



OFFICE FOR STANDARDS
IN EDUCATION

HOLY SAVIOUR RC PRIMARY SCHOOL

**Holland Place
off Reedyford Road
Nelson
Lancashire
BB9 8ST**

DFE School Number: 923/3757

Name of Reporting Inspector

Mr D Hinchliffe HMI

Date of inspection: 12-15 June 1995

Inspection under Section 9 of the Education (Schools) Act 1992

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INTRODUCTION

This inspection was carried out under Section 9 of the Education (Schools) Act 1992. Its purpose was to report on:

- * the educational standards achieved in the school;
- * the quality of education provided by the school;
- * whether the financial resources available to the school are managed efficiently; and
- * the spiritual, moral, social and cultural development of pupils at the school.

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

Inspection of the denominational religious education at the school does not fall within Section 9 inspection arrangements. This aspect of the school's work has been inspected separately through arrangements made by the Catholic Diocese and therefore the subject does not appear in this report.

Basic information about the school

1. Name of school:	Holy Saviour RC Primary School
Type of school:	Infants and Junior
Status:	Voluntary Aided
Age range of pupils:	4 - 11
Headteacher:	Mr F Corban
Address of school:	Holland Place off Reedyford Road Nelson Lancashire, BB9 8ST
Telephone:	01282 612319
Name and address of appropriate authority:	Rev Fr M Haworth Holy Saviour Church Presbytery Vulcan Street Nelson Lancashire, BB9 8HE
Telephone:	01282 614143
Local authority area:	Lancashire
DFE school number:	923/3757

Name of Reporting Inspector:

Mr D Hinchliffe

Dates of inspection:

12 - 15 June 1995

Intake of pupils and the area served by the school

2. Holy Saviour is a Catholic school for pupils aged 5-11 years serving the eastern side of Nelson and the surrounding area. It has seven classes occupying a single storey building which is situated in a large council estate and bordered by the M65.

The school serves two parishes: Holy Saviour, Nelson and Saints Peter and Paul, Barrowford. As this is the only Catholic primary school on the eastern side of Nelson pupils are drawn from a wide area. A large proportion of pupils live on the Reedyford council estate or in the terraced properties which predominate in the locality. The school is popular and pupil numbers have gradually increased over the last decade, and are due to increase further in September 1995.

All the pupils are baptised Catholics. They come from a wide range of social backgrounds, a small proportion of which are professional. Ten percent of the pupils are from Asian families. Despite growing unemployment locally, the number of pupils eligible for free school meals is slightly below the national and local education authority (LEA) averages.

The full spread of ability is represented in the intake. Approximately 50 per cent of the pupils participate in pre-school education. The proportion of pupils who have Statements of Special Educational Need at 0.46 per cent is below the LEA norm.

School data and indicators

3. Number of pupils in each year group

Year	Boys	Girls	Total
Reception	14	13	27
Year 1	19	17	36
Year 2	18	17	35
Year 3	15	19	34
Year 4	15	13	28
Year 5	17	17	34
Year 6	12	10	22
Whole school excluding nursery	110	106	216
Total	110	106	216

Special educational needs

Number of pupils having Statements of Special Educational Need: 3

Free school meals

Percentage of pupils eligible for free school meals: 26%

Teachers and classes

Full-time equivalent teachers: 9.4

Pupil to teacher ratio: 23:1

Number of special support assistants for special educational needs: 0

Teacher to class ratio: 1.34:1

Average class size: 30.85

Teaching time per week

Stage	Hours	Minutes
Key Stage 1	22	0
Key Stage 2	23	20

Pupil attendance

Percentage attendance figures for each year group for the Governors' Annual Report to parents, and for the third week of the term prior to the term of the inspection.

Annual Report		Third Week		
Unauthorised absence		Actual attendance	Authorised absence	Unauthorised absence
Overall	0	89	11	0

Number of exclusions in the last 12 months: 1 pupil for a fixed period.

National Curriculum assessments: Key Stage 1

Summary of Key Stage 1 NC assessments for 1994

		English	Maths	Science
% of pupils	School	0	0	0
Level 1	England	1	1	1
% at Level 1	School	6	12	3
	England	19	18	13
% at Level 2	School	79	88	91
	England	60	70	70
% at Level 3	School	15	0	6
	England	19	11	15

Financial Information

Income (£)	Last full financial year	Current year
Balance brought forward	31500	40995
Recurrent income: eg formula funding, annual maintenance grants, fees	269680	283649
Other grants, allocations or special purpose grants	5494	3453
Other income managed by the school, including lettings and funds raised	2581	414
Total	309255	328511

Expenditure (£)	Last full financial year	Budget allocation for current year
Teaching staff	203083	229132
Other staff	33901	37827
Educational Resources	12784	25393
Premises costs	11495	13169
Other costs	6195	19123
Total	267458	324644

Expenditure per pupil £7076

Expenditure per pupil on
educational resources £117.56

Record of the evidence base of the inspection

Number of lessons seen

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Lessons seen		9	14	11	13	12	10	10

The inspection team consisted of four inspectors, one of whom was the lay inspector. During the inspection, 79 lessons were seen. Discussions with pupils took place during lessons and at other times. Specific discussions with pupils representing different age and ability groups were used as further evidence of achievement, for instance in reading and technology. Samples of pupils' work from each class were examined separately or during the daily activities in the classroom, and collections of pupils' work in history, science, geography and technology were examined in detail. Members of staff, both teaching and non-teaching, and governors were interviewed, along with representatives of the LEA and the receiving secondary school. A wide range of documentation provided by the school was also scrutinised.

MAIN FINDINGS AND KEY ISSUES FOR ACTION

Main findings

Standards of achievement

4. In nine out of ten lessons pupils achieve standards which are in line with or better than the national expectation. When compared with their abilities pupils achieve standards which are sound or better in eight out of ten lessons. In Key Stage 1 standards are good in four out of ten lessons and pupils make good progress. In Key Stage 2 although standards are generally sound, there is some underachievement, particularly of the more able pupils, in almost three out of ten lessons.

5. At Key Stage 1 standards are in line with the national expectation in mathematics, science, design and technology, geography, music and where work was seen in information technology (IT). They are high for English, history, and physical education (PE). At Key Stage 2 standards are in line with the national expectation in all subjects, except in IT where they are low.

6. When pupils' capabilities are taken into account standards are good overall in PE, and in Key Stage 1 in English, mathematics and history. They are sound elsewhere with the exception of IT where they are unsatisfactory in Key Stage 2.

7. Reading is strong throughout the school, pupils make good use of their skills to understand information in all areas of the curriculum. Pupils write confidently, and express themselves well not only in English but in a wide range of subjects; they speak

fluently and have well developed listening skills. Number is well understood in Key Stage 1 and is used in a variety of practical activities; more attention needs to be given in Key Stage 2 to the practical application of mathematics in other subjects of the curriculum. IT skills are not sufficiently developed for pupils to make appropriate use of them.

Quality of education provided

8. The quality of children's learning is generally sound or better. It is particularly good in Key Stage 1. Pupils make sound progress, they have very positive attitudes to learning. The quality of teaching is sound overall. It is good in Key Stage 1, but there are some inconsistencies in Key Stage 2 with teaching being slightly better at the end of the key stage than at the beginning. Assessment varies in quality and detail from class to class; few of the teachers make and record assessments of pupils' achievements accurately enough to inform subsequent planning.

9. Pupils with special educational needs make good progress and achieve good standards in relation to their capabilities; the school provides high quality and effective support at all levels.

10. The curriculum is generally broad and balanced but too little time is given to IT and technology overall. Too few subjects have detailed schemes of work, and this leads to some inconsistencies in the quality of curricular planning.

Efficiency

11. The school is effectively managed, leadership is strong and the staff and the governing body work well together. Roles and responsibilities are clearly defined; strategic planning is sound. Resources and teachers' planning are monitored, but more attention needs to be paid to monitoring standards of achievement. Finances are well managed and resources are effectively allocated. The school is a very orderly community and provides good value for money.

Pupils' spiritual, moral, social and cultural development

12. One of the school's strengths is the way in which it promotes the spiritual, moral and social development of the pupils and to a lesser extent their cultural development. In particular there is a strong moral code in the school and a strong sense of community amongst the pupils. Relationships throughout are very good and the Christian ethos of the school does much to promote self respect and respect for others. Behaviour is very good; pupils are friendly, courteous, hardworking and co-operative.

Key issues for action

13. The headteacher and teachers should seek to improve standards by planning more activities which will fully challenge the able pupils at Key Stage 2.

14. To improve further the quality of education provided for pupils the headteacher and teachers should continue to:

- * develop subject guidance which specifies in detail what pupils should learn, and how it should be taught throughout the school;
- * put in place a clear and detailed scheme of assessment through which pupils' progress can be effectively and consistently monitored; and,
- * develop the role of the subject co-ordinator to include the monitoring of pupils' achievement and progress.

15. The HT and the teachers should seek to improve standards in information technology by:

- * ensuring it is planned more thoroughly;
- * promoting training and guidance for teachers;
- * defining what should be taught to pupils in each year group.

STANDARDS AND QUALITY

Standards of achievement

16. In nine out of ten lessons pupils achieve standards which are in line with or better than the national expectation. In Key Stage 1 standards are high in over four out of every ten lessons. Few pupils achieve the highest standards, and this matches the results of the standard attainment tests (SATs) which take place at the end of Key Stage 1, and where in 1994 the great majority of pupils achieved level 2 but few achieved the higher level 3.

17. In eight out of ten lessons pupils achieve standards which are sound or better when compared to their abilities. In Key Stage 1 standards are good in four out of ten lessons and pupils make good progress. In Key Stage 2 although standards are generally sound there is some underachievement, particularly of the more able pupils in almost three out of ten lessons.

18. At Key Stage 1 standards are in line with the national expectation in mathematics, science, design and technology, geography, art, music and IT where it was observed. They are high in English, history and PE. At Key Stage 2 standards are in line with the national expectation in all subjects with the exception of IT where they are low.

19. When pupils' capabilities are taken into account standards are good overall in PE, and in Key Stage 1 in English, mathematics and history. They are sound elsewhere with the exception of IT where they are unsatisfactory in Key Stage 2.

20. Reading is a strength throughout the school and rapid progress is made in learning the basic skills. In the early years a good grounding is given and this provides pupils with the necessary skills to use information in other areas of the curriculum. By Key Stage 2 most pupils can read fluently and accurately and they have a good understanding of books

and authors. By the end of Key Stage 1 pupils write confidently; they express themselves well not only in English but in a wide range of subjects. By Key Stage 2 pupils are beginning to write for different purposes and audiences. Presentation and handwriting are generally satisfactory throughout. Pupils are confident articulate speakers, have good command of language, and have well developed listening skills. At Key Stage 1 they have a good understanding of number, shape and measures and use their knowledge in a wide range of practical activities. At Key Stage 2 more attention needs to be paid to the practical application of mathematics in other subjects of the curriculum. Skills in data-handling and IT are not progressively developed.

Quality of learning

21. In more than nine out of ten lessons the quality of learning is satisfactory or better. The quality of learning is generally better in Key Stage 1 where it is good in six out of every ten lessons.

22. Pupils make sound progress in most lessons and gains in knowledge are made in most subjects. The development of understanding is more varied because of an overemphasis on the acquisition of knowledge at the expense of learning skills. Nevertheless, pupils quickly develop the basic skills of reading, writing, speaking and listening and number which allow them to gather, assimilate and present information confidently and quickly. Less well developed are the more complex skills of problem solving and analysis. There are too few opportunities particularly in Key Stage 2 for pupils to pose questions and find out answers for themselves.

23. Attitudes to learning are very positive. Pupils are well motivated, interested and responsive. They concentrate well and persevere with tasks. They work both co-operatively and independently although there are too few opportunities for them to show initiative. Lesson time is well used; pupils generally stay on task. Relationships are good both between pupils and with adults.

EFFICIENCY OF THE SCHOOL

24. The management of resources on both a day to day and strategic level are good. Appropriate priorities for development have been identified in the School Development Plan and agreed by the teachers and the governing body. A wide range of policies have been put in place over the last few years.

25. The governing body has established working groups to deal with finance, pay and staffing, accommodation and the curriculum. Budget setting is well matched to the needs of the school and there is full discussion about the financial implications of decisions before they are taken.

26. The use of resources is good. Finance, including contingency funds, is well targeted to the needs of the school and resources are well deployed to curriculum areas. Teachers and non teaching staff are well managed and have detailed job descriptions; accommodation is well utilized for teaching purposes. Routines are well established across the school and time is effectively used by teachers in the classroom.

27. The school's finances are well managed on a day to day basis. Processes for operating the budget, supervising day to day spending and ensuring probity are effective. The school was audited two years ago, and all the recommendations in the report have been acted upon.

28. The school gathers information on the achievements of pupils through the SATs and through standardised tests. Use of this information to evaluate the extent of the improvements pupils make as they move through the school, along with monitoring of the impact of spending decisions on pupils' learning, could further improve efficiency. Overall, however the school provides good value for money.

PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

Pupils' spiritual, moral, social and cultural development

29. Spiritual, moral and social development are effectively promoted. Cultural development is not as strong but is nevertheless sound. The aims of the school clearly states the values and beliefs on which the school is founded and these are reflected in the wide range of documentation.

30. The school is part of a strong Catholic community in which the spiritual and moral dimension of life are valued and emphasised. Through collective acts of worship and assemblies pupils are encouraged to reflect on their own lives and the lives of those around them. Concern for the deprived, starving and aged is developed through liturgical events and through involvement in charitable works. There are many opportunities in the curriculum for pupils to learn to appreciate their faith and to explore more widely spiritual and moral issues.

31. The school has a strong moral ethos, pupils develop an awareness of what is wrong and what is right, and a respect for people and for property. The pupils are valued and a great deal of effort has created a friendly community which is tolerant and forgiving. Adults in the school make a valuable contribution in this respect through the example they set and through the positive relationships they build with the pupils.

32. Relationships within the school are excellent. Pupils are consistently polite, courteous and well mannered. They are given and accept a wide range of responsibilities which include older pupils caring for younger ones at lunchtime. The school is a caring environment in which pupils feel secure. Wider interests, social skills and community awareness are developed through a range of extra curricular activities.

33. A range of appropriate opportunities exist within the curriculum for pupils to develop an awareness of their own and other cultures. An appropriate policy on multi-cultural education has been written but has not yet been put into practice.

Behaviour and discipline

34. The school is a very orderly community and behaviour is very good both inside and outside the classroom. The high expectations of the teaching staff effectively promote

good behaviour. The behaviour and discipline policy provides clear guidance and good behaviour is recognised and rewarded; sanctions are clear. There have been hardly any reported instances of bullying; those that occur are dealt with promptly, sympathetically and constructively. The high standard of behaviour has a positive effect on the quality of pupils' learning and their standards of achievement.

Attendance

35. Pupil attendance is very good. The completion of registers fully complies with the requirements laid down in Department of Education Circular 11/91. Lessons start punctually and use time effectively.

SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

English

36. The standards of achievement in English are high in relation to the national expectation in Key Stage 1 and in line with the national expectation in Key Stage 2. When pupils' abilities are taken into account the majority of pupils in Key Stage 1 achieve good standards, and in Key Stage 2 standards overall are sound with some good achievement but also with some underachievement by a small number of pupils.

37. By the end of Key Stage 1 pupils have generally acquired the skills of literacy. They are provided with an effective programme of language development and encouraged to use their English skills in all areas of the curriculum. They quickly acquire the basic skills and develop fluency and expression in their reading. The home school reading programme has a positive influence on pupils' progress. In Key Stage 2 many pupils read with increasing fluency, accuracy and expression and acquire higher order skills of reading for information. Comprehension skills are less well developed in Key Stage 2 with too little emphasis being placed on developing and extending understanding.

38. Pupils write with confidence in Key Stage 1 and are developing a good level of fluency. They quickly begin to express themselves accurately, construct sentences and use simple punctuation. By the end of the key stage they are developing an ability to use drafting and re-drafting skills to improve their work. In Key Stage 2 pupils write for a variety of different audiences in a range of styles. However, writing skills are not consistently developed, and too few opportunities are provided for pupils to re-draft and improve their work.

39. Speaking and listening are well developed. In Key Stage 1 pupils listen patiently and attentively, respond well to questions and use well organised speech. In Key Stage 2 they can sustain a discussion and present their ideas and opinions effectively. They talk and listen in an increasingly wide range of situations, including some which are of a more formal nature.

40. Grammar, spelling and punctuation are given appropriate attention but they are too often taught through exercises rather than as part of pupils' own writing. Dictionaries,

word banks and word books are well used and understood. In Key Stage 1 pupils make good progress in forming letters, and can write well in a joined script towards the end of Key Stage 2.

41. The quality of learning is good in Key Stage 1 and sound in Key Stage 2. Pupils are very well motivated, eager to express their ideas and listen to each other. They are developing independence in their work.

42. The quality of teaching in Key Stage 1 is good. Teachers employ a range of strategies well suited to their learning objectives. These include group work, direct instruction, individual tuition and support for pupils of lower ability. In Key Stage 2 the quality of teaching is sound. In most lessons learning objectives are clearly defined and pupils are aware of the teacher's expectations. However, some lessons have a slow pace, are over dependent on the use of commercial texts, and activities fail to extend the most able. Writing and the development of phonics need to be more consistently taught.

43. Pupils needing additional help are well supported and make sound progress. Records are kept of pupils' progress; they are accurate and informative. The English co-ordinator has produced a clear language policy which meets the requirements of the National Curriculum. Resources are good and there is an expanding stock of fiction and non-fiction books located in infant and junior libraries and within classrooms.

Mathematics

44. Standards of achievement in Key Stage 1 are in line with the national expectation; in relation to pupils' abilities they are good. Standards in Key Stage 2 are in line with the national expectation and satisfactory in relation to pupils' ability.

45. In Key Stage 1 pupils achieve high standards in number, shape, space and measures. At Key Stage 2 they continue to make progress in these areas. In general pupils' achievements in data-handling are less good and there are too few opportunities for them to use IT to enhance their mathematical skills, particularly in Key Stage 2.

46. The quality of learning is good in Key Stage 1. Pupils are keen, enthusiastic and responsive; they work well both individually and collaboratively in groups. Learning skills are generally sound; pupils of all abilities make progress. In Key Stage 2 the quality of learning is sound, and occasionally good. Pupils are enthusiastic and responsive. The least able make satisfactory progress in lessons but the most able need to be more fully challenged to achieve their potential.

47. The quality of teaching is good in Key Stage 1. Lessons are well prepared and have clear objectives, activities are often planned for the different abilities of pupils, and pupils are beginning to evaluate their own work. The quality of teaching in Key Stage 2 is consistently satisfactory. Most lessons are based on a commercial scheme of work. The progress made by individual pupils is not always well assessed, and activities are not always well matched to the needs of the most able. However, relationships between teachers and pupils are good and contribute positively to calm and purposeful learning.

48. Resources for mathematics are generally good. They are easily accessible to staff and pupils. A policy is in place which outlines practices and procedures in mathematics. However there are some inconsistencies in the expectations of teachers. A detailed scheme of work would help to ensure progression and continuity between the key stages and provide guidance on assessment.

Science

49. Standards of achievement are in line with the national expectation in Key Stage 1. They are broadly in line with the national expectation in Key Stage 2 although there is some variation. Pupils in Key Stage 1 are achieving sound standards for their abilities, in Key Stage 2 standards are more variable and sometimes they are barely satisfactory.

50. In Key Stage 1 pupils acquire a good grounding in science. By the time they are seven they have a good knowledge about living things. They are able to make simple predictions, related observations and the more able are capable of drawing conclusions and recognising the importance of carrying out a fair test. The majority of pupils organise and present their findings well; they are able to gather information and order it with confidence.

51. Achievement in Key Stage 2 is sometimes unsatisfactory. At the beginning of the key stage pupils continue to acquire knowledge, but make only limited progress from Key Stage 1 because they are given too little opportunity to predict or ask questions, or to interpret their observations and evaluate evidence. They are capable of making a series of related observations but do not quantify or measure using appropriate instruments. Standards improve towards the end of the key stage where pupils are knowledgeable about aspects of physical processes, and the properties and structure of materials. By the time they reach the end of the key stage a scientific vocabulary is appropriately developed.

52. The quality of learning is sound in Key Stage 1. It is more variable in Key Stage 2 but is satisfactory overall. In Key Stage 1 pupils have good attitudes to learning, make good progress throughout, and respond to challenges with confidence. Concentration and relationships are good. Learning skills are generally satisfactory; pupils observe well, pose questions and find out answers for themselves. At Key Stage 2 pupils are also well motivated; they work co-operatively and can concentrate on a task. In the upper years of the key stage they are beginning to develop an understanding of the processes of investigation, through prediction, problem solving and the beginnings of detailed recording. However, these skills are not consistently or systematically developed across the key stage and progress is constrained as a result.

53. The quality of teaching is sound and sometimes good in Key Stage 1. Lesson plans take account of the National Curriculum and activities are carefully matched to the abilities of the pupils. Teachers have a good command of the subject and activities have appropriate expectations. Teaching methods are well matched to the needs of the task and include: questioning; drawing together what has been learned; and evaluating pupils' progress. Teaching is less good in Key Stage 2. Lessons are always well prepared but some teachers lack subject knowledge and in some cases learning objectives are confused

and expectations inappropriate. Information could sometimes be given more clearly in less time. At the end of the key stage activities are more appropriate and the pace of lessons is more rigorous.

54. The science curriculum is planned by teachers in pairs and is based on themes throughout. There are some inconsistencies in the quality and content of teachers' planning in Key Stage 2. A detailed subject scheme of work is needed to augment the clear policy which is in place. To ensure more consistency the co-ordinators role should be extended to include visits to classrooms to monitor standards. Key Stage 2 teachers need further training in investigation work.

Technology

i) Design and technology

55. During the week of the inspection only four lessons of design and technology were observed; two in Key Stage 1 and two in Key Stage 2. Judgements have been made based on these lessons, a scrutiny of pupils' current and past work, teachers' planning and discussions with teachers and pupils.

56. The standards achieved across Key Stage 1 and Key Stage 2 are broadly in line with the national expectation, although there are some variations. Almost all pupils are achieving satisfactory standards for their capabilities.

57. In Key Stage 1 pupils develop and communicate their ideas through annotated drawings and through discussion. They make simple suggestions about how their work might proceed. Pupils measure, mark out, cut and stick to a satisfactory level of accuracy and apply simple but effective finishes to materials with paint or collage. By the age of seven they have begun to develop and use an appropriate vocabulary, can describe and explain the equipment and materials they have used and use simple mechanisms to create movement.

58. In Key Stage 2 pupils generate ideas in sketchbooks, but drawing is limited in scope and is rarely used to clarify ideas or extend what has originally been designed. In the later years of the key stage pupils are capable of proposing a sequence of actions and of evaluating what they have done. Pupils are able to use a limited range of materials and tools but accuracy and skill varies. Some models, for example of space ships, are ambitious and well made. In Key Stage 2 pupils have satisfactory knowledge of the characteristics of a limited range of materials including wood and card and understand some of the ways in which mechanisms can create movement. Less well developed is the understanding that products are designed for a particular need, audience and function.

59. The quality of learning is generally sound throughout. Pupils are enthusiastic workers; they listen attentively, work co-operatively and follow instructions well. They are capable of describing how they carried out a task and are beginning to understand how to judge whether they have achieved what they set out to do. Planning and research are underdeveloped and communication skills, through drawing and modelling, need further improvement as pupils move through the school.

60. The quality of teaching is satisfactory. Activities are appropriately planned using the National Curriculum, although some aspects of knowledge and understanding, such as structures and control are underused. Activities generally motivate pupils and a range of teaching approaches is used including group work, class activity and individual tuition. Lessons are effectively managed and are generally well organised. Time is efficiently used and pupils' work is well displayed. However, too little attention has been given to the assessment of pupils' work and more consistent records need to be kept of pupils' progress.

61. There is no policy or scheme of work for design and technology. The amount of curriculum time given to the subject varies from class to class. In some cases it is inadequate to meet the demands of the National Curriculum in full. To improve the consistency of teachers' planning and to ensure that all pupils receive a broad curriculum in the subject, detailed guidance needs to be produced in the form of a scheme of work.

ii) Information technology

62. During the inspection week only a small number of pupils worked with information technology. Where lessons were observed, pupils' achievements in Key Stage 1 were in line with the national expectation and satisfactory in relation to their capability. In Key Stage 2 standards were low.

63. The majority of work seen during the inspection consisted of word processing and game playing. The pupils can compose directly onto the computer; they amend text and some pupils can save what they have produced. Occasionally, the pupils in Key Stage 1 use the computer to practice counting for number work and coordinates. In general however pupils work within a very restricted range of activity and from a low level of skill. There is little difference in competence between pupils regardless of age.

64. The pupils enjoy working with the computer although progress is constrained by their lack of skill and the limited knowledge they have of the programmes available. Keyboard skills are underdeveloped; much of the work seen consisted of copy typing but this was slow and laboriously carried out. Pupils often work in pairs; this is helpful and the more experienced are able to help the less experienced make progress.

65. The quality of teaching is often weak. Teachers lack confidence in their own knowledge of IT and in some classes the computer is used infrequently or inappropriately. Planning is limited and fails to take account of the need to develop skills progressively. Some areas of IT required by the National Curriculum such as data-handling and control technology are neglected. In Key Stage 2 the pupils often work on the computer with little guidance from the teacher; this hinders progress. In those classes where pupils are given specific tasks to do which are closely monitored by the teachers then progress is better. For example, in one lesson in Key Stage 1 the teacher used the "Roamer" to help pupils gain an understanding of points on the compass.

66. There is no scheme of work for IT nor is it covered in policy documents for other National Curriculum subjects. The lack of resources has been a problem in the past, but the school has recently upgraded both hardware and software and the school development plan recognises that IT needs to be improved. Appropriate skills and activities now need

to be identified for each year group and a careful analysis made of the ways in which IT can enhance work in other subjects. Training needs to be provided for teachers to build their knowledge and skills in the subject.

History

67. At Key Stage 1 standards are always in line with the national expectation and are often high. In relation to pupils' abilities, standards achieved by most pupils are good. Standards of achievement at Key Stage 2 are in line with the national expectation and satisfactory when judged against pupils' capabilities. In Key Stage 1 pupils develop an understanding of chronology, make comparisons between the past and present and distinguish between real and imaginary events. The youngest pupils are beginning to draw inferences from source material and artefacts. In Key Stage 2 pupils develop a sound understanding of changes over time, and describe features and talk confidently about life and conditions of a period.

68. The quality of learning is sound or better throughout. It is particularly good in Key Stage 1, where pupils have well developed observational and enquiry skills and make good contributions in group and whole class discussions. At Key Stage 2 pupils effectively apply their previous knowledge and increasingly reflect critically on historical events. Good information seeking skills and collaborative group work enhance learning. In the few lessons where learning is less effective there is an over reliance on worksheets.

69. The quality of teaching is generally sound, the requirements of the National Curriculum are being met. Lessons are well prepared with clear objectives. There is a good balance between teachers giving information and guidance and opportunities for pupils to work on their own task. Teachers make good use of educational visits. Where teaching is less satisfactory there are too few opportunities for pupils to pose questions and evaluate issues. More attention should be given in planning to the full range of pupils' abilities.

70. The curriculum co-ordinator has produced a policy document which indicates what knowledge is to be taught, but it omits the skills and understanding to be learned. Resources are good and are supplemented by loans from the library and museum; there is a growing stock of artefacts. The co-ordinator has designed a local history trail, which provides a great opportunity for pupils to appreciate the history of their own area.

Geography

71. During the inspection only a few lessons in geography were seen. However, there is evidence that pupils in both key stages achieve standards in line with the national expectation in the subject and some achieve beyond it. When their abilities are taken into account standards are sound, and some pupils achieve levels that are good. At Key Stage 1 pupils are able to use geographical skills such as following simple route plans, reading letter and figure coordinates and using an eight point compass. At Key Stage 2 pupils are able to identify factors that influence industrial growth, consider the impact of economic activity on the environment and display a broad understanding of weather features and physical geography.

72. The quality of learning is good at both key stages. Pupils at Key Stage 2 have good information seeking skills, communicate their ideas clearly and are able to demonstrate an understanding of the geographical skills and concepts being taught. Pupils work hard and have positive attitudes to work.

73. The quality of teaching is consistently good at Key Stage 1. At Key Stage 2 it is generally good although some lessons have shortcomings. Planning is precise and activities are well structured. Most lessons have appropriate content. In a small number of lessons skills are poorly taught and activities fail to challenge pupils.

74. The requirements of the National Curriculum are being met and lessons cover the programmes of study and the attainment targets. Geography, through topics at Key Stage 1 and through discrete lessons at Key Stage 2, has an appropriate allocation of curriculum time. However the progression of skills and understanding established at Key Stage 1 should be addressed more consistently at Key Stage 2.

75. The geography policy statement is a detailed and useful document. Resources are accessible and in good order. Good use is made of the locality: a geography trail has been developed and is a valuable resource. The co-ordinator has some non-contact time which is used for managing resources and preparing work. The role should be developed to incorporate the monitoring of standards and to support colleagues in the classroom.

Art

76. Standards of achievement in both Key Stage 1 and Key Stage 2 are in line with the national expectation and are satisfactory when judged against pupils' capabilities.

77. Pupils in Key Stage 1 use and understand aspects of colour, shape, line, pattern and texture. They draw from observation and imagination with confidence and experiment with a broad range of materials and tools. By the end of the key stage pupils are able to talk about shapes, colours and feelings in the work of artists and interpret work they have seen in a range of media.

78. In Key Stage 2 pupils draw accurately in line and tone from direct observation. They use sketchbooks to plan their work and can adapt and modify what they have made when necessary. Information gathering and experimentation with ideas are underdeveloped. Pupils explore materials confidently but in some classes outcomes are not as well finished as they might be. They are beginning to recognise the styles of different artists and can express opinions about works of art and design. In some classes pupils use and understand symbols to communicate their ideas. However, knowledge about artists and designers does not develop consistently.

79. The quality of learning is sound throughout. Pupils are well motivated, interested and responsive. They work purposefully and are willing to learn from their mistakes. Pupils generally make progress in their lessons, they have good observational skills and are able to bring their previous learning to new situations. In some cases pupils' progress is constrained by a lack of technical skill.

80. The quality of teaching is satisfactory throughout. Lessons are thoroughly planned and most have clear learning objectives. Materials and resources are well organised; relationships are good. Observational drawing is consistently well taught; activities are well structured to ensure that skills and understanding develop progressively. Pupils' work is well displayed throughout the school. Other aspects of the art curriculum are less consistently taught, and more attention needs to be given to craft and three dimensional activities, and to information gathering and research skills.

81. The co-ordinator for art is well qualified in the subject and has an overview of teachers' planning through his monitoring activities. There is no policy for art, although a detailed audit of activities and resources has taken place. There are some inconsistencies in the range of activities taught to each year group, and little effective assessment takes place overall. Plans are in place for the development of a policy for art. These should be extended and incorporated into a scheme of work which outlines what pupils in each year should learn and provides guidance on how it should be assessed.

Music

82. In both Key Stage 1 and Key Stage 2 standards are in line with the national expectation. Standards are sound when pupils' abilities are taken into account.

83. At Key Stage 1 pupils can perform rhythmic patterns; they play simple instruments and are able to control a range of sounds. Singing is satisfactory and pupils listen attentively identifying different sounds and rhythms. At Key Stage 2 pupils are developing an understanding of the elements of duration, pace and notation, and make satisfactory progress in performing, composing, listening and appraising as the key stage progresses. Some pupils sing and play instruments; they achieve high standards and perform confidently in public.

84. The quality of learning is satisfactory throughout, and is sometimes good. Pupils are enthusiastic, keen to take part and respond well to a wide range of musical opportunities. They follow instructions and concentrate on the task in hand. They recognise the achievement of other pupils, and contribute positively to question and answer sessions.

85. Teachers use a commercial music course from which to plan their lessons in Key Stage 1. Lessons have clear objectives and the least able pupils have appropriate access to a full range of activities. As a result the quality of teaching is always satisfactory and is sometimes good. At Key Stage 2 most lessons are planned around radio programmes and teaching is satisfactory. Lessons are well prepared and are conducted at a good pace. Classroom management is good and activities motivate pupils. In some lessons tasks need to be more carefully matched to the different abilities of pupils to ensure that the least able understand what is expected of them.

86. There is no whole school policy for music or detailed subject guidance. The school needs to develop a scheme of work for music which provides guidance on the teaching, management and assessment of the subject. Staff have benefited from training but knowledge about music varies across the school. There is no evidence of assessment in music. Resources are good and musical instruments are of high quality. Occasional

public performances enhance the quality of learning for those pupils who take part, and contribute to their achievements.

Physical education

87. Standards at Key Stage 1 are high; at Key Stage 2 they are in line with the national expectation. In relation to pupils' abilities standards are good.

88. Achievement in swimming is generally good; almost all pupils can swim twenty five metres by the time they reach year 5 and many can successfully use three different swimming strokes. In Key Stage 1 pupils have good control of their movement, balance and speed, they work well with simple equipment. In Key Stage 2 pupils have well developed ball skills, work with others to refine their performance and respond to a variety of different stimuli.

89. The quality of learning in both key stages is sound and sometimes good or occasionally very good. Pupils make good progress, are well motivated and enjoy all aspects of the subject; they work well collaboratively in small groups and in teams.

90. The quality of teaching is consistently sound throughout. In Key Stage 1 it is good or very good and sometimes good in Key Stage 2. Lessons are often well structured and have clear objectives, teachers provide appropriate guidance on skills and techniques, and in the best lessons pupils are encouraged to evaluate their performance critically.

91. The PE curriculum covers almost all aspects of the National Curriculum. Outdoor activities, neglected at present, have been planned into the next academic year. The school intends to produce a detailed scheme of work which will include guidance on assessment and this should further enhance the quality of teachers' planning and the standards achieved by pupils.

92. Accommodation is well used and maintained. It includes the hall and an extensive external play area. Equipment, particularly small apparatus, is good. There are a number of well run sporting activities which take place after school; these make a valuable contribution to the quality of PE in the school.

FACTORS CONTRIBUTING TO THESE FINDINGS

Quality of teaching

93. The quality of teaching is satisfactory or better in more than eight out of ten lessons. It is most consistently sound in Key Stage 1 where it is good in over five out of ten lessons. There are some inconsistencies in Key Stage 2 with teaching being slightly better at the end of the key stage than at the beginning.

94. Generally lessons have clear learning objectives. Most activities promote children's learning in line with the National Curriculum. Teachers have a sound and often extensive knowledge of English and mathematics but knowledge of science is limited in parts of

Key Stage 2 and there is some variation in other subjects. Teachers' knowledge of IT is poor throughout.

95. A wide range of teaching methods are used, including whole class teaching, group work and individual tuition. Teachers are skilled at questioning pupils, introduce topics well and conclude lessons by drawing together what has been learnt. Lessons are well managed and organised, and teachers create an environment where good learning can take place. Activities are well matched to the needs of the least able pupils but do not always challenge the most able at Key Stage 2.

96. Planning is detailed, although progression is not always clear. Time is used efficiently and lessons are, by and large, well paced. Good use is made of additional support within the classroom, relationships are very good and they have a positive effect on pupils' learning. Teachers' records, are, however, insufficiently detailed to ensure that the progress of individual pupils is carefully monitored.

Assessment, recording and reporting

97. There are inconsistencies in the standard and quality of assessment, recording and reporting across the school. A policy is in place which outlines procedures but fails to provide the detailed guidance required to help teachers manage assessment in the classroom.

98. There is no whole-school marking policy although there is guidance in some subject policy documents. Pupils' work is regularly marked but marking varies in detail, approach and the extent to which it is helpful to pupils. Some teachers make regular and accurate assessments of pupils' achievements, and use these assessments to inform their planning. In these classes there are clear links between one piece of work and the next. However, this is not common practice and there are inconsistencies between classes and within key stages.

99. There is no assessment of pupils on admission to the school, although standardised tests are carried out by the school and by the LEA at 6+ years. The school has started to build collections of work which have been assessed against the National Curriculum by groups of teachers; however these collections are as yet poorly developed. These systems along with Standard Assessment Tests could provide benchmarks for standards, but they need to be used more thoroughly by the school.

100. Assessment, recording, reporting and annual reviews for pupils with Statements of Educational Need conform to statutory requirements. LEA system is used for recording pupils' progress in the National Curriculum. Some staff have developed more precise and detailed records which they use to plan the curriculum of each pupil. This good practice could usefully be disseminated within the school.

101. Annual reports for pupils are detailed, but they often refer to attitude or performance rather than the knowledge and capability of the pupil. More precise statements would better inform parents and pupils of their progress.

The curriculum

i) Quality and range of the curriculum

102. The curriculum in both Key Stage 1 and Key Stage 2 is broad and generally balanced. However, insufficient time is given to IT in both key stages and to design and technology in some classes for the requirements of the National Curriculum to be fully met. The governing body meet their responsibilities with regard to the curriculum, and the curriculum working group keep oversight of developments in the National Curriculum.

103. Curricular policies are in place for most subjects of the National Curriculum and religious education and plans are in hand to produce policies for art, design and technology, IT and music. These policies outline approaches to subject planning and in some cases the topics through which the subject will be taught.

104. Long term planning is carried out by teachers operating in pairs over a two year cycle. It is generally detailed and linked to the National Curriculum attainment targets and programmes of study. The lack of subject schemes of work leads to some inconsistencies in planning from year to year and from key stage to key stage.

105. Short term planning is detailed. The best takes account of the different abilities of pupils, and outlines the activities and teaching strategies to be used for each group. However, in some cases plans fail to structure activities to ensure that knowledge, understanding and skills develop progressively across a topic.

106. Homework includes information gathering, learning for tests or extending work begun in class. There is no homework policy; it is set at the discretion of the teacher.

107. A number of extra curricular activities take place including music and sport. These activities enhance the curriculum of the pupils who participate in them.

ii) Equality of opportunity

108. There is no policy for equal opportunities. However, there is a commitment to ensuring equality for all members of the school community and this is generally reflected in practice. The integration of and attention given to all pupils irrespective of race, colour, gender or social background is highly effective. Overall the school provides a positive climate for the development of equal opportunities and successfully promotes self-esteem in pupils.

Provision for pupils with special educational needs

109. Provision for pupils with special educational needs is good, and the Code of Practice is well implemented. All staff are aware of procedures for identifying pupils with special needs and good use is made of the local education service and parents to support pupils in the school.

110. The three pupils with Statements of Special Educational Need are well integrated into the life of the school. They show positive attitudes to learning and make appropriate progress. The statutory requirements for these pupils are met in full.

111. Other pupils identified by staff as having special educational needs are given individual educational programmes. Support for these pupils from within the school is good and pupils make progress and achieve good standards in relation to their capabilities. Regular reviews of progress are held with parents.

112. In many lessons teachers plan work which is closely matched to the abilities of the least able pupils; activities are less well targeted at the most able pupils, and more attention needs to be given to providing work which will challenge them.

Management and administration

113. The aims of the school are successfully met. They reflect the academic, social and moral development of the individual pupil and have been agreed by both the staff and the governing body.

114. The governing body fulfils its responsibilities: it works in close collaboration with the headteacher and teachers of the school. Leadership is strong; there is a clear sense of purpose in the policies, procedures and routines which operate.

115. The senior management team includes the headteacher, deputy headteacher and two other teachers. Responsibilities are appropriately allocated amongst them and they play an important part in formulating proposals which are then shared and discussed with all staff.

116. Strategic planning is sound. It has improved over the past three years. Priorities within the plan are realistic and have been agreed by all the staff and the governing body. Subject plans are combined with whole school issues. Budgets and training needs are identified within the plan. The headteacher effectively monitors teachers' planning of lessons and their training needs.

117. All staff have responsibilities as co-ordinators for one or more curriculum area. Detailed job descriptions have been agreed and are in place. Responsibilities include the management of resources and preparation of policy documents, but not the monitoring of the work of classes other than their own.

118. The school runs very smoothly on a day to day basis. A useful staff handbook outlines procedures. Routine communication and administration operate very effectively to create an orderly environment in which good learning can take place.

119. Overall the quality of management is good. More careful monitoring of the standards pupils achieve would further enhance the effectiveness of the curriculum co-ordinators.

Staff, learning resources and accommodation

i) Teaching and non-teaching staff

120. The school has sufficient staff who are suitably qualified. With the exception of IT there is a good match between the teachers' subject responsibilities and their qualifications. Teachers are well deployed; where two share a class they work well together to ensure that pupils have coherent provision. The two support teachers provide valuable additional support.

121. Staff are well managed. The school has a good staff development policy which incorporates appraisal and the newly qualified teacher has been effectively inducted into the school. All staff are given opportunities to update and extend their knowledge and skill through course attendance. Training has led to the production of policy documents, but its impact on standards is not always great.

122. The non-teaching staff are effectively used to support pupils' learning. They make a significant contribution to the standards pupils achieve and the quality of welfare provided. The administrative staff play an important role in the smooth running of the school.

ii) Resources for learning

123. Resources are generally of a high quality; they are well organised and well used. Materials are readily accessible to teachers and pupils, and pupils treat them with respect. The teachers often produce appropriate resources for different ability groups, particularly the less able. The LEA support services are valued by the school and are well used. Good use is made of the local environment. The deployment of resources enhance the quality of pupils' learning.

iii) Accommodation

124. The accommodation is in good condition; it is well cared for and maintained. The governing body conduct systematic inspections of the school building and have established a rolling programme of refurbishment. Classrooms and public areas are tidy and attractive. Pupils treat the building and the outside environment with respect.

125. There is sufficient accommodation for the pupils who use it, although large class sizes result in cramped conditions in some rooms. Teachers manage their classrooms effectively and make full use of the available space. Open areas which adjoin the classrooms are well utilised to allow successful practical work to take place. The environment is bright and stimulating. Pupils' work is well displayed.

126. Overall the management and use of the accommodation makes a positive contribution to the ethos of the school and the quality of pupils' learning.

Pupils' welfare and guidance

127. The school effectively promotes the health, safety and welfare of the pupils. Teachers and other adults within the school know the pupils well, and systems are in place which ensure that individual problems are dealt with.

128. Health education is provided for within the curriculum and is integrated within a number of subjects. A personal and social education policy has been developed with other Catholic schools in the locality. The governing body have appropriately fulfilled their responsibilities with regard to establishing a policy for sex education, and provision for child protection complies with the statutory requirements.

Links with parents, agencies and other institutions

129. The school has good links with parents and other carers. The Parent-Teachers' Association is an active group which organises a variety of successful fund raising events. Parents are made welcome in the school and several assist in the classroom and with extra-curricular activities. Communication with parents is good. They receive an annual report and are invited to two formal parents' evenings during the year.

130. Strong links exist with the local parishes. A mass is held at the school each week, and is attended by parents and other parishioners.

131. Links with the local secondary schools ensure that transfer at the age of 11 is smooth although links to promote continuity within subjects of the curriculum are limited. There is good liaison with other primary and high schools in the area through sporting and musical competitions.

132. The school offers a wide range of opportunities for pupils to work with the local community; pupils have visited local hospitals to give musical performances, raised money for charity and receive sponsorship from a number of local commercial outlets.

133. Overall, links with parents, agencies and other institutions make a good contribution to the quality of pupils' learning.

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