

## **INSPECTION REPORT**

Barnoldswick St Joseph's RC  
West Close Road  
Barnoldswick  
Lancashire BB8 5EN

LEA Area : Lancashire

School Register Number : 119685

Headteacher : Mrs P McIlroy

Reporting Inspector : Mrs C M Thornton

Date of Inspection : 23 - 26 June 1997

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

**Information about the school**

Type of school :	Junior	Infants and
Type of control :		Aided
Age range of pupils :	4-11	
Gender of pupils :		Mixed
School address :		West Close
Road	Barnoldswick Lancashire BB8 5EN	
Telephone number :	01282 813045	
Appropriate authority :	Lancashire	
Name of chair of governors : (where appropriate)	Mr M J Peckover	

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## Main Findings of the Inspection

1. St Joseph's RC primary school is a popular and successful school which provides a good quality of care and education for its pupils. There are some very significant areas of strength in the school's work, most noticeably in the quality of teaching, and a number of areas which need further improvement.

2. Pupils under the age of five are attaining and sometimes exceeding levels expected for pupils of their age and are making at least satisfactory progress towards reaching the desirable learning outcomes.

3. At the end of both key stages the majority of pupils attain nationally expected standards and many, particularly the infants (Key Stage 1) attain above them. These pupils attain above the national average in English, mathematics and science. By the age of eleven, junior pupils (Key Stage 2) attain the national average in English, mathematics and science. Average attainment at the end of both key stages is at the national expectation in information technology, history, geography, and art. Attainment in physical education is above the national expectation at the end of both Key Stage 1 and 2 and is well above it in music at the end of Key Stage 2. Attainment in music and design and technology at Key Stage 1 is at the expected levels. Pupils do not attain national expectations in design and technology at the end of Key Stage 2. This is because they have not experienced learning activities which have progressively developed their skills and understanding in designing and making.

4. The National Curriculum test and assessment results for 1996 for pupils aged 7 years at the end of Key Stage 1 in English, mathematics and science were broadly in line with the standards expected nationally. For pupils aged 11 years at the end of Key Stage 2 attainment in English and science was above the national average and in mathematics was well above the national average. The indication from the 1997 teacher assessments for the national tests at the end of Key Stage 2 is that attainment for the pupils currently in year six will not be as high as those for 1996. Evidence from Key Stage 1 assessments, other standardised tests and ongoing teacher assessments for these pupils supports this.

5. In lessons, many pupils throughout the school make good progress and this is usually associated with good and sometimes very good teaching. At Key Stage 1, pupils make good progress in English, mathematics and science lessons. Pupils make very good progress in music at Key Stage 2. Progress in physical education is good throughout the school. There are few occasions where the rate of progress made in lessons is less than satisfactory and this once again reflects the fact that the overall quality of teaching in the school is good. Pupils make at least satisfactory progress in the vast majority of lessons. There is slightly more good progress in lessons at Key Stage 1 than those at Key Stage 2. This tends to occur when groups of junior age pupils work on different subjects or activities in the same lesson. The lower attaining pupils and pupils with special educational needs sometimes make less progress in these situations than the other pupils.

6. Pupils under the age of five and at Key Stage 1 generally make good progress in their work over time while those at Key Stage 2 make only satisfactory progress. This slowing down of progress from Key Stage 1 to Key Stage 2 is connected to some areas of weakness in curriculum planning. Progress made in design and technology at Key Stage 2 over time is unsatisfactory.

7. Most, but not all pupils with special educational needs generally make satisfactory progress. Learning targets set in their individual education plans are often vague and teachers are not generally used to referring to them when planning work for these pupils.

8. Pupils are enthusiastic and confident learners who have good attitudes to their work. They enjoy lessons and are interested and usually attentive. They can usually concentrate on their work and will persevere with problems. They want to do well and are willing to try again in order to improve. The vast majority of pupils are well behaved and co-operative. They are supportive of each other, and respect their views. They are willing to challenge differences of opinion and will review their own in the light of advice. They can reflect on what they have learned and openly discuss their opinions and feelings. They are trustworthy, responsive and polite young people who have made a very good start at developing their social and communication skills.

9. Pupils like coming to school and their rate of attendance is very good. It contributes well to their overall attainment and rate of progress.

10. The school provides a generally good quality of education for its pupils. There are clearly areas of significant strength and some areas which need further improvement. The quality of teaching as an area of strength has a major impact on educational standards of attainment and progress made. Most teaching throughout the school is good and almost a fifth is very good. Unsatisfactory teaching occurs, but rarely. Science is taught well. At Key Stage 1 the teaching of English, mathematics, design and technology and physical education is strong and at Key Stage 2 history, music and art are taught well. These subjects are clearly planned and lessons well organised. Teachers know what they want to do and achieve in lessons and are focused on building and developing pupils' existing skills. They set good quality tasks which reflect a wide range of the curriculum and teachers' thorough subject knowledge. In the most effective teaching activities are made appropriate for the different age and ability groups in a class. Follow up activities are provided for the higher attaining pupils and for those who finish their work early. Pupils are well informed of the purpose of the lesson and what they are expected to do. The task and vocabulary used are extended and developed as lessons proceed. There are high expectations; pupils are expected to work hard in developing their skills and to work quietly and independently while other pupils are being supported. There is some good interactive teaching where pupils are encouraged to ask and respond to questions and to take a full part. Proper opportunities are provided for pupils to answer questions and they are given good guidance and feedback on their responses. Teachers recap the work covered, assess the progress made and modify their teaching if necessary. The lower attaining pupils and those with special educational needs are not always so consistently well provided for because the work is not adapted to meet their needs. Pupils are managed calmly but firmly and effective strategies are used to settle some of the more excitable and difficult pupils. This results in good classroom relationships.

11. Some of the teaching in mathematics and geography could have been more effective and the progress made by pupils better if the lesson had focused on fewer subjects and activities. In these lessons, teachers have to work very hard to service and support different groups of pupils who are working on different activities. However, in spite of their attempts teachers are not always able to intervene and offer pupils' guidance and support when they need it. This sometimes results in some pupils becoming distracted from their work and in them making less progress than they could.

12. The overall quality of the curriculum in terms of its content is satisfactory. All subjects of the National Curriculum and Religious Education are taught and statutory requirements met. The curriculum is enriched through personal and social education, a broad extra-curricular programme and the teaching of French at Key Stage 2. However the planning and management of the curriculum and the provision for pupils with special educational needs are not as secure. While there is a school document which outlines an effective whole school approach to curriculum planning, this is not followed in practice. The school has appropriately identified that this area needs review. The teachers are diligent in their planning at a year group and key stage level, and are currently developing schemes of work for all subjects. There is no overall plan which details how the school plans to teach the National Curriculum. This, and the absence of completed schemes of work makes it difficult for the school to guarantee that pupils' skills and knowledge are built upon progressively as they move through the school and to provide an appropriate curriculum for pupils with special educational needs. This is having an impact on pupils' attainment and progress, particularly at Key Stage 2. Mixed age classes make this particularly difficult.

13. Assessment of the core subjects at a whole school level is effective and some of the information from these assessments is used to bring about changes. Although most staff diligently make ongoing assessments of what pupils have learned and mark their work, there are no established procedures or planning for assessment. There is no systematic use of the information gained to map pupils' progress and to set focused targets for individual pupils to bring about further improvement. Marking does not often suggest improvements pupils need to make in order to improve their work.

14. A particular strength of the school is its provision for pupils' spiritual, moral, social and cultural development. This area of the school's work is well established and routinely and successfully addressed. All pupils are well cared for and known by their teachers. The provision for pupils' welfare, safety and happiness is a strength. There is rightly very strong support for the school from parents, the

local community and parish. Parents are kept very well informed both through letters, regular bulletins and annual reports. They are encouraged to be involved as helpers and partners in school life, including helping out in lessons. Those that do, make a valuable contribution to pupils' learning.

15. This is a well managed school where the headteacher and governing body clearly have the support and confidence of staff, parents and the wider community. The Mission statement focuses on the pursuit of its faith aims and excellence in all areas and this provides a clear educational direction for the school's work. The headteacher is hard working and efficient, but her leadership in facilitating school improvement and the development of teaching and the curriculum is hindered by her currently having too many other responsibilities. These responsibilities, while worthwhile, should be delegated to the deputy headteacher or to other senior staff. The headteacher recognises the need to monitor the work of the school and some monitoring is being carried out. Currently though, the headteacher and curriculum co-ordinators are insufficiently involved in evaluating and making judgements about the quality of teaching, curriculum development and standards of attainment. School development planning is an established process which appropriately involves staff and governors. The current plan identifies the need to establish and develop systems, such as schemes of work without sufficiently focusing on the reason why, ie to improve attainment and progress. The plan is clearly a working document; regular updates on progress made in implementing it are reported to staff and governors. However, this good practice is hampered because targets for improvement are too imprecise and there are no criteria for judging success in achieving them.

16. The school's finances are generally used effectively and are linked to developments within the school development plan. Financial planning, control and management is secure. The governors have appropriate understanding of the long term projection of the school's finances over the next three years and have usefully considered the implications of this for the school. Day-to-day administration is carried out efficiently and competently by the school secretary.

17. The school makes good use of the accommodation and school grounds. Learning resources are used appropriately within lessons. Non-contact time is provided for staff to undertake their co-ordinator roles and responsibilities. Currently, the use of this time is not sufficiently planned to achieve the targets set within the development plan or for monitoring teaching and learning.

18. Teaching and non-teaching staff are appropriately deployed and the skills of individual teachers, such as music and French are utilised well for specialist teaching. This positively enhances teaching and learning opportunities for the pupils. However the absence of non-teaching support at Key Stage 2 increases the workloads on these teachers and limits what they do, especially to support groups and individuals.

19. Attainment is mostly at nationally expected levels and sometimes higher at Key Stage 1. Key Stage 1 pupils make good progress and those under the age of five and at Key Stage 2 make satisfactory progress. Teaching is good, but there are weakness in curriculum planning and curriculum leadership. The school is very successful in achieving good attitudes to learning and good standards of behaviour. Pupils are confident, independent young people. However, the cost of educating a pupil is slightly above average for a school of this type. In light of all these factors, the school gives satisfactory value for money.

### **Key Issues for Action after the Inspection**

20. In order to further improve on many of the school's existing strengths, the headteacher, staff and governing body should:

- improve attainment and progress in design and technology at Key Stage 2 by -

finalising the draft scheme of work and ensuring that it is implemented in practice; \*\*

denotes that the school has already identified the need to develop these issues within the current school development plan

- improve the planning of the curriculum by -
  - developing a whole school approach to curriculum planning; \*
  - producing a whole school curriculum plan;
  - completing the process of writing comprehensive schemes of work to ensure that what pupils are taught is built upon throughout the school and to ensure that pupils make better progress over time;\*
- improve the curricular provision for pupils with special educational needs by -
  - setting more focused targets in individual education plans and ensuring that teaching addresses them;
- ensure that processes for assessing pupils' work are consistent and are used to set targets for individual pupil improvement; \*
- improve monitoring and evaluation of the school's work at -
  - headteacher and senior management level;
  - curriculum co-ordinator level;
  - school development plan level.

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\* denotes that the school has already identified the need to develop these issues within the current school development plan.

## **Introduction**

### **Characteristics of the school**

1. St Joseph's is a small voluntary aided Roman Catholic primary school with 137 pupils on roll who are taught in five classes. The school, which is in the Diocese of Leeds, is situated in Barnoldswick, a small industrial town in a rural setting in the Pendle district of Lancashire. Prior to 1994 the school operated on a split site. It is now housed in modern accommodation, comprising the remodelled West Close Road building and additional extensions.

2. The school serves the parishes of St Joseph's Barnoldswick and St Patrick's Earby. The pupils from Earby travel to school by bus. Pupils come from a wide range of socio-economic backgrounds. Families live in rented or owner occupied housing, ranging from traditional terraced and semi-detached houses to modern detached properties.

3. The school is regularly over subscribed for admissions. The school population has been stable over recent years, but during the last year the number of pupils leaving and being admitted to the school has increased. There are 23 pupils on special needs register. Two pupils' have a statement of special educational need. The number of pupils eligible for free school meals is broadly average. There are two pupils in school from homes where English is not the first language. Pre-school experiences are varied, with a few pupils having no pre-school education at all. The attainment of the majority of pupils on entry to school is broadly in line with the national expectation. Nearly all year six pupils transfer to SS John Fisher and Thomas More High School, Colne, with which the school has strong links.

4. There are strong parish and community links and a firm commitment to the Christian principles upon which it is founded. The Mission Statement and related aims of the school clearly set out the purpose of the school to strive to create a caring environment wherein each child has an opportunity to fulfil their potential and achieve their hopes and goals. There is a strive for excellence in all areas of the curriculum.

5. There is a school development plan underpinning an ongoing pursuit of improvement. The school has identified priorities for this year. These include reviewing aspects of whole school planning and assessment, including a marking policy and teacher assessment. Developing mathematics for pupils with special educational needs, improvement of aspects of English such as handwriting, introduction of the revised scheme of work for science, developing schemes of work for information technology, art and design and technology, and history.

## Key indicators

### Attainment at Key Stage 1<sup>0</sup>

- improve the planning of the curriculum by -
  - developing a whole school approach to curriculum planning; \*
  - producing a whole school curriculum plan;
  - completing the process of writing comprehensive schemes of work to ensure that what pupils are taught is built upon throughout the school and to ensure that pupils make better progress over time;\*
- improve the curricular provision for pupils with special educational needs by -
  - setting more focused targets in individual education plans and ensuring that teaching addresses them;
- ensure that processes for assessing pupils' work are consistent and are used to set targets for individual pupil improvement; \*
- improve monitoring and evaluation of the school's work at -
  - headteacher and senior management level;
  - curriculum co-ordinator level;
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## **Introduction**

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## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1995-6	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	8	9
	Girls	6	7	5
	Total	15	15	14
Percentage at NC Level 2 or above	School	83	83	72
	National	78 (78)	79 (80)	82 (78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	10	9
	Girls	6	7	6
	Total	15	17	15
Percentage at NC Level 2 or above	School	83	94	78
	National	79 (80)	82 (79)	84 (84)

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

**Attainment at Key Stage 2<sup>2</sup>**

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

Year	Boys	Girls	Total
1995-6	4	10	14

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	8	8	8
	Total	12	12	12
Percentage at NC Level 4 or above	School	86	86	86
	National	58 (48)	54 (44)	62 (70)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	3
	Girls	11	4	5
	Total	11	9	8
Percentage at NC Level 4 or above	School	79	64	57
	National	60 (56)	60 (54)	65 (64)

**Attendance**

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

		%
Authorised Absence	School	6.5
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

**Exclusions**

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

	Number
Fixed period	1
Permanent	0

**Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	19.4
Satisfactory or better	91.9
Less than satisfactory	8.1

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

### **Educational Standards Achieved**

#### **Attainment and Progress**

1. By the time they reach the age of five the majority of pupils achieve at and sometimes above the level they are expected to reach in all the areas of learning. In language and literacy pupils can express themselves well, can recognise letter sounds and some are able to copy letters and words. In mathematics they can count and recognise numbers to five and can use mathematical language to describe position, size and quantity.

2. At the end of both key stages the majority of pupils attain nationally expected standards and many, particularly the infants (Key Stage 1) attain above them. Pupils at the end of Key Stage 1 attain above the national average in English, mathematics and science. By the age of eleven, junior pupils (Key Stage 2) attain the national average in English, mathematics and science. At the end of Key Stage 1, pupils' overall attainment in English is good. They speak confidently in formal and informal situations and can understand the main points from a discussion. They use vocabulary well. Pupils use phonic and picture clues well in their reading. In writing they can write well organised and imaginative stories. Attainment in handwriting and spelling is satisfactory. At the end of Key Stage 2 pupils' attainment is satisfactory in reading. Most pupils can read fluently and have developed their research and reference skills to a satisfactory level. Their writing is satisfactory overall, but their skills in spelling and handwriting are below average. In mathematics by the end of Key Stage 1 pupils are achieving above average. They can use addition and subtraction to solve problems, can count accurately in fives, tens and threes, can use standard measures for length and time and recognise simple two-dimensional and three-dimensional shapes. By the time they reach the end of Key Stage 2 pupils can calculate accurately using the four number rules, they can use handle simple fractions, use the 24 hour clock and can apply their knowledge to solve mathematical problems. In science by the end of Key Stage 1 achieve beyond the level expected for their age. They can follow simple instructions to carry out an experiment, predict what might happen and use simple scientific words correctly. By the time they reach the end of Key Stage 2 pupils attain at the level expected. They know what makes a fair test and most can plan such a test. Most pupils have a sound knowledge of different aspects of science and can remember what they have been taught.

3. At the end of Key Stage 1 the majority of pupils attain the national expectations in design and technology, information technology, history, geography, music and art. Attainment in physical education is above the national expectations.

4. At the end of Key Stage 2, attainment is well above national expectations in music and above in physical education. It is at the expected level in history, information technology, geography and art. Pupils do not attain national expectations in design and technology at the end of Key Stage 2, where their skills in designing and making are not at the expected levels.

5. The National Curriculum test and assessment results for 1996 for pupils aged 7 years at the end of Key Stage 1 in English, mathematics and science were broadly in line with the standards expected nationally. For pupils aged 11 years at the end of Key Stage 2 attainment in English and science was above the national average and in mathematics was well above the national average. The indications from the 1997 teacher assessments for the national tests at the end of Key Stage 2 is that attainment for the pupils currently in year six will not be as high as those for 1996. This difference in attainment is related to the differences in abilities of the pupils in Year 6 in 1995/96 and 1996/97. The group of pupils assessed in 1996 were overall a more able group of pupils. Evidence from Key Stage 1 assessments, other standardised tests and ongoing teacher assessments for the current Year 6 pupils supports their attainment being broadly at the expected levels.

6. Pupils under the age of five make satisfactory and sometimes good progress in developing their skills and understanding. They make good progress in developing their language and literacy skills and their knowledge and understanding of the world. They make satisfactory progress in mathematics, and in

the development of their physical and creative skills.

7. At Key Stage 1, pupils make good progress in English, mathematics, science and physical education lessons. Progress is satisfactory in design and technology, information technology, history, geography, art and music.

8. At Key Stage 2 pupils make very good progress in music and good progress in physical education. Progress is satisfactory in English, mathematics, science, information technology, geography and art. Progress is unsatisfactory in design and technology.

9. There are few occasions where the rate of progress made in lessons is less than satisfactory and this reflects the fact that there is very little unsatisfactory teaching in the school. There is a little more satisfactory rather than good progress made in lessons at Key Stage 2 than at Key Stage 1. This tends to occur when groups of pupils work on different subjects in the same lesson. This occurs in some lessons covering English, mathematics and science at Key Stage 2. It is an important factor why progress in these subjects deteriorates as pupils move from Key Stage 1 and through Key Stage 2. In these lessons teachers have to split their attention between different subjects and in some lessons pupils are distracted by the different activities and this affects their progress. The lower attaining pupils and pupils with special educational needs sometimes make less progress in these situations than the other pupils.

10. Pupils under the age of five make satisfactory progress over time. Those at Key Stage 1 generally make good progress in their work over time while those at Key Stage 2 make only satisfactory progress. This slowing down of progress over time from Key Stage 1 to Key Stage 2 is connected to some areas of weakness in curriculum planning, such as the absence of schemes of work and clear assessment procedures. Progress made in design and technology at Key Stage 2 over time is unsatisfactory because they have not experienced a curriculum which has developed their skills and understanding as they have moved through the school.

11. Most but not all pupils with special educational needs generally make satisfactory progress. Progress is limited for some pupils because the learning targets set in their individual education plans are too vague and teachers are not generally used to referring to them when planning work for these pupils.

### **Attitudes, Behaviour and Personal Development**

12. The standard of behaviour and discipline throughout the school is good. Pupils are keen, enthusiastic learners who have good attitudes to their work. They can usually concentrate on their work and will persevere with problems until they find a solution. A small number of pupils in some classes at Key Stage 2 sometimes become distracted by groups who are working on different activities to themselves. Pupils on the whole have the confidence to work independently and are also able to work co-operatively with each other. They like to be involved in class activities and respond to the challenges set for them. They answer questions with enthusiasm. Most want to do well and are willing to try again in order to improve their work.

13. The vast majority of pupils are well behaved and co-operative. Some of the time they remind each other of how to behave properly. Pupils under the age of five show self respect and they are able to relate well to each other and adults. Pupils throughout the school demonstrate a positive attitude towards their learning environment and they are able to apply themselves to their work.

14. Most of the time pupils respond very quickly to their teachers' requests and instructions. They are trustworthy, responsive and polite to all adults. They quite naturally share resources and wait their turn. Resources and property are looked after well. Pupils throughout the school relate well to each other, with their teachers and with visitors. Staff provide good role models for the pupils.

15. Pupils of all ages respond well to the opportunity of taking responsibility for classroom routines and also of taking part in school organisation such as the school bank, library duty and assemblies. This helps promote their confidence and social skills. Pupils develop an awareness of the needs of others

through their involvement in fund-raising events for charities. This helps to enhance their personal development.

16. Pupils are supportive of each other and respect each others' views. In many lessons it was observed that pupils were able to challenge differences of opinion and would review their own in the light of advice. They can also reflect on what they have learned and openly discuss their opinions and feelings.

17. Pupils show quite a degree of confidence and initiative. They ask for help and offer support to others when needed. They ask questions in class and willingly volunteer their own thoughts. Most pupils are happy to discuss their work and they are able to look at it critically. They are quite independent and those who are classroom "helpers" take their responsibilities seriously and carry them out confidently. Personal development is promoted through links with the community and this is actively encouraged and planned for by the school. The outside community and response from parents indicate that they are aware of and support the good standards of behaviour and attitudes throughout the school.

## **Attendance**

18. Attendance at the school is very good. The overall attendance rate of 95.5% is above the national average for primary schools whilst authorised and unauthorised absences are below the national average.

19. There is very little lateness, pupils are happy to come to school and are encouraged to attend regularly and on time. The vast majority of parents are supportive of the school's approach to attendance and their co-operation is instrumental in maintaining the high standards achieved. The very good rate of attendance contributes well to pupils' overall attainment and rate of progress.

## **Quality of Education Provided**

### **Teaching**

20. The quality of teaching is an area of strength in the school and it has a major impact on educational standards of attainment and progress made by pupils. Most teaching throughout the school is good and some is very good. Unsatisfactory teaching occurs but rarely.

21. At Key Stage 1 the teaching of English, mathematics, design and technology and physical education is good and at Key Stage 2 history and art are taught well, whilst the teaching of music is very good. Science is taught well across the school. These subjects are clearly planned and well organised. Teachers know what they want to do and achieve in lessons and are focused on building and developing pupils' existing skills. They set good quality tasks which reflect a wide range of the curriculum and teachers' thorough subject knowledge.

22. In the most effective teaching activities are made appropriate for the different age and ability groups in a class. Follow up activities are provided for the higher attaining pupils and for those who finish their work early. Pupils are well informed about the purpose of the lesson and what they are expected to do. The task and vocabulary used are extended and developed as lessons proceed. There are high expectations: pupils are expected to work hard in developing their skills and to work quietly and independently while other pupils are being supported. There is some good interactive teaching where pupils are encouraged to ask and respond to questions and to take a full part. Proper opportunities are provided for pupils to answer questions and they are given good guidance and feedback on their responses. Teachers recap on work covered, assess the progress made and modify their teaching if necessary.

23. In a few lessons the teaching could have been more effective and the progress made by pupils better if the lesson had focused on fewer subjects and activities. In these lessons teachers have to work very hard to service and support different groups of pupils working on different activities. However in spite of their attempts teachers are not always able to intervene and offer pupils guidance and support when they need it. This sometimes results in some pupils becoming distracted from their work and in them

making less progress than they should.

24. The lower attaining pupils and those with special educational needs are not so consistently well provided for. Teachers' plans do not generally identify specific tasks matched to ability for low attaining pupils and pupils with special educational needs, teachers do not often refer to targets on individual education plans when planning work and targets on the plans are frequently not specific enough.

25. Teachers are generally conscientious in their marking and assessment of pupils' work. However, the quality of marking varies, as does its usefulness to the pupils. Too little marking summarises what pupils have learned and identifies targets for future work. Teachers rarely use the outcomes of marking to inform their future planning, especially for individual pupils. Homework in the form of reading, learning spellings and tables and projects is provided for pupils in Year 6 and is effective in helping to prepare them for secondary school. Younger pupils undertake reading and learning activities at home.

26. Good relationships exist between teachers and pupils based on mutual respect. Pupils are managed calmly but firmly and effective strategies are used to settle some of the more excitable and difficult pupils. Teachers use praise to encourage and promote progress. Effective use is made of support staff, and voluntary helpers. They make a positive contribution to the success of lessons and to the progress pupils make. However the absence of non-teaching classroom support staff at Key Stage 2 increases the workload on teachers, particularly to support groups and individual pupils and reduces their effectiveness as teachers. Some pupils in these classes do not make sufficient progress, particularly when there is more than one subject ongoing at one time and there is no non-teaching classroom support staff.

## **Curriculum and Assessment**

27. All subjects of the national curriculum are taught and statutory requirements are met. The curriculum is enriched through its personal and social education and extra-curricular programmes and the teaching of French at Key Stage 2. The curriculum is broadly based, but is not yet properly balanced. The school is at an early stage in assessing the allocation of time to different subjects.

28. The planning and management of the curriculum is not secure. While there is a school document which outlines an effective whole school approach to curriculum planning, this is not followed in practice. The school has appropriately identified that this area needs review.

29. There are procedures in place to plan the curriculum at a year group, key stage and whole school level. However, these do not guarantee that pupils' skills and knowledge are built upon and developed progressively as they move through the school, particularly with classes which contain pupils of different ages and abilities. The planning formats used do not always contain all they should. Schemes of work, although commenced are not yet complete and in place for all subjects. There is no whole school curriculum plan which indicates how and when the school plans to teach the National Curriculum programmes of study. These weaknesses affect the progress pupils make over time, particularly as they move from Key Stage 1 to Key Stage 2 in English, mathematics, science and design and technology.

30. In their planning teachers make limited reference to the targets set on individual education plans for pupils with special educational needs, for example spellings given to individual pupils do not match targets set on their individual plans. In addition targets on most individual education plans are too general and are consequently unhelpful in guiding teachers towards precise planning to help the individual pupil make progress.

31. The planning and teaching of the curriculum for the under fives is planned with reference to the national guidelines laid out by the School Curriculum and Assessment Authority (SCAA). It is effective in developing pupils' language and literacy, mathematical skills, knowledge and understanding of the world, and physical development. It does not provide sufficient regular opportunities for pupils to use their imagination, choose their own materials or put their own ideas into practice.

32. There is equality of opportunity for all pupils. Teachers are conscientious in their planning to try to

address the needs of split year groups and timetables are carefully matched to ensure curriculum entitlement for pupils with special educational needs. The completion of a whole school curriculum plan will further improve opportunity for all.

33.The school prepares pupils well for secondary school as the curriculum focuses on building pupils' confidence, maturity and more independent ways of working, for example at the end of Key Stage 2, more homework is set and French is taught in the last two terms.

34.A range of assessment procedures are used by the school to assess pupils' progress in English and mathematics. These include the use of commercial, LEA and national materials. The information gained from these assessments is analysed by the headteacher, deputy head and co-ordinator. It is used to make changes to the curriculum, such has recently been undertaken in mathematics. As yet, there are no established procedures for assessment in science or in other subjects. However as schemes of work are developed it is intended that assessment procedures are developed for that subject at the same time. Although this is sound practice, the absence of assessment information results in teachers not knowing what pupils have learnt or understood. Because the school is at an early stage in developing assessment it does not often use the information from assessment to inform planning. Teachers' planning does not often identify what assessment is to be undertaken and rarely identifies specific planning for individual pupils. There are some good examples of appropriate planning in Key Stage 1 and lower Key Stage 2. The detailed daily plans completed during the inspection week effectively identified assessment opportunities and this practice needs to be built into the school's regular planning formats. The school has rightly identified this as an area for development.

35.The school has a policy which meets requirements regarding assessment, recording and reporting. Staff maintain record books and reading records which are used to help complete pupils' profiles, which are completed at least annually.

36.A start has been made with the establishment of collections of graded work, principally in English, in order to support and ensure the accuracy of teacher assessments across the school. The development of such collections for other subjects would be useful in further developing assessment.

## **Pupils' Spiritual, Moral, Social and Cultural Development**

37.A particular strength of the school is its provision for pupils' spiritual, moral, social and cultural development. The school has a clear vision for promoting these areas which is clearly expressed in the schools' mission statement and its policy statement on 'Education in personal relationships'. The positive ethos of the school provides an environment where respect for self and others is firmly established and where pupils' spiritual, moral, social and cultural development is well supported. A strong emphasis is placed on the importance of respect and consideration for others as part of being a school community and being part of the wider community. Parents express considerable satisfaction with the values and attitudes which the school promotes and with the happiness of their children. Pupils respond positively to the school's provision. They show tolerance, a developing understanding of right and wrong and a respect for the views and beliefs of others.

38.The school ensures that the provision in these areas is transmitted within a framework of Christian values and moral principles. The developing needs of pupils are catered for and promoted through the Catholic ethos of the school, through lessons, the curriculum, visitors into school and extra-curricular activities. All this contributes to the successful development of pupils' skills and understanding, and particularly to their attitudes to good behaviour and self-discipline. The overall quality of relationships within the school and with outside bodies provides good opportunities for social development.

39.The development of pupils' spiritual awareness is central to the school. Much of this is provided through religious education and worship. The school also ensures that opportunities are planned for within the curriculum. Pupils are provided with opportunities to develop their social skills through having responsibilities in their classrooms to act as monitors. They are also given opportunities to help with school organisation such as the school bank, library duty and assemblies. Social and moral development is promoted through links with the community and the day to day application of the Mission

Statement. Pupils are provided with opportunities to reflect on their beliefs and feelings in work in science, history and geography and through stories and poetry in English. Pupils experience the awe and wonder of new life through well planned activities, such as watching butterflies hatch or tadpoles grow in science. Music, art and dance lessons also provide well for pupils' spiritual development.

40.The schools provides well for the pupils' cultural development. Within the curriculum and beyond there are many initiatives that extend and promote cultural awareness. This is developed throughout the school in English, French, art, music, history, geography and design and technology. Pupils are also provided with appropriate opportunities to develop their understanding of living in a multi-cultural society and the values and ways of living related to other cultures.

### **Support, Guidance and Pupils' Welfare**

41.The school provides successfully for the welfare and guidance of its pupils. It is a strength of the school and contributes to the good behaviour, pupils' personal development and the progress they make.

42.The school is a supportive and caring community. The headteacher and staff know their pupils and their families and there is a good understanding of pupils' emotional needs and difficulties in school, home and the community. The school responds well when individual pupils have problems and work closely with parents and support staff to help pupils. Pupils' academic achievements are celebrated, and personal development, behaviour and attendance monitored.

43.The school is supportive of pupils with special educational needs and those pupils with individual education programmes are helped to meet the targets in their individual education plans through additional specialist support sessions where they work separately from the class in small groups or individually. However the quality of support for these pupils is not as effective as it should be because the targets identified in their individual education programmes are too vague and because teachers do not sufficiently plan for or address these pupils' needs in the classroom.

44.The school is successful in achieving and maintaining good standards of behaviour. Governors, parents and the parish are supportive of the school's procedures and practice in promoting this. An effective policy on behaviour and bullying is consistently and successfully carried out. Pupils understand what is expected of them and the rewards and sanctions to be applied. Any incidents of bullying and unacceptable behaviour are dealt with quickly, sensitively and effectively. There were no incidents of bullying during the inspection.

45.The school meets and follows carefully the procedures for child protection. There are effective procedures in place to promote pupils' health and safety. First aid arrangements are good. Pupils are well supervised at break and lunchtimes times. There is a health and safety policy which meets statutory requirements. A recent audit by the LEA confirmed that the school is meeting requirements and that there were no areas for concern.

### **Partnership with Parents and the Community**

46.The school has formed a very strong and effective partnership with parents, the church and the local community. Parents are responsible for raising considerable funds for the school through the parent Teachers' Association. Overall the variety of experiences and extra resources brought to the school through its very good partnership with parents and close involvement with the local community and the church has a positive effect on pupils' attainment and personal development.

47.The school actively encourages parents, governors and members of the church to help in school. A good number do so and their contribution is valuable and valued by the school. Parents are involved in pupils' work at home, particularly reading and the pupils clearly benefit from this.

48.Parents are kept informed of school activities by very good informal channels of communication, frequent letters and regular bulletins. Parents' evenings are well attended and valued for the time given

and care shown by staff. Annual reports provide a clear explanation of pupils' work and progress. Currently they do not include areas for improvement. The school deals well with requests for information and the concerns of parents, acting speedily and effectively. Parents praise highly the friendliness and approachability of the headteacher and staff.

49. Relationships with the church, local community and the main destination high school are very good. By organising and joining in community events the school succeeds in attracting many supporters and maintaining a position of respect in the community. Local firms have been willing sponsors of a new sports kit and have made generous donations to recent fund raising for the new school building. Visitors come into school from many walks of life and the school plans regular visits to places of interest. Recently a series of coaching sessions brought to the school by the local rugby league team successfully increased the skills and confidence of pupils. The school is involved in raising funds for local, national and international charities and through their musical performances in the town and the church pupils broaden their outlook and consider the needs of others.

## **The Management and Efficiency of the School**

### **Leadership and Management**

50. The school is well managed. The headteacher and governing body clearly have the support and confidence of parents, staff and the community. Management by the headteacher and governors is based on the clear values expressed in the Mission Statement. This focuses on the pursuit of faith aims and excellence in all areas and provides a clear educational direction for the school. An excellent ethos has been established, based on these values and good behaviour. Positive relationships are promoted. This is a happy school in which pupils enjoy their learning and can make progress.

51. The headteacher is hardworking and efficient. She has a high level of personal commitment to both the school and its pupils. However, because she currently has substantial responsibility for co-ordinating subjects and other key aspects of school, she does not sufficiently focus on her leadership role in facilitating school improvement, and curriculum development. Some of these other responsibilities should be delegated to the deputy headteacher or other senior staff to enhance their involvement in school management roles. This would enable the headteacher to spend her time evaluating and monitoring planning, teaching, curriculum development and standards of attainment which is currently insufficiently undertaken.

52. All statutory requirements, including that for collective worship are fully met and the school provides pupils with equality of opportunity. The school has established all the required systems for managing pupils with special educational needs. A school register for these pupils is in place and individual education plans, with targets have been drawn up for those pupils required to have one. Whilst these plans meet requirements, the targets within them are too imprecise and are of limited help to the teachers. Not all teachers make sufficient reference to these plans when planning what they will teach and what different pupils need to learn.

53. There is a good working relationship between those who work in the school and the governing body. Governors are well informed and carry out their statutory responsibilities effectively. They have a strong commitment to the school. They are supportive of the headteacher and bring to the school a wide range of useful experience. They have established an appropriate range of committees which deal effectively with key aspects of the school's life. They have regular meetings. There are specific governors who take responsibility for pupils with special educational needs, for child protection and for governor training.

54. The headteacher, governors and staff are now involved in the process of school development planning, which is linked to the budget and staff development. The short-term and long-term targets identified within the plan are closely related to the mission and aims of the school and relate to areas which require development. Staff and governors responsible for targets in the plan take the necessary actions. The current plan identifies the need to establish and develop systems, such as schemes of work without focusing on the reason why, ie to improve attainment and progress. The plan is a working document. Regular updates on its progress are discussed by staff and governors. Some evaluation

of the outcomes of targets on bringing about improvement has been done. However, the plan has some weaknesses; the targets and timescales for improvement are too imprecise and there is no criteria for judging success in achieving the targets.

55.All teachers have responsibility for co-ordinating and leading areas of the curriculum. They are knowledgeable about the areas they are co-ordinating. All subjects have a brief policy statement. A minority have schemes of work, although some have draft schemes. The quality and usefulness of this curriculum documentation to other staff varies. Co-ordinators currently have a small amount of time made available for them to carry out their work. However the use of this time is not clearly designated and as a result is not having the impact it could in have bringing about curriculum development, supporting staff and improving standards. Currently co-ordinators are not sufficiently involved in monitoring the curriculum, teaching or what pupils do and achieve.

56.There are some systems in place to monitor and evaluate attainment. This includes monitoring of national test results and other assessments, including the progress made as pupils move through the school and the tracking of some individual pupils. This is undertaken by the staff, headteacher and governors and the information gained appropriately used to inform curriculum development and resource purchases. Monitoring of teachers' planning is also undertaken. There is no overall policy or established procedures for monitoring teaching, the curriculum or pupils' work.

57.The school is well run. Day-to-day management and administration are good and the school has clear, effective systems of communication. The school uses information technology appropriately to support administration. The school clerk is efficient and hard-working. Overall, she makes a valuable contribution to the good running of the school.

### **Staffing, Accommodation and Learning Resources**

58.There are sufficient, appropriately qualified and experienced teachers to meet the requirements of the National Curriculum. The school makes effective use of the specialist skills of teachers, such as music and French, to enhance the curriculum and the quality of learning for pupils. Much of the music is taught by a specialist teacher and this enables pupils to develop very good skills. Specialist teachers and non-teaching staff provide additional support for pupils identified as having special educational needs. The quality of support is satisfactory overall and enables these pupils to have full access to the National Curriculum and to make sound academic progress. Non-teaching staff are actively involved in the delivery of the Key Stage 1 curriculum and make a positive contribution to pupils' attainment. There is no non-teaching staff support at Key Stage 2 and this affects teachers' workload and their ability to ensure that all pupils receive necessary support to make consistent progress.

59.Teachers are actively involved in their own professional development and the school records show satisfactory attendance rates on in-service courses. Much of this training is however undertaken by subject specialists in their own areas of expertise. The school has recognised the need to extend professional development beyond those subjects for which teachers have responsibility. Arrangements for the induction of newly qualified teachers are good and were successful in inducting two teachers three years ago. Staff development is now linked to targets in the school development plan and the results of teacher appraisal. In this way in-service training is well matched to meeting both the needs of the school and individual staff.

60.The accommodation is good and provides sufficient space for the curriculum to be effectively taught. The school is well maintained and cleaned to a high standard by the site supervisor. There are appropriate security measures to prevent illegal entrance to the school. The school fields are on two distinct levels and the lower level is exceedingly uneven. The steep slopes away from the higher level restrict the development of pupils' physical skills.

61.Resources for learning are at least satisfactory for most subjects with the notable exception of design and technology. Resources for pupils with special educational needs are appropriate to support the pupils currently identified as requiring additional support. Resources are accessible and well stored. The school library is stocked with a limited range of fiction and non fiction books which are well

catalogued and displayed. Although the library stock was reviewed two years ago, some books are out-dated and in poor condition. The library would benefit from a thorough audit to ensure that the book stock is up to date, matched to the demands of the national curriculum and in good condition. School based resources are supplemented through the loan of books from the library service and historical artefacts from museums. These make a valuable contribution to pupils' attainment and progress.

### **The Efficiency of the School**

62. Financial management is sound. The governors and the headteacher take care to operate appropriate financial controls so that the school keeps within the planned budget. Day-to-day administration of the budget is carried out efficiently by the school secretary. Regular financial reports are passed onto the governing body. An audit report of the school's finances, carried out three years ago praised the systems and procedures adopted by the governing body and the school. Only a few recommendations were made and these have now been implemented fully.

63. The school undertakes careful financial planning and monitoring. Financial planning is linked to school development planning and this ensures that spending relates to the planned priorities. Priorities and purchases are costed to ensure value for money. The governors have begun to monitor the impact of spending decisions they make on the quality of education and attainment in the school. A recent example of this has been the monitoring of spending on book resources to improve the teaching of practical and investigative mathematics at Key Stage 1. The governors monitored the impact of the spending decision by visiting school to see the resources in use, receiving feedback from the staff on the effect and impact of the resources on teaching and pupils and by monitoring attainment. Funding for pupils with special educational needs has been used appropriately to provide additional teaching, non-teaching and learning resources for these pupils.

64. The governors are clearly aware of the changing financial circumstances facing the school. The reduction in the budget now the school operates on one site, the lower standard admission number and the loss of an exceptionally large Year 6 age group will impact on finances. The governors have a long term projection of the financial resources likely to be made available to the school and are developing strategies of how they might operate within these changing circumstances. The school currently has a substantial budget surplus which is targeted for maintenance of the older part of the accommodation, learning resources and sustaining staffing levels.

65. Teaching and non-teaching staff employed by the school are appropriately deployed and the skills of individual teachers, such as in music and French are utilised well for specialist teaching. This positively enhances the quality of teaching and the learning opportunities for pupils. However the absence of non-teaching support at Key Stage 2 increases the workloads of these teachers and limits what they do, especially to support groups and individuals. The school spends an above average proportion of its budget in employing staff. The pupil-teacher ratio is average. The quality of teaching is good and has a positive effect on pupils' attainment and progress. Staff appraisal is in place and the professional training needs of the staff are appropriately related to priorities in the school development plan and the outcomes of appraisal.

66. The headteacher and the governors take all necessary steps to ensure that resources for learning are adequate. Currently there is an effective system in place where new resources are not purchased until schemes of work have been completed and agreed. The accommodation is used most effectively and learning resources are used well in lessons. The Parent Teacher Association supplements the school's financial resources with funds raised from social and community events. This money has been put to very good use, such as purchasing all the computers in the classrooms. This has a positive impact on pupils' attainment and progress and releases the money which would have funded these items for other purposes.

67. Attainment is mostly at nationally expected levels and sometimes exceeds them at Key Stage 1. Pupils' progress is satisfactory at Key Stage 2 and for the under five's, and good at Key Stage 1. Teaching across the school is good, but there are weaknesses in curriculum planning and the leadership roles of staff. The school is successful in achieving good attitudes to learning and good standards of

behaviour, resulting in confident, independent young people. However, although the budget income is average, because current spending uses money from reserves, the cost of educating a pupil is above average for a school of this type. In the light of all these factors the school gives satisfactory value for money.

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

### **Areas of learning for children under the age of five years**

68.Children who are aged under five and not of compulsory school age are taught together with five year olds in the reception class. The curriculum for these pupils is planned with reference to the national guidelines laid out by the School Curriculum and Assessment Authority (SCAA). Most, but not all pupils have experienced some form of pre school provision.

69.Overall, the teaching and learning opportunities planned for pupils under the age of five are satisfactory in all the areas of learning and prepares them for entry into Key Stage 1. The experiences they undertake enable the vast majority of pupils to attain the nationally expected standards when they are five. Some pupils attaining above the levels expected for five year olds.

70.The development of language and literacy has a high priority. Pupils make satisfactory progress in this area. Attainment is at the expected levels. They can express themselves well orally and are eager to answer questions. They join in rhymes and songs and remember the words with a developing awareness of pattern. Overall pupils make satisfactory progress, but they make good progress in reading and are able to recognise letter sounds and simple words. They can copy words and letters correctly and some are beginning to write words and letters independently. Pupils are developing appropriate fine motor control in the formation of letters.

71.A range of activities are provided for pupils to develop mathematical skills and most pupils make satisfactory progress and achieve standards that meet those expected for children of their age. Pupils are given experience of counting everyday objects, and also matching, ordering and sequencing. They are able to use simple mathematical language such as circle, in front of, bigger than to describe position, size and quantity. Pupils are developing mathematical understanding to solve problems. They are familiar with number rhymes, songs, counting games and activities.

72.There is a good planned programme to develop knowledge and understanding of the world and this results in pupils reaching good standards of attainment and progress. Pupils use technology to support their learning, they have experience with simple keyboard skills and use of the mouse. They can use the CD-ROM and the Roamer. They are developing an understanding about where they live and their environment. Most can describe a typical journey from Barnoldswick to Skipton. They are exploring and recognising features of things in the natural and made world for example in their work on how things move. They explore and select materials and equipment and use skills such as building for example in their work on ferries.

73.Development of physical skills is satisfactory. They have good levels of fine motor skills in handling equipment and tools. They take part in physical education lessons and have some access to large play equipment.

74.Creative development, although satisfactory is slightly more limited. Musical experiences provided for them make a positive contribution. They have used a variety of mediums in art and they listen and respond to stories. They explore colour, shape and texture in two dimensions and they reach satisfactory standards in using tools. Pupils do not often have opportunities to choose their own materials or put their own ideas into practice or use their imagination.

### **English, mathematics and science**

#### **English**

75.By the end of Key Stage 1 pupils attain at least in line with the national average in all aspects of English, and many attain above it. By the end of Key Stage 2 overall attainment in English is broadly in line with national averages, although for some aspects such as spelling and handwriting it is below the expected levels. The 1996 Key Stage 1 National Curriculum tests produced a similar view. The 1996 Key Stage 2 results were above the level of attainment found during the inspection. This is

because of differences in the ability of pupils in Year 6 1996 and those currently in school.

76. Pupils' skills in speaking and listening are mostly satisfactory when they begin school. Attainment is often good by the end of both key stages. Pupils speak confidently to adults and each other, both in formal and informal situations. At the end of Key Stage 1 pupils show that they have listened carefully to discussions and they understand main points. Their use of vocabulary is particularly good. By the end of Key Stage 2 pupils can describe events clearly and express opinions, some can do this in more formal situations.

77. Throughout the school attainment in reading is satisfactory and in many cases good. Pupils show enjoyment and enthusiasm for reading. Strong home-school links, the very good use of voluntary helpers and support staff and links with the local library make a positive contribution to standards. The established practice of encouraging pupils to read their own work aloud to classmates also contributes to standards. In Key Stage 1 readers used picture and phonic cues, the use of context is less well developed. Reference skills are developing. In Key Stage 2 many pupils read fluently, with understanding and expression. More able readers are sometimes limited because of being restricted to reading scheme material. Attainment in research and reference skills is patchy, but by the end of Key Stage 2 most pupils have acquired satisfactory standards.

78. By the end of Key Stage 1 many pupils attain good standards in writing. They produce stories that are organised, imaginative and clear. By the end of Key Stage 2 pupils attain satisfactory and sometimes good standards across a range of writing. Pupils write in a variety of forms and for a range of purposes, but opportunities for writing extended pieces of work, particularly through other subjects are limited. There is some good practice in this respect at the end of the Key Stage 2 in writing work related to history.

79. Standards of spelling in Key Stage 1 are satisfactory and handwriting, although not joined is properly formed and legible. Standards of spelling and handwriting in Key Stage 2 are variable and by the end of the key stage attainment in handwriting is below expected levels.

80. Pupils at Key Stage 1 make good progress in speaking and listening, they extend their vocabulary especially well, using words like brainstorming, clockwise and anti-clockwise, correctly and confidently. They make good progress in writing. They move quickly from copywriting, to emergent and independent writing. By the end of the key stage many pupils produce a high standard of written work. They make good progress in reading, they enjoy stories and read a range of literature. They read well with expression. Pupils in Key Stage 2 make satisfactory progress in speaking and listening, reading, and aspects of writing, but sometimes progress on earlier work is not always built upon. Pupils make satisfactory progress in developing skills over a range of writing by the end of Key Stage 2. Progress in spelling and handwriting is less satisfactory, some pupils have not developed a clear, joined, legible style by the end of the key stage. The school has identified both these aspects of English as areas for development.

81. Most, but not all, pupils with special educational needs make satisfactory progress. Learning targets set in their individual education plans are often too vague and teachers are not generally used to referring to them when planning work for these pupils for example spellings are sometimes not matched to ability or to targets set on individual education plans in Key Stage 2. Pupils with special educational needs make better progress when work is carefully matched to their needs.

82. Most pupils are enthusiastic and confident learners who have good attitudes to their work. Pupils at Key Stage 1 listen and respond well to stories and class discussions. They concentrate for long periods of time for example when they are writing about their Amazing Machines, they take responsibility and work well collaboratively. Pupils at Key Stage 2 show good levels of concentration and are willing to try again to improve their work. Pupils remain on task longer when work is matched to their ability and classroom organisation allows the teacher to support them. Pupils respect the materials and resources they are using.

83. Teaching at Key Stage 1 is usually good and sometimes very good. At Key Stage 2 teaching is usually satisfactory and often good. Unsatisfactory teaching is very rare. Teachers have a good

understanding and knowledge of the subject. Teachers use questions skilfully and have appropriately high expectations in terms of quality of work and behaviour. Pupils are managed well. Methods and organisation are satisfactory overall, however there are occasions in Key Stage 2, when more than one subject is being taught at the same time that progress is impeded. Time and resources are used satisfactorily in all classes, there is often a good balance between discussion and tasks. Parent and voluntary helpers are used well. Teachers keep detailed records but there are only limited examples of assessment informing future planning and marking is used very infrequently to move pupils forward.

84. Teaching is most effective when objectives for lessons are made clear and activities are made appropriate for the different ages and abilities in the class.

85. The English curriculum meets statutory requirements. Pupils have equality of access and opportunity, efforts are made to match work where year groups are split and when pupils with special educational needs are withdrawn. Planning is inconsistent and an incomplete scheme of work means there is insufficient detail to help staff plan and guarantee continuity and progression and this accounts for the less good attainment and progress over time made by Key Stage 2 pupils. The lack of a whole school structured approach to the teaching of handwriting and spelling is hindering progress in these aspects of the English curriculum.

86. There is a structure for assessment using external tests, these results are used to assess the effectiveness of the curriculum. Detailed records for reading and spelling are kept but are not often used to inform future planning. Curriculum planning does not often incorporate assessment opportunities. Day-to-day assessments, especially marking of pupils' work vary from class to class and do not often help pupils to understand what they have to do to improve their work. The school has identified this area as a focus for development. English makes a positive contribution to the spiritual, moral, social and cultural development of pupils, through the use of a good range of stories and poetry.

87. Subject leadership is good where areas for development have been identified, developed and monitored like speaking and listening. However curriculum monitoring by the co-ordinator is underdeveloped and other areas identified for development like handwriting are not progressing sufficiently quickly through a lack of realistic timescales and the establishment of success criteria in the school development plan. The ethos in which the subject is taught supports the school's aims and an effective learning environment is provided. There is a good match of staffing and resourcing is adequate.

## **Mathematics**

88. Attainment at the end of Key Stage 1 is above average and is relatively better than attainment at the end of Key Stage 2 where the majority of pupils attain the national average. This difference in attainment is linked to the fact that school developments in the teaching of mathematics have not yet filtered to the end of Key Stage 2. In the 1996 National Curriculum assessments attainment at Key Stage 1 was not significantly different from the national average. Attainment was wide ranging for the different aspects of mathematics. Attainment in numeracy was considerably better than for using and applying mathematics. At Key Stage 2 for 1996 results were well above the national figure. The teacher assessments for 1997 indicate that results for pupils currently at the end of Key Stage 2 will not be as good as those for 1996. Other available assessment data for these pupils would support attainment being closer to the national average than above it.

89. By the end of Key Stage 1 pupils are confident in handling numbers. They can solve problems using addition and subtraction of whole numbers, they can count in twos fives and tens and can accurately measure time, length and weight. They can record data in different ways and have a sound basic understanding of symmetry and simple shapes. Pupils accurately undertake simple calculations in their heads and show they can apply their mathematical skills to work in other subjects, such as geography, where they can use simple co-ordinates accurately and design technology where they use measuring skills well. By the end of Key Stage 2, pupils can undertake calculations using addition, subtraction, multiplication and division. Most can calculate time and distance and most have sound understanding of simple fractions and percentages. They have an appropriate grasp of simple area and perimeter and

some can use the 24 hour clock accurately. They have sound mental skills with tables and single number calculations. Pupils are able to use information technology for problem solving activities and data handling. Pupils at both key stages with special educational needs are attaining at appropriate levels.

90. At Key Stage 1 pupils make satisfactory and often good progress in using and applying mathematics. The school has given particular emphasis to developing this aspect of mathematics and have reviewed approaches to teaching. This is having a positive effect on pupils' progress. Pupils make sound progress in the development of their calculating skills. Progress in mental mathematics is satisfactory. At Key Stage 2 pupils are making satisfactory progress in all aspects of mathematics, although progress is uneven as they move through the key stage and over time. This is related to weaknesses in the curriculum. They improve their handling of data and measures. They improve their knowledge of tables and number recall. At Key Stage 2 progress in using and applying mathematics is slower than for other aspects of mathematics, except for pupils at the top of the key stage. Progress in some lessons is not as good as it might be. This often occurs when there is more than one subject ongoing in the classroom at one time. In some of these lessons pupils are left to work on their own on activities which practice rather than develop their mathematical skills. This limits the progress they can make. Pupils with special educational needs at both key stages make satisfactory progress overall. They make better progress when the lessons or tasks are interesting and when they are matched to their needs.

91. Pupils show positive attitudes towards mathematics throughout the school. Most pupils listen attentively to their teacher explanations and questions. They work individually or in groups and show sustained concentration. They use the resources well and demonstrate care with property. The majority of pupils throughout the school are well behaved in their lessons. However, there are occasions when the behaviour and attitude of pupils is less than satisfactory and this occurs in some classes at Key Stage 2 when the teaching of mathematics is grouped alongside other curriculum activities such as English or religious education.

92. The majority of teaching is at least satisfactory at Key Stage 2 and is good at Key Stage 1. The quality of teaching of the oldest pupils at Key Stage 2 is good and sometimes very good. The overall quality of teaching has a positive effect on the standards pupils attain at the end both key stages. In a very effective lesson on using and applying mathematics in work centred on "Treasure Island", the teacher made good use of open-ended questions and moved the lesson on at a good pace. Pupils were required to undertake both mental and written mathematics and were given good support and guidance when needed by the teacher. At Key Stage 1 teachers encourage pupils to discuss numbers and aspects of mathematics. They are taught mathematical language from an early age. Teachers make good use of number games to develop mental skills. Most teachers have adequate knowledge of the subject and all areas of mathematics are taught at least satisfactorily. Teachers undertake detailed planning for mathematics, but their planning does not always indicate what skills they want to teach or what they want pupils to learn. Curriculum planning does not always indicate which parts of the National Curriculum are to be covered and this makes it difficult for the school to ensure that pupils have covered all aspects of mathematics. This weakness in curriculum planning affects attainment and progress at Key Stage 2. Assessment is used effectively to check how well the school and individuals are doing. The school has appropriately used the results of assessments to pinpoint where improvements need to be made in the curriculum and in teaching of the subject. A good example of this is the recent changes made in Key Stage 1 where more attention is now paid to developing the use and application of mathematics. Teachers mark pupils' books regularly, but not all provide feedback to pupils which informs them how well they have done and identifies what they have to do next to further improve their work.

93. The school teaches all the National Curriculum programmes of study in mathematics. The school is currently reviewing the time allocation given to different aspects of mathematics. The scheme of work is being revised to take account of these new developments. The curriculum co-ordinator is effective. She examines and comments on teachers' planning and on the results of standardised assessments. Other aspects of her role are underdeveloped and more attention needs to be given to monitoring pupils' work, teachers' response to it and teaching within the subject. Resources are generally of good quality and are appropriate. They have been developed to help the school improve pupils' attainment.



## Science

94. Attainment at the end of Key Stage 1 is above average and is better than attainment at the end of Key Stage 2 which is in line with national averages. The results of the 1996 end of Key Stage 1 national assessments indicate that attainment was close to the national averages for all aspects of science, although attainment for practical and investigative science is below that for other areas of science. Inspection evidence suggests that pupils' attainment in experimental science is higher than these results indicate. Pupils can follow instructions to carry out experiments and can carry out re-tests to check their results. They can make predictions of what might happen and record their observations accurately. They can use appropriate words such as transparent and liquid.

95. Attainment at the end of Key Stage 2 is in line with the national average. Results of the 1996 end of key stage tests were above average. However inspection evidence suggests that attainment for pupils currently in Year 6 is close to the national average. This is because the cohort of pupils in Year 6 in 1996 was of above average ability. Pupils in Year 6 know what makes a fair test and most can devise such a test. They can write what happened in their experiments, but skills in recording the statistical information from their tests are not as well developed. Inspection evidence indicates that the attainment of the younger pupils in this key stage is often good for their age. Year 3 pupils have a good knowledge of how sound travels and they have well developed practical investigation skills. Pupils in Year 5 can undertake a range of experiments to investigate the effects of exercise on their bodies and can communicate what they found out in writing, graphs and tables. Discussions with pupils shows that many of them have remembered and understood what they have been taught. Pupils with special educational needs in both key stages are attaining at appropriate levels, particularly when given tasks or teaching support that are well matched to their learning needs.

96. Pupils make better progress at Key Stage 1 than at Key Stage 2. At Key Stage 1 pupils make overall good progress in their acquisition of knowledge and understanding. Progress is sometimes very good, for example in their work on floating and sinking. In experimental science pupils are developing their prediction, observation and recording skills and the use of correct scientific terminology. At Key Stage 2 most pupils are making satisfactory progress. Although pupils make progress in activities, their progress in recording and evaluating what they done in writing is less good and is uneven across the key stage. The slowing down of progress from Key Stage 1 to Key Stage 2 is related to weaknesses in the planning of the curriculum. The absence until recently of a draft scheme of work for science has meant that older pupils have not developed their skills and knowledge in science in an ordered and progressive way as they have moved through the key stage. Pupils with special educational needs at both key stages make overall satisfactory progress. Progress for these pupils is good, especially when they receive appropriate adult support in lessons.

97. Pupils' concentration in lessons is generally good. The majority of pupils behave well. They respond enthusiastically to the good teaching they receive, willingly answering questions and offering explanations. Most pupils are able to work independently and co-operate with each other to undertake practical activities.

98. Teaching is good at both key stages. Some teaching is very good, particularly with the youngest pupils in Key Stage 1. The better teaching is characterised by lesson planning which includes clear learning objectives, explanations by the teacher which are understood and the good use of questions to ensure that pupils understand what they are being taught. Pupils of different attainment are given slightly different work, or different levels of adult support which enables all to make good progress. Most teachers have a sound knowledge and understanding of what they teach. The marking of pupils' work is undertaken, but ranges in its quality and usefulness. The best includes comments which gives pupils advice on what they have to do to improve their work.

99. An outline draft scheme of work for science has now been finalised, but requires implementing. The addition of further detail will make it a useful guidance document for staff which should help address the fall in attainment and progress from Key Stage 1 to Key Stage 2. The co-ordinator currently oversees teachers' planning for science, and monitors pupils' attainment and progress in standardised tests. There are no established whole school assessment procedures or systems for the monitoring of pupils'

learning and progress in lessons, workbooks, and teaching.

## Other Subjects or Courses

### Design and Technology

100. Attainment at the end of Key Stage 1 is broadly in line with the national expectation, but by the end of Key Stage 2 attainment is below it. At Key Stage 1, work is successfully incorporated into topics, for example links with geography and science in designing a wheeled vehicle. Most pupils can use scissors with reasonable accuracy and can use a range of fixing techniques to join or hold things together. They are aware that designs can be modified and changed and of the importance of making a product of quality. By the end of the key stage pupils, including those with special educational needs have made satisfactory progress. However this progress is not sustained throughout Key Stage 2 and attainment at the end of the key stages is below that expected. This is because pupils have not developed their skills and understanding progressively over time as they have moved through the school. However, in the lessons observed at Key Stage 2 pupils make satisfactory and sometimes good progress. The school has recognised the need to develop the curriculum and teaching in this subject and there is clear evidence that pupils in Year 3 are making satisfactory progress and if this is maintained could reach the nationally expected standard by the time they reach Year 6.

101. Throughout the school pupils show an interest and are keen to be involved. They are eager to be successful, and will experiment and take the initiative. They can work independently and co-operatively with other. At Key Stage 1 pupils are more openly enthusiastic and show perseverance to overcome problems. This is a key factor in helping them make progress.

102. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2 and contributes to the development of pupils' skills and understanding. At Key Stage 1 teachers have a good understanding of the subject and lessons are challenging and actively involve pupils in designing and making their own products and selecting the materials they will use. At Key Stage 2 lessons provide opportunities for pupils to use different materials and making methods, although the materials are sometimes chosen for them or they can choose from a limited range. Teachers offer appropriate suggestions and advice to help pupils make their own decisions. Parent helpers provide effective support for pupils with special educational needs at Key Stage 2.

103. The school has identified the need to develop design and technology and a useful start has been made by focusing initially on developing making skills with the pupils. Pupils across the school have different opportunities to design and make artefacts. However progression in the subject is currently unsatisfactory and limited by the lack of a scheme of work and consistent, detailed teachers' planning to ensure that pupils' skills, knowledge and understanding are developed systematically over time. Currently there are no procedures in place to assess pupils' work. The range of materials available is currently too narrow. This limits pupils' choices and opportunities to apply different fixing and making skills. The subject co-ordinator has made a good start in establishing the subject. Teachers' planning is monitored. Although the co-ordinator has some non-contact time, there is no school system to use this time effectively to support teachers or to monitor pupils' attainment and progress.

### Information Technology

104. Overall attainment at the end of both key stages is in line with national expectations. At Key Stage 1 pupils use the keyboard with increasing accuracy. They can control a floor robot using simple commands and they use their skills to support learning in other subjects such as geography, mathematics and English. They can use a mouse, control the screen and handle information. Pupils at Key Stage 2 build on previously developed skills and develop their word processing, graphics and data handling skills. They can locate information independently from a CD-ROM. Overall they make effective use of information technology to support their learning in other subjects.

105. The progress that pupils make across both key stages is overall satisfactory. There is evidence of some improved progress over time. As pupils get older they are presented with a range of opportunities to use, apply and develop their existing skills. However progress in developing skills in control technology, especially at Key Stage 2 is limited. When pupils are given the opportunity to work

on computers they show interest and enthusiasm. Teachers' interventions ensure that pupils progress appropriately. Pupils enjoy using information technology and will often request to use the computer to locate information. They work independently, confidently and co-operate well with each other. Pupils with special educational needs make satisfactory progress.

106.The quality of teaching is satisfactory, but teachers' planning does not always clearly indicate what pupils will do and learn in the subject. The school is in the early stages of developing the use of information technology to support work in other subjects.

107.The school has made considerable progress in developing information technology. This has been assisted by the recent upgrade in hardware across the school, made possible by funding from the Parent Teacher Association. This equipment is allowing the school to develop fully the subject and is having a positive effect on pupils' attainment and progress.

108.The co-ordinator has worked hard to foster and develop the skills and knowledge of the staff and raise the profile of the subject in school. There is a recent draft policy and a new assessment and recording system ready for introduction, which should further enhance pupils' progress. The absence of a whole school view of how skills are to be developed and extended as pupils move through the school and no agreed view as to how information technology will be used within the subjects constrains the further improvement of pupils' skills.

## History

109.Pupils' attainment at the end of both key stages is in line with national expectations. At Key Stage 1 progress is satisfactory and on occasions is good. At Key Stage 2 progress is satisfactory. In a few lessons learning does not build upon what pupils already know and understand. Pupils with special educational needs make satisfactory progress overall.

110.At Key Stage 1 pupils are developing a sense of chronology, they can build a time line for example in transport. Older pupils can explain why they have placed pictures in a certain order and what the differences are between them. They have factual knowledge about famous people.

111.Younger pupils at Key Stage 2 are developing skills to do with historical enquiry in a topic about local churches. Older pupils are beginning to combine information from a number of sources and to pursue their own lines of enquiry for example family names in an old newspaper as part of a topic on the Victorians. They understand that events in the past can be interpreted in different ways.

112.Pupils at both key stages show an interest in the subject. They work well with sustained concentration and are keen to discuss the work that they have done. At Key Stage 1 some have extended their interest to linking it to play activities at home. Some pupils at Key Stage 2 have produced good history topic files as part of set homework.

113.Teaching at Key Stage 1 is satisfactory overall. At Key Stage 2 teaching is never less than satisfactory and is sometimes very good. Teachers usually have high expectations in the work set. They have clear objectives and there are good examples of tasks matched to the differing needs of pupils. For example work done on a Victorian newspapers included a range of activities for the wide range of pupils' abilities in the class. Pupils respond well and enjoy history. Day to day assessment is generally satisfactory. Although most teachers make helpful comments during lessons, marking of pupils' work does not often indicate ways in which pupils can improve.

114.Currently the curriculum is not well planned to ensure adequate continuity and progression; the policy and scheme of work are in need of review. There are no clear assessment procedures. The school has identified the need to review curriculum planning in this subject and it is included in the school development plan. Efforts are made by teachers to ensure that in mixed age classes, pupils receive experiences appropriate for their age and that pupils of the same age in different classes have the same opportunities. This is very time consuming for teachers and the development of a scheme of work would make planning much easier and help to ensure better continuity and equality of

experience for pupils of each age group. Other than the monitoring of teachers' plans there is limited monitoring of the history curriculum by the co-ordinator. Visitors to school and visits to places in the locality suitably enrich the curriculum.

## **Geography**

115. Attainment in geography is broadly in line with national expectations at the end of both key stages.

116. Pupils at the end of Key Stage 1 can name key features of their local area, using correct terminology. Some pupils can contrast where they live with other places, both locally and further afield. They can observe and record changes in the weather and describe how the weather at different times of the year affects their lives and other people. They can use simple vocabulary to describe directions and position, including the points of the compass. They use simple co-ordinates to locate places on a map and can make their own maps using symbols. They have clear views on environmental issues such as litter, pollution and building developments. By the end of Key Stage 2 pupils have increased their knowledge of man's effect on the environment. They show a satisfactory understanding of features such as rivers and settlement, which they can relate well to their locality. They can recall information about other countries such as China or India and contrast them with their own area. Pupils make satisfactory progress in the development of their skills and knowledge in geography. However, overall mapwork skills, although overall satisfactory are not as consistently well developed as other aspects of the subject, particularly at Key Stage 2. Pupils with special educational needs attain appropriate levels and make satisfactory progress.

117. Pupils are positive and show interest in their geography lessons in both key stages. They listen well, respond to questions and volunteer their own responses. Some pupils appropriately challenge the views of others. Their response to written work is more wide ranging and overall is not as good as in lessons, especially in the depth of some answers. The overall quality of writing and written work is wide ranging. The use of inappropriate worksheets in some classes limits pupils' responses.

118. Teaching is satisfactory overall. Some teaching with the oldest pupils at Key Stage 1 is very good. Here, the teacher clearly sets out what she wants the pupils to learn and plans well structured questioning and lesson activities to achieve these goals. Very high expectations of the pupils in relation to the presentation of written work and in the amount of work completed are communicated to pupils. The best teaching builds on what pupils have learnt in previous lessons and introduces new terminology gradually. In some classes, geography teaching takes place at the same time as activities related to other subjects. Although the different activities are appropriately managed, having more than one subject ongoing at a time reduces the impact of the geography teaching and limits opportunities for the teacher to support and intervene in pupils' learning. As a result, pupils do not always make the progress they should.

119. There is no up to date scheme of work for geography and staff consequently spend a significant amount of time undertaking planning to provide coverage of the subject requirements within the mixed age class organisation. This is only partially successful in providing coverage of the main aspects of the subject. There are weaknesses in the development and progression of some skills, such as mapwork skills and use of information technology to retrieve and present data. The co-ordinator is currently leading a review of the present organisation and teaching of geography. A new draft scheme of work is being finalised. Although this will provide a useful initial framework for other teachers it will require significant additional detail and guidance in terms of how pupils' skills are to be built upon to be fully helpful to teachers and effective in further raising pupils' attainment and improving their progress. Resources for the subject are adequate and are appropriately scheduled to be reviewed once the new scheme of work is finalised. The school makes effective use of visits and visitors into school to support work in geography. Pupils, particularly at Key Stage 2 are making good use of the CD-ROM to locate information to support the work they are doing.

## **Art**

120. By the end of both key stages pupils attain the nationally expected standards in art, although

attainment varies in different aspects of the subject. Pupils at Key Stage 1 handle tools confidently, they can mix and name colours and use them to represent moods and places. They can record their ideas confidently, for example when drawing their own Amazing Machines. Pupils at Key Stage 2 show increasing control over a range of tools and techniques, for example in printing and marbling. Painting skills are less well developed. Pupils use the vocabulary of art well and are beginning to evaluate their own and each other's work.

121. At Key Stage 1 pupils make satisfactory progress overall. They are learning to use tools and equipment, and are developing their observational skills and their knowledge and understanding of colours. However there are limited opportunities for them to paint and to select and choose materials. As a result progress in these areas is inhibited. Pupils' make insufficient progress in their knowledge and understanding of art, craft and design and craftsmen. At Key Stage 2 pupils make good progress in developing their skills of observation, handling tools and learning different techniques, such as in the recent work done on the Willow Pattern plates and still life fruit drawings. Progress in developing painting skills is less satisfactory as is their use of fabrics. Pupils have too few opportunities to choose the materials and methods for their work. Pupils do not progressively develop their skills in art as they move through the key stage. This is because there is no scheme of work in inform teachers what to do and ensure that skills are developed over time.

122. Pupils are very enthusiastic about this subject at both key stages. At Key Stage 1 they work confidently and carefully, they share resources well and are very well behaved. At Key Stage 2 pupils show respect for the materials they are using. They take great pride in their work and are prepared to begin again or improve their response if they are dissatisfied with what they first produce.

123. Teaching is at least satisfactory at Key Stage 1 and is sometimes good. At Key Stage 2 it is usually good. Teachers have sufficient knowledge and understanding of the subject. Their planning ensures an appropriate range of activities, but there is some imbalance in the different skills developed and too few opportunities for pupils to plan their own work and the mediums they will use. Teachers have high expectations of pupils in terms of the quality of work and levels of concentration. Pupils are managed well.

124. The curriculum meets statutory requirements, but the absence of a scheme of work restricts the ongoing development of pupils' skills, knowledge and understanding across the subject as they move through the school. Processes for assessing pupils' attainment and the results informing curriculum planning are underdeveloped. The school could usefully share the good practice in Key Stage 1 and the beginning of Key Stage 2 with the rest of the school. Art makes a positive contribution to pupils' spiritual, social and cultural development. Displays, work done on other artists, and other countries all contribute to spiritual and cultural development. Work done on displays, group pictures and friezes and the way pupils share tools and materials contributes to social development.

125. The co-ordinator has made a significant contribution to this subject and is fronting its development by her own good practice with her class. The learning environment is good, resources and accommodation are satisfactory. Procedures for monitoring and evaluating curricular provision and pupils' attainment are undeveloped.

## **Music**

126. Pupils' attainment at the end of Key Stage 1 is in line with national expectations. By the end of Key Stage 2 attainment is well above the national expectation. This is as a result of some very good specialist teaching in Key Stage 2. Attainment in singing is very good by the end of Key Stage 2. Pupils in both key stages can sing in tune, with clear diction. By the end of Key Stage 2 pupils are able to sing a variety of rounds and songs from memory and can play and select appropriate percussional instruments to produce desired sounds, eg glissando. Pupils can write and play back their own simple musical notation through the use of graphic scores. The school choir attains very high standards. Pupils make satisfactory progress in Key Stage 1 and very good progress in Key Stage 2. The expertise and enthusiasm of the specialist teacher is a key factor to this very good progress. Regular choir practices help pupils to make good progress in their singing.

127. Pupils respond to the music curriculum in a very positive manner. They sing and perform with enthusiasm, they listen attentively to the teacher and to other pupils as they rehearse and perform. They work well in groups and take turns to share instruments.

128. The quality of teaching is mostly good and occasionally very good, especially at Key Stage 2. This teaching is characterised by careful planning and organisation, including the preparation of all resources prior to the start of the lesson. Lessons proceed busily and tasks are carefully matched to pupils' different abilities. The use of a specialist teacher to teach music in three out of the five classes, helps to promote attainment and progress.

129. Resources to support the teaching of music are satisfactory. The school has its own scheme of work which tries to integrate music into general topics being covered in other areas of learning eg Viking Songs. The school could usefully consider extending the range of percussion instruments to include those from non-European countries.

130. Music plays an important part in the life of the school. Provision for extra-curricular musical activities is good. All pupils are offered the opportunity of joining the school choir, or the recorder group and can also learn to play the guitar or woodwind instruments. Standards of performance of these musicians are good and they perform regularly in assemblies, for the local church and in local music festivals.

## **Physical Education**

131. Pupils' attainment exceeds nationally expected standards at the end of both key stages. In gymnastics pupils at Key Stage 1 demonstrate good awareness of space, they can control body movements and are able to link and repeat a series of actions. In Key Stage 2 they demonstrate awareness of the concept of "level" and can link body movements into a sequence. Pupils demonstrate good awareness of safety issues in games, gymnastics and swimming.

132. Pupils' in both key stages make good progress. This is demonstrated in swimming and in gymnastics and some pupils can perform to a high standard in these areas. Progress is better when pupils are active for longer periods. Pupils at both key stages have good attitudes towards the different activities provided. They show an awareness of health and safety issues and generally behave appropriately.

133. The quality of teaching varies both within and between the two key stages. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Good teaching is noted by good timing and pace to lessons, clear explanations from teachers, setting tasks which kept children physically active for sustained periods, good questioning techniques and good organisation of the lessons. Teaching is less sound when class control is weak, when pupils are not physically active and when teachers' expectations are low.

134. The curriculum for physical education meets statutory requirements. The time allocated to the three elements of games, dance and gymnastics at Key Stage 1 is appropriate. At Key Stage 2 although the six required aspects are included in the curriculum, outdoor and adventurous activities are under-represented. There is a policy and scheme of work. However there are no established procedures for assessing pupils' progress.

135. Extra-curricular activities make contributions to pupils' social development. Pupils enter a variety of inter-school sports competitions with a reasonable amount of success. The inclusion of visits from adult sports teams from the local community positively influence pupils' attitudes to sport.

## **PART C: INSPECTION DATA**

### **Summary of Inspection Evidence**

136. Five inspectors, including a lay inspector spent a total of 11.5 days in school, spread over a period of four days. Sixty-six lessons or parts of lessons were inspected for a total of 28 hours. In addition pupils were observed at lunchtimes, breaktimes, entering and leaving school, in assemblies and extra-curricular activities. All the National Curriculum subjects were inspected. Each class was observed several times.

137. The inspectors heard 36 pupils (26% of the school read). Their reading skills, strategies used and their understanding were recorded. Samples of pupils' work covering the full ability range from each year group, photographs, artefacts and classroom displays were also scrutinised. Pupils were questioned about their knowledge and understanding of their work and aspects of the curriculum and day-to-day life of the school discussed with them.

138. A large amount of school documentation was analysed. This included curriculum documentation, the school development plan, attendance registers, records kept on pupils, assessment results and teachers' planning files. Budget information and the minutes of meetings were examined before and during the inspection.

139. Planned discussions were held with the headteacher, deputy headteacher, other teachers, members of the non-teaching staff and school governors. Discussions were also held with parent helpers working in school, outside agencies, visiting governors, staff of the main receiving High School and former pupils. A formal meeting took place between the Registered Inspector and the chair of the governors, accompanied by the chairs of the committees. Twenty four parents attended the meeting for parents with the Registered Inspector and there were 50 responses to a questionnaire for parents dealing with the work of the school. Some parents provided additional written responses.

**Data and indicators****PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	137	2	23	16

**TEACHERS AND CLASSES****Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	23

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

Total number of education support staff	2
Total aggregate hours worked each week	24

**[Primary and nursery schools]**

Average class size:	27
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**FINANCIAL DATA**

Financial year:	1996-7
	£
Total Income	187,472.00
Total Expenditure	198,712.00
Expenditure per pupil	1,577.08
Balance brought forward from previous year	44,761.00
Balance carried forward to next year	33,521.00

**PARENTAL SURVEY**

Number of questionnaires sent out:

90

Number of questionnaires returned:

50

Percentage return rate:

55.55

**Responses (percentage of answers in each category)**

I feel the school encourages parents to play an active part in the life of the school  
 I would find it easy to approach the school with questions or problems to do with my child(ren)  
 The school handles complaints from parents well

The school gives me a clear understanding of what is taught  
 The school keeps me well informed about my child(ren)'s progress  
 The school enables my child(ren) to achieve a good standard of work  
 The school encourages children to get involved in more than just their daily lessons  
 I am satisfied with the work that my child(ren) is/are expected to do at home  
 The school's values and attitudes have a positive effect on my child(ren)  
 The school achieves high standards of good behaviour  
 My child(ren) like(s) school

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.0	50.0			
I would find it easy to approach the school with questions or problems to do with my child(ren)	56.0	40.0	2.0	2.0	
The school handles complaints from parents well	41.7	50.0	6.3	2.1	
The school gives me a clear understanding of what is taught	46.9	53.1			
The school keeps me well informed about my child(ren)'s progress	60.0	36.0	4.0		
The school enables my child(ren) to achieve a good standard of work	54.0	44.0	2.0		
The school encourages children to get involved in more than just their daily lessons	42.0	50.0	6.0	2.0	
I am satisfied with the work that my child(ren) is/are expected to do at home	30.6	57.1	6.1	4.1	2.0
The school's values and attitudes have a positive effect on my child(ren)	61.2	36.7	2.0		
The school achieves high standards of good behaviour	70.0	28.0	2.0		
My child(ren) like(s) school	48.0	50.0	2.0		

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