key Stage 2. Teaching is good in Years 3 and 4. Pupils are taught to observe closely and to use their imagination in their work. Teachers are clear about what they expect pupils to achieve, and break down the activities to include direct observational work and a range of ways of using, for example, colour, line, tone, pattern and shade, using paint, pastels and a range of different pencil qualities to create desired effects. The teachers' planning and marking of Year 4 work on display is a particularly good example of how to establish clear artistic criteria and mark pupils' work according to these, with helpful comments as to the degree of success achieved. In Years 5 and 6, while teaching is satisfactory, there is an over-reliance on copying from pictures and photocopied sources that hinders the development of pupils' observational skills and imagination.

96The curriculum is appropriately planned and statutory requirements are met with the exception of the use of sketchbooks throughout Key Stage 2. These are in place only in Year 3. The subject is led satisfactorily. The relatively new co-ordinators, one attached to each key stage, are working hard to introduce the new, and appropriate, scheme of work. The procedures for assessment, clearly given in the scheme, are not yet being used. The co-ordinators offer relevant support to staff, and see teachers' planning. They have not yet had the opportunity to check the quality of teaching.

97 Art makes a good contribution to pupils' spiritual and cultural development, and a satisfactory contribution to their moral and social development. Good opportunities are provided for pupils to reflect on the beauty of nature and the environment and study how artists can communicate intentions and feelings through their work. Art has made a good contribution towards meeting the key issue in the last inspection with regard to celebrating the richness and diversity of other cultures. Egyptian art, Asian art and in particular, art associated with different religious beliefs, now feature regularly in pupils' work. Support staff make a valuable contribution to pupils' work in Key Stage 1, but occasionally an over-reliance on template work detracts from pupils' progress in drawing. Resources are adequate and most are used well. Attractive displays indicate how much the school values pupils' art work and provide appropriate examples for other pupils to consider.

Design and technology

98 Pupils achieve standards commensurate with their age and make satisfactory progress throughout the school. In Key Stage 1, they learn the importance of design as they draw and label plans and list the materials they will need for models of pirate ships. While making these they can talk about what works and what does not work, and can give reasons for the success or failure of their designs, for example when they try to join pieces of balsa wood to make a curved shape for a hull. They demonstrate sound measuring, cutting and gluing skills. They extend this work in Key Stage 2 into making working musical instruments using a wide range of materials. In Year 4, they follow a sequence of instructions accurately to make models of Tudor ships. They can discuss how they would improve their work if it were repeated by, for example, more accurate folding of the tabs. They can also discuss whether the written instructions are helpful and clear enough, and suggest how they might be improved. They learn to join wood in different ways in successful models of Tudor mud and wattle cottages. In Year 6 they measure, mark, cut and join card appropriately to produce successful representations of cottages in the Lake District. Pupils with special educational needs also make satisfactory progress because of the support they receive when labelling diagrams and working with different tools.

99 As at the previous inspection, pupils demonstrate good attitudes to the subject. Interest levels are high, particularly in practical tasks and they concentrate well. They take pride in their work and readily share resources. They handle tools and materials with due regard for their own safety and that of others, for example, scissors, knives and needles. Their behaviour is good in most lessons. However, some Year 2 pupils making telescopes, and some Year 5 pupils making canopic jars, become noisy and distracted when required to undertake tasks which do not require them to make their own decisions about how to make their artefacts. While they follow the instructions given, they quickly lose interest and want to move on to something else.

100 It was possible to see only three lessons where a teacher was teaching design and technology, two sessions in Key Stage 1 and one in Key Stage 2. These lessons, and the scrutiny of teachers' planning and of pupils' work, indicate that the quality of teaching is satisfactory. A further two sessions were observed, one where Year 2 pupils worked with a non-teaching assistant, and another where Year 4 pupils worked with a parent. In both key stages the adults involved demonstrate skills appropriately and help pupils to become better at, for example, cutting, gluing and measuring as the lessons proceed. Teachers' expectations of pupils' work and their ability to design, make and evaluate are appropriately high. In Year 2 and Year 6, teachers circulate well and are particularly skilled in the way they question pupils to challenge their thinking without over-directing them in their work. This good practice also occurs in Year 4 when the pupils work with a very well briefed parent. When Year 2 pupils make telescopes away from the direct supervision of the teacher, the lack of this effective challenge

leads to reduced progress. Pupils complete low level gluing tasks using materials cut and prepared for them, without the need for sufficient thought as to the design and purpose.

- 101 The planned curriculum meets statutory requirements. The co-ordinator has a clear vision of how to proceed with this subject, and has attended recent in-service training to bring her up to date with current requirements. The scheme of work is being updated to meet these more effectively. The draft includes opportunities for assessment and guidance for teachers as to how to ensure that pupils make continuous progress as they move through the school. This does not happen at the present time. Teachers keep a checklist of coverage of design and technology activities, but do not record progress satisfactorily. While all pupils have access to the full range of activities required, insufficient attention is given to what they have learned previously. The co-ordinator sees teachers' plans and pupils' work but has not yet had the opportunity to check on the quality of teaching in the classroom. Resources are broadly satisfactory and include an increased range of construction kits for use throughout the school. However, many tools are blunt and in need of replacement, and there is a shortage of craft knives and safety mats for some cutting activities. The school makes effective use of its resources, and of its limited accommodation so that pupils are not denied access to any design and technology activity.

Geography

- 102 Standards in geography are generally in line with those expected of pupils of this age and pupils make satisfactory progress throughout the school. Younger pupils interpret simple maps and go on short journeys around the school and to the local shop. They learn direction, left and right, and draw their own route back to the school. As they progress through the school they learn to use letter and number co-ordinates, identify major geographical features on globes and maps and begin to use simple atlases. In Key Stage 2 pupils study major rivers of the world, understanding that river sources start on higher ground. They discuss pollution and the effect it has on the environment. Pupils learn to use a logo program that includes requiring them to find direction, scale and co-ordinates on map and print it out successfully. As Year 6 pupils study the Lake District in preparation for a residential visit later this year, they consider the environment and nature reserves and why it is necessary to preserve them. Literacy is successfully enhanced through this subject via information retrieval skills, descriptive writing and labelling. Numeracy is developed satisfactorily through studying map co-ordinates and graphs. All pupils, including those with special educational needs make satisfactory progress as they move through the school.
- 103 Pupils' attitudes to geography are good. They are well behaved and listen carefully to their teacher. The majority of pupils respond well to questions especially when work is interesting. Relationships are good and pupils can work collaboratively when given the opportunity.
- 104 Only one lesson was observed where geography was being taught directly. In this the quality of teaching was satisfactory. Questioning techniques challenged pupils' thinking. The majority of teachers are secure in their subject knowledge and plan their work well.
- 105 A new draft policy is in place to adjust the curriculum to the reduced time allocation following introduction of the Literacy Hour and in preparation of the Numeracy Strategy. Teachers' planning is good and shows how pupils make continuous progress in skills and knowledge as they move through the school. The recently appointed co-ordinator assists teachers with their planning and checks their medium term plans. He stresses the necessity to adjust work to cater for pupils' varying needs to

ensure that there is equality of access. However, while teachers ensure coverage of the programmes of study, they do not carry out any formal assessments. Resources are satisfactory overall but there is a shortage of maps, CD Roms and photographs to enhance further pupils' learning.

History

- 106 It was only possible to see a small number of lessons in history during the inspection, all of which were in Key Stage 2. Judgments are based on evidence from these lessons, a scrutiny of pupils' past work, displays and teachers' planning. From this evidence it is clear that attainment is in line with expectations for pupils' ages in Key Stage 1, and above that expected in Key Stage 2. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
- 107 In Year 1, pupils begin to make distinctions between the past and present. They compare houses and homes from different periods and are able to use appropriate terms to describe and sequence familiar objects from the past. Pupils in Year 2 extend their understanding of chronology to include three generations of their family. They develop skills of historical inquiry through work on 'Grandma's kitchen', and use artefacts, such as kettles and bed warmers, to link the concepts of change and continuity. Pupils learn about the lives of famous people and through stories of, for example, Alfred and the cakes, begin to recognise the difference between events that actually happened and stories that might not be true.
- 108 In Years 3 and 4, pupils steadily develop their skills of inquiry using a range of sources. In their study of the Romans pupils in Year 3 base their investigations on a visit to Ribchester Museum. They use reference materials effectively in their written and pictorial accounts of life in Roman Britain, and are able to explain in some detail why people held different points of view, for example, about Boudicca. Pupils in Year 4 further develop their understanding of why people acted as they did, through their work on Tudor England. They are able to ask and answer key questions about the changes in everyday life, based on their study of artefacts, and can communicate their findings in a variety of forms, including a model of a Tudor cottage. Pupils' factual knowledge and interpretation of the past is extended well in Years 5 and 6. In their work on life in Ancient Egypt, pupils in Year 5 discover clues to the Egyptian civilisation through a study of mummification. They recognise and use relevant historical vocabulary with accuracy, and are able to undertake independent research, producing, for example, a newspaper report of the discovery of Tutankhamen's tomb. In Year 6, pupils research life in Britain since 1930, recording their findings effectively through a wide range of work. Pupils are able to identify and describe the causes and consequences of situations during World War 2, and understand why the past can be interpreted in different ways, depending on people's point of view, as they learn to differentiate between fact and opinion.
- 109 Pupils' attitudes to history are good. They are well motivated and are keen to find out about events in the past. Pupils contribute ideas with enthusiasm and are eager to ask questions and listen to the views of others. Pupils concentrate well and persevere with their work. When appropriate, most pupils work together co-operatively and behaviour is good.
- 110 Based upon the lessons observed in Key Stage 2, and the scrutiny of teachers' planning, the quality of teaching is satisfactory in Key Stage 1 and good or better in Key Stage 2. In the three lessons, teaching is good in two and excellent in one. Teachers have a good knowledge of their subject and make effective links with pupils' previous learning. Questioning is used well to focus pupils' thinking, develop learning and assess understanding. In the outstanding lesson in Year 4, questioning, based upon a pupil wearing a Tudor costume, is extremely focused. Pupils' imagination is captured and they

are able to identify accurately, and explain, features of clothing worn by the rich in Tudor England. The use of household artefacts from the Tudor period further stimulates pupils' skills of inquiry and promotes the use of appropriate historical vocabulary. This lesson promotes extremely high educational standards. Teachers provide good support for pupils and the tasks set are usually well matched to pupils' different levels of attainment. The thought provoking nature of the majority of the work and the good match to meet pupils' needs represents a considerable improvement since the previous inspection.

- 111 The co-ordinator provides very good leadership and this makes a significant contribution to the standard of pupils' attainment, particularly in Key Stage 2. He has a clear understanding of the strengths and weaknesses in the subject, and through the new scheme of work, has made effective links between history and the development of literacy skills. The new scheme provides suitable guidance for teachers in what has to be taught, but the progression and continuity of skills is not addressed. Assessment in history is not established. Resources, including artefacts from the museum loan service, and the use made of site visits, are good. These have a positive impact upon pupils' attainment.

Music

- 112 In Key Stage 1, pupils achieve standards commensurate with their age and make satisfactory progress. Progress is unsatisfactory in Key Stage 2 and pupils' attainment is below that expected for their age. Pupils with special educational needs make progress commensurate with that of their peers.
- 113 Pupils sing a range of well-known hymns in assembly. They sing in tune, and sometimes in two parts. Pupils in Key Stage 1 know a good range of songs. They can clap rhythms and move in time to music. They develop a satisfactory musical vocabulary, describing the effects created as the sunrises in Ravel's music, and as the storm breaks in the music from the film 'Titanic'. They recognise and name instruments such as the flute, violin and cello and record their responses through the effective use of colour in pictures and collage work.
- 114 In Year 4, pupils can keep a beat, add appropriate actions to a song and repeat, in time, rhythmic actions with and without music, recognising the number of times rhythmic and melodic patterns are repeated. They make reasonable suggestions as to suitable instruments to accompany their songs. They know the names of a variety of unpitched percussion instruments, including some from other cultures. Pupils in Year 6 attain standards below those expected for their age. They know a good range of songs but their singing lacks enthusiasm and they do not sing in tune. When taking their turn to play instruments, their performance lacks confidence and accuracy, and many are unable to keep a steady beat. Tapes of pupils' work in Years 3 and Year 5 indicate that they make very little progress in composition. In Year 3, for example, the teacher tells the story of Little Red Riding Hood and pupils play instruments at the appropriate points of the story to represent the different characters. They do not, however, capture the spirit of the character, or the mood of the story. Pupils who have instrumental tuition make sound progress and this enhances their knowledge and understanding of music. They do not yet use their instruments in class, in either performance or composition because the school's approach to music prevents this. The recent introduction of instrumental tuition is a positive step forward, however, and the pupils involved are already gaining confidence from their playing.
- 115 In Key Stage 1, pupils display good attitudes to music. They enjoy their work and respond eagerly to

the opportunities provided for them to show that they have in their minds a picture of what the composer is saying. They listen well and contribute confidently to class and group discussions. This is evident to some extent in Key Stage 2, but some older pupils lack confidence and display considerable embarrassment when playing and singing.

- 116 In class lessons, the quality of teaching is satisfactory in Key Stage 1. In Key Stage 2, in the two class lessons observed, teaching was satisfactory in one and unsatisfactory in the other. Of the two instrumental lessons seen, teaching is good in one and satisfactory in the other. Where teaching is good, for example in a lesson with Year 4 pupils, the teacher, despite a declared lack of subject knowledge, plans and prepares well and keeps pupils highly motivated through a well thought out series of activities. These become progressively more challenging as the lesson proceeds. Through skillful questioning that invites a range of responses, he ensures that all pupils participate to the best of their ability by building on the answers he receives to lead them to a deeper understanding of the music they hear. The commercial scheme is appropriately adapted to take account of the need for constant consolidation of the essential rhythms of Afro Caribbean music. The greater expectations of higher attaining pupils include building in opportunities for them to lead the class in rhythmic interpretations of the style of the music. A real sense of fun and enjoyment is generated in which pupils make good progress. Where teaching is less than satisfactory, the commercial scheme is used solely to sing a range of previously learned songs, as in a Year 6 lesson, and insufficient attention is paid to improving the quality of singing or the playing of musical instruments.
- 117 The music curriculum is not well planned although all statutory requirements are covered to some degree. As in the previous inspection, the over-use of a commercial scheme, and the under-development of the National Curriculum programme of study has resulted in the only guidance to teachers being an indication of which parts of the commercial scheme they should use. This is unhelpful for teachers who are less secure and does not ensure that pupils' learning is continuous or progressive as they move through the school. The school does not meet its stated musical aim that all pupils should experience opportunities for creativity and self-expression. Composition continues to receive very little attention and where pupils do use musical instruments, the strict regimentation involved leaves little opportunity for them to explore how to play them or to think about the musical effects that they might like to produce. Procedures for assessing pupils' work are unsatisfactory and planning does not take account of pupils' previous musical experiences or knowledge. The co-ordinator is uncertain as to how to take the school forward on these issues and has not received any professional development to update her knowledge and understanding. She has only recently begun to receive teachers' planning and has not yet had the opportunity to observe their work in class. The school choir takes part in the annual Preston Schools Music Festival and a sense of enjoyment is evident in the preparation for this.
- 118 Although more instruments have been purchased since the last inspection, the range available to pupils remains limited to mostly unpitched percussion and these are not used well. The improved accommodation has resulted in more space being available. The Year 4 classroom remains cramped but the teacher manages this well. Year 6 pupils are taught in the hall but this is not used as effectively as it could be to promote musical learning. Many of the identified issues were also raised during the previous inspection and have not been addressed satisfactorily.

Physical Education

- 119 Pupils attain standards commensurate with their ages in both key stages. They make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

- 120 Pupils play games, participate in gymnastic activities and respond to music through dance. Pupils also participate in swimming lessons in Key Stage 2. Younger pupils listen carefully to instructions, take turns, and start and stop movements as required. As they progress through the school, pupils co-operate in team games, throw, bounce and catch small apparatus such as balls and beanbags. They travel on their hands and feet and link movements to perform simple sequences. By the end of Key Stage 1, most pupils have established a good level of co-ordination and control of their movements. A number of pupils in Key Stage 2 can evaluate their own work and that of others. More agile pupils use the apparatus particularly well, especially when completing activities in a given time in order to increase their heart rate. Year 6 pupils practice the skills needed to compete in field sports. They are taught to run using their arms and legs effectively and many are very competent at throwing balls a good distance in rounders. They participate enthusiastically in the wide range of extra-curricular sporting activities available for them and these enhance their attainment in Key Stage 2.
- 121 Behaviour whilst pupils are preparing for and participating in physical education lessons is good. This is reflected in their positive approach to learning and the ability of most pupils to stay on task. The majority of pupils listen carefully and respond well to instructions. They enjoy the subject and participate enthusiastically. They co-operate well in small groups. All pupils, including those with special educational needs, take part in all areas of physical education and make satisfactory progress.
- 122 The quality of teaching was satisfactory in the one lesson seen in Key Stage 1 and good in two lessons and satisfactory in one at Key Stage 2. Lessons are well planned and usually proceed at a brisk pace. The good lessons contain a variety of activities designed to challenge pupils' abilities. In all lessons, good awareness is given to the need for safety when working around other pupils and also when handling large apparatus. Teachers' knowledge and understanding of the subject is satisfactory. However, some staff lack confidence when teaching dance.
- 123 The school provides a balanced programme of physical education that meets the requirements of the National Curriculum, including provision for swimming and for outdoor activities. There is a suitable policy and scheme of work for physical education that provides satisfactory guidance for each year group and are used by teachers to plan work that is continuous in developing pupils' skills. The co-ordinator leads the subject well. He has a secure understanding of the subject and monitors teachers' planning. There are no formal assessments to record pupils' progress. Resources for the subject are satisfactory and all equipment is checked annually for safety. At the present time, the hard-core area is limited due to building work but there is a good grassed area for field sports. The storage of resources is secure and easily accessible for both staff and pupils.

PART C: INSPECTION DATA

124 SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by 4 inspectors, one of whom was a lay inspector. During the inspection week, they spent a total of 14 days in the school. The following information shows the amount of time spent observing in classrooms, inspecting pupils' work, talking to pupils and hearing them read in each key stage:

Under fives	Key Stage 1	Key Stage 2	Total
7 hours	11.98 hours	23.80 hours	42.78 hours

A further 16.83 hours were spent interviewing staff, governors, and helpers in the school with regard to their roles and responsibilities.

- 56 lessons or parts of lessons were inspected with a priority given to literacy and numeracy.
- During the inspection, it was possible to visit only a limited number of lessons in geography, history, information communication technology and physical education. Where only a limited of direct observations were possible, judgements are firmly based on discussions with pupils, scrutiny of their work and teachers' planning and records.
- A representative sample of pupils' work from all classes was formally inspected to ascertain their levels of attainment and progress.
- Further examples from all years were scrutinised and discussed with pupils as part of lesson observations.
- 23 pupils were heard to read from across all year groups, and extended discussions about reading habits took place with a group of pupils.
- All assemblies were attended.
- A sample of registration periods, break times and lunchtime arrangements were observed and attendance registers inspected.
- A large amount of documentation was inspected and used to help prepare inspectors. These included the School Development Plan, policies and schemes of work. The previous inspection report, its summary and the action plan produced by the governors were also used to form part of the inspection process.
- Teachers' planning files and samples of pupils' progress and record files as well as annual reports were scrutinised.
- Interviews were conducted with the headteacher, all teachers with management responsibility, the school administrator, support staff and several members of the governing body. Matters discussed included their roles and responsibilities in the school, and the contribution they make to pupils' attainment and progress.
- In addition a discussion took place to ascertain the suitability of arrangements for preparing pupils for the next stage of their education.
- Responses made by parents to the questionnaires and issues raised at the parents' meeting were received, analysed, considered, and checked out in school. Further discussions took place with parents as they brought their children to school, or were helping in the school during the inspection.

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 1 Y6	234	2	39	12
Nursery Unit/School	N/A	N/A	N/A	N/A

Teachers and classes**Qualified teachers (YR 1 Y6)**

Total number of qualified teachers (full-time equivalent):

9.6

Number of pupils per qualified teacher:

24

Education support staff (YR 1 Y6)

Total number of education support staff:

3

Total aggregate hours worked each week:

63

Average class size:

29

Financial data

Financial year:

1997/8

	£
Total Income	316,465.64
Total Expenditure	309,067.00
Expenditure per pupil	1,299.00
Balance brought forward from previous year	17,698.00
Balance carried forward to next year	25,097.00

PARENTAL SURVEY

Number of questionnaires sent out:	200
Number of questionnaires returned:	106

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	62.3	34.0	1.9	1.9	
I would find it easy to approach the school with questions or problems to do with my child(ren)	48.1	46.2	0.9	4.7	
The school handles complaints from parents well	22.2	50.5	15.2	12.1	
The school gives me a clear understanding of what is taught	25.5	58.5	6.6	9.4	
The school keeps me well informed about my child(ren)'s progress	28.4	54.9	8.8	7.8	
The school enables my child(ren) to achieve a good standard of work	34.9	55.7	3.8	5.7	
The school encourages children to get involved in more than just their daily lessons	38.1	55.2	4.8	1.0	1.0
I am satisfied with the work that my child(ren) is/are expected to do at home	27.6	56.2	6.7	8.6	1.0
The school's values and attitudes have a positive effect on my child(ren)	47.6	46.7	4.8	1.0	
The school achieves high standards of good behaviour	43.8	45.7	6.7	3.8	
My child(ren) like(s) school	50.9	44.3	2.8	1.9	