

INSPECTION REPORT

**Goldshaw Booth Newchurch-in-Pendle
St Mary's CE (Aided) Primary School
Newchurch**

LEA area : Lancashire

Unique Reference Number : 119435

Headteacher : Miss S J Waller

**Reporting inspector : Mr C Pickup
T11202**

Dates of inspection : 9 - 11 November 1998

Under OFSTED contract number : 702759

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior

Type of control : Voluntary Aided

Age range of pupils : 4 - 11 years

Gender of pupils : Mixed

School address : Spenbrook Road
Newchurch-in-Pendle
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Lancashire
BB12 9JP

Telephone /Fax number : 01282 612191

Appropriate authority : Governing Body

Name of Chair of Governors : Rev T N Howard

Date of previous inspection: December 1995

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
C Pickup, RgI	Mathematics Science Design and technology Information technology Art Under-fives	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management Efficiency
M Milwain, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
B Hopkinson	Special educational needs English History Geography Music Physical education	Curriculum and assessment Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- * Teaching is very good in seven tenths of lessons across the school. No teaching is less than good and about a tenth of teaching is excellent.
- * In the core subjects of English and mathematics teaching is very good and in science it is always at least very good and sometimes excellent. The quality of teaching results in high achievement.
- * Individual teaching for those with special educational needs is good in both key stages and pupils make good progress.
- * Pupils' attitudes, behaviour and relationships at all levels are very good.
- * The practice in assessment and recording of pupils' attainment and progress is very good.
- * Leadership and management of the school are very good. The school meets its aims efficiently.

Where the school has weaknesses

- * The head is allocated too little time to carry out her management responsibilities.
- * The present design of the interior of the building wastes valuable space that could be used better to benefit teaching and learning.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school has overcome all of the weaknesses pointed out in the last inspection and has made considerable progress and improvement. It has maintained progress in all curriculum areas and now has policy statements and schemes of work in place for the core and foundation subjects. All pupils with special educational needs are given good levels of support in both key stages and make good progress. Pupils in both key stages are successfully encouraged to be independent learners. Spiritual, moral, social and cultural education are good and contribute to the positive ethos of the school.

Standards in subjects

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

Performance in:	Compared with all schools	Compared with similar schools	<p style="text-align: center;"><i>Key</i></p> <p><i>well above average</i></p> <p><i>above average</i></p> <p><i>average</i></p> <p><i>below average</i></p> <p><i>well below average</i></p>
English	A	A	
Mathematics	A	A	
Science	A	A	

The information shows that in comparison with all schools, standards in English, mathematics and science are very high. Standards of attainment are higher than those obtained in similar schools. Very good teaching in the core subjects of English, mathematics and science enables pupils to make good progress and to attain high standards.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Very good	Very good
Mathematics	Very good	Very good	Very good
Science	N/A	Excellent	Very good
Information technology	N/A	Good	Good
Other subjects	N/A	Good	Good

Overall, teaching is very good in both key stages. It is good and better in 100 per cent of lessons. It is excellent in 12 per cent and very good in 70 per cent.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good in lessons and at all times.
Attendance	Good; better than the national average.
Ethos*	There is a positive ethos for learning. The school has a 'family' atmosphere where older pupils are kind and considerate towards younger ones.
Leadership and management	Very good. The headteacher provides strong educational leadership and is very well supported by all who work in the school and by the governors and parents.
Curriculum	The school provides pupils with a rich, broad and balanced curriculum.
Pupils with special educational needs	Good; the needs of pupils with special educational needs are met effectively through good levels of individual support in both key stages.
Spiritual, moral, social & cultural development	Good in each area. These aspects make a strong contribution to the Christian ethos of the school and to pupils' personal development.
Staffing, resources and accommodation	Good overall but the internal planning of the building results in wasted space.
Value for money	Good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">* The school encourages parents to participate in the life of the school. (100 per cent)* The staff are approachable. (100 per cent)* The school gives a clear understanding of what is taught. (100 per cent)* The school keeps parents well informed. (100 per cent)* The school achieves high standards. (100 per cent)* Parents are satisfied with homework. (100 per cent)* The values the school teaches. (100 per cent)* Children like school. (100 per cent)	<ul style="list-style-type: none">* Parents did not express any

Inspectors' views support parents' positive views.

KEY ISSUES FOR ACTION

The time currently allowed for the headteacher to carry out her management and administrative responsibilities is too little in comparison with her teaching commitment. It needs to be reviewed and increased. (para. 60)

The design of the internal area of the school causes a waste of valuable space which could be better used for teaching and learning. The governors need to seek the support of the diocese and redesign the

interior of the building to make better use of the space for teaching and learning. (para. 67)

Beyond the key issues there are no important weakness to be considered for inclusion in the action plan.

INTRODUCTION

Characteristics of the school

1. St Mary's CE (Aided) Primary School is situated in the village of Newchurch, near Burnley in Lancashire. It was built in 1874 and modifications to the building were made in 1963. It is a small, rural school with 32 pupils on roll. Most pupils are drawn from the villages of Newchurch, Spenbrook and Barley, with a third of pupils travelling in from Salterforth, Nelson and Burnley.
2. The governors control admissions to the school and children are admitted at the beginning of the year in which they become five. There are three children aged under five currently on record. The attainment of pupils on entry into the school is average. The number of boys and girls is about equal and pupils are taught in two classes, one class serving each key stage. The average size of classes is 16 pupils which is more favourable than found in most schools nationally. There are 2.08 full-time equivalent teachers including the headteacher, giving a pupil teacher ratio of 16:1 which is much better than the national average.
3. All pupils are from white English backgrounds and no children come from homes where English is an additional language.
4. Twenty one per cent of pupils have special educational needs which is higher than the national average. One pupil has a Statement of Special Educational Need.
5. Census data about social background indicates that the school is situated in an area which is more advantaged than the national average. 12.5 per cent of pupils receive meals free of charge a proportion which is well below the national average. Assessments made by the school of pupils' abilities on entry, show that they are average. Most pupils have attended pre-school education before they start school.
6. The school has aims which are appropriate to the education of children of primary school age.

Key indicators

7. Attainment at Key Stage 1

- * Figures are not published because the small number of pupils in each age group could lead to the identification of individuals.

8. **Attainment at Key Stage 2**

* Figures are not published because the small number of pupils in each age group could lead to the identification of individuals.

9. **Attendance**

		%	
Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	5
		National comparative data	5.6
	Unauthorised Absence	School	0.1
		National comparative data	0.5

10. **Exclusions**

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

11. **Quality of teaching**

		%
Percentage of teaching observed which is:	Very good or better	82
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

12. On entry into the school pupils' attainment is broadly average. By the age of five pupils have made good progress and achieve the the Desirable Outcomes for Learning.
13. In Key Stage 1, all pupils continue to make good progress and by the age of seven most achieve standards that are above average. Good progress is maintained for all pupils in Key Stage 2 and by the age of 11 standards are well above average.
14. These judgements are confirmed by pupils' performance in the national assessments and tests at both key stages. In the 1997 tests, most pupils at the end of Key Stage 1 achieved results in English and mathematics which were high in comparison with all schools and average in comparison with similar schools. At the end of Key Stage 2, most pupils' results in tests in English, mathematics and science were very high in comparison with all schools and also in comparison with similar schools.
15. Inspection judgements at the end of Key Stage 1, show standards achieved by most pupils to be above average in English, mathematics, science and information technology. Judgements at the end of Key Stage 2 show standards of attainment for most pupils in English, mathematics, science and information technology to be well above average. In both key stages pupils make good progress in each of these subjects.
16. In mathematics pupils show good levels of knowledge and understanding of the four rules of number which they apply effectively to solve problems and to answer questions. In Key Stage 1, pupils can count to 100 and beyond. They are good at working out number sequences and have a secure understanding of place value. In Key Stage 2 pupils know their multiplication tables well and apply their growing understanding of mathematics across the subjects of the curriculum. In both key stages pupils read fluently and they use a wide vocabulary in their speech and writing. Handwriting is neat and well formed and spelling is good. In science in both key stages, pupils carry out appropriate scientific investigations and record their findings accurately. Pupils of all ages use computers confidently in their work across the curriculum.
17. Standards in numeracy, literacy and oracy are good across the school and the recent introduction of the literacy hour is already seen to be having a positive effect on progress and attainment.
18. Pupils with special educational needs make good progress in each key stage and attain appropriate standards for their abilities. High attainers make good progress and achieve very high standards.

Attitudes, behaviour and personal development

19. Pupils are encouraged from an early age to become independent learners. They respond well by showing positive attitudes to their work. They are enthusiastic in their response to teachers' questions and work hard when carrying out set learning tasks. Both classes comprise mixed ages and a positive feature of the school is the caring attitude shown by older pupils towards younger ones.
20. Relationships are cordial at all levels and the family ethos promotes kindness, politeness and respect for others. Pupils are courteous and trustworthy and considerate of other people's feelings, beliefs and values. They get on well together and work collaboratively when required.
21. Behaviour is very good in classrooms, at lunch-time and breaks. There is no evidence of bullying or other anti-social behaviour and pupils take good care of property and resources. There are no pupils excluded from school. The Christian foundation of the school permeates its life and results in a warm, caring and civilised community where all are treated well. Children show respect for teachers and other adults who work or help in school. Visitors are made to feel welcome.
22. Pupils of all ages are given many appropriate opportunities to assume responsibility and respond willingly by making valuable contributions to the smooth running of the school. A good example of this may be seen each lunch-time when the classroom of the older children has to be converted into a dining area for school meals; pupils tidy things away and then smoothly and efficiently set out the tables with cloths and cutlery ready for lunch.
23. Parents are strongly supportive and appreciative of the values that the school teaches. Teachers and other adults provide good role models for the pupils.

Attendance

24. The attendance rate is above the national average, and attendance records are correctly maintained. No instances of lateness were seen during the inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

25. This is a school where teachers respond successfully to the challenge of meeting the full range of learning needs represented in mixed age classes. Each class contains the full age-range within a key stage. In 100 per cent of lessons teaching is good or better, with 12 per cent being excellent, and 70 per cent very good. Overall, teaching in both key stages is very good. There are many strengths and no significant weaknesses.

26. Pupils under five are taught in the Key Stage 1 class where they benefit from very good teaching which gives them an appropriate range of experience based upon the Desirable Learning Outcomes. Their learning is well supported by the classroom assistant who works with them for much of the time and who provides very good levels of individual help and encouragement.
27. In Key Stage 1, all teaching is judged to be very good or better with 12 per cent being excellent.
28. In Key Stage 2, teaching is also very good overall. No teaching in either key stage was less than good. Teaching in English and mathematics is very good in both key stages. Teaching in science at Key Stage 1 is excellent. In design and technology teaching is very good in both key stages. Teaching is good in information technology but insufficient evidence was seen to make secure judgements about teaching in other subjects.
29. There are a great many strengths in the teaching in both key stages. Teachers' subject knowledge is good and they use a wide range of effective strategies for learning which deepen pupils' knowledge and understanding. They make effective use of resources to enrich the curriculum and their planning is detailed and thorough with clear objectives for learning. It is underpinned by good curriculum guidelines which set out the links with the Programmes of Study and the attainment targets of the National Curriculum. Teachers know the pupils well and assessments of pupils' standards and progress are used very effectively to inform teaching. Detailed records of pupils' progress are kept.
30. Pupils with special educational needs are given good support by teachers and classroom support assistants. Parents and members of the governing body are frequent visitors to school where they make a useful and effective contribution to teaching and to standards.
31. Classroom organisation is very good across the school. Pupils' work builds on their prior learning. Lessons are challenging with a brisk pace. Staff provide a rich curriculum with many excellent opportunities for educational and social development. Work is challenging. Relationships between teachers and pupils are cordial and contribute to the high standards pupils achieve. These relationships create a supportive climate in which discipline and control are of a high standard. Teachers have high expectations of all pupils and regular homework is given to reinforce and extend what is learned in school.

The curriculum and assessment

32. The curriculum meets the requirements of the National Curriculum and provides pupils with a broad, balanced education which is appropriate to age, ability and aptitude. Since the last inspection teachers have worked hard to develop policies and schemes of work covering all subjects. These schemes are thorough and detailed; they cover both key stages and include provision for the under-fives based on the Desirable Outcomes for Learning. The school has also provided cross-curricular themes and dimensions which include the development of pupils'

- learning in health education, sex education, personal and social education, citizenship and environmental education.
33. The school has developed a two year cycle in Key Stage 1 and a four year cycle in Key Stage 2 which ensure continuity and progression in skills, knowledge and understanding across the areas of the curriculum. Teachers plan their work on a long, medium and short-term basis. Each key stage is planned separately but regular consultation takes place to ensure continuity from one key stage to the next. Although within each class there is a wide range of ages and abilities, teachers know their pupils well, and their planning identifies clearly differentiated learning objectives related to the varying needs and abilities of pupils. Opportunities for assessment and evaluation are also included within the planning.
 34. Curriculum provision for pupils with special educational needs is good and reflects the Code of Practice. The head teacher is the co-ordinator for special educational needs and there is a named governor with responsibility for special educational needs. A policy statement is in place and the school register contains detailed records of pupils' needs and attainment and progress. Individual education plans are relevant to pupils' needs and abilities. They set appropriate targets, are reflected in classroom provision and assessed and reviewed on a regular basis.
 35. The curriculum is enriched by visitors, visits to places of educational interest and by the use of the local environment. Extra-curricular provision, which is available to all pupils at Key Stage 2, includes football, chess, violins, knitting and gardening. The school participates in sports events with other schools.
 36. The school's systems for assessing and recording individual pupils' progress are very good. There is an assessment policy and teachers have attended in-service training on assessment.
 37. Pupils' attainment and progress in all subjects are recorded against the National Curriculum attainment targets and level descriptors. These records are colour coded to identify individual years and are updated on a regular basis.
 38. In addition, record books are kept containing samples of pupils' work in the core subjects. Pieces of work, chosen by the teacher, are placed in the book twice a year and dated. These not only give teachers a clear indication of individual pupils' attainment but also demonstrate the amount of progress pupils have made over a period of time.
 39. The school is encouraging pupils to become involved in assessing their own achievements. The Records of Achievement started in Key Stage 1 are being extended into Key Stage 2. Pupils choose pieces of work, from any area of the curriculum, for inclusion in this file and record the reasons for their choice. These files also contain certificates awarded by the school for achievement.
 40. The school has an excellent assessment portfolio which is detailed and comprehensive. Samples of work across all areas of the curriculum are annotated and levelled against National Curriculum attainment targets. The file contains a great deal of photographic evidence to

demonstrate pupils' attainment in areas such as music and physical education.

41. The school has a marking policy and pupils' work is marked regularly with positive and informative comments.
42. Reports to parents conform to statutory requirements and provide opportunities for parents to respond with their own comments.
43. All pupils have equality of access to the curriculum.

Pupils' spiritual, moral, social and cultural development

44. The provision for pupils' spiritual, moral, social and cultural development is good. The caring supportive, ethos of the school reflects the aims given in the mission statement and the cross curricular themes and dimensions policy identifies learning objectives for pupils' spiritual, moral, social and cultural development.
45. Pupils' spiritual development is good. The daily act of collective worship provides opportunities for pupils to consider religious values, to learn more about the Christian faith and to reflect upon their own place in the world. Effective use is made of visitors to school to enrich and enhance the quality of collective worship. The vicar is a regular contributor to assemblies and pupils are actively involved with their local church through school. Stories from the Bible are portrayed through drama and within the English curriculum pupils are encouraged to write their own prayers and to reflect on some of the major social issues facing the world.
46. Many opportunities are provided within the curriculum areas of history, geography, science, art and music for pupils to explore meaning and purpose and to experience a sense of awe and wonder about their world.
47. In moral development pupils are given clear guidance on right and wrong. Teaching and support staff provide good role models for their pupils and contribute to the good standards in the school. The good standards of discipline maintained by teachers are based on praise and encouragement and on valuing pupils as individuals. Pupils' achievements and positive behaviour are recognised and rewarded in a variety of ways including the presentation of certificates and team awards in assembly.
48. In their social development pupils are encouraged to adopt responsible attitudes to one another and to property. Opportunities are provided for older pupils to take responsibility in a variety of ways, including acting as team captains, looking after and supporting younger pupils at lunch-times and general monitoring duties. Pupils respond in a positive manner demonstrating mature and responsible attitudes in their relationships with one another and with staff. Pupils are sensitive to the thoughts and feelings of others and are welcoming to visitors. The school's support of charities encourages pupils to develop caring and considerate attitudes to others and particularly to those in need.

49. The development of pupils' cultural education is promoted through a variety of planned experiences. Through work in history, geography and music pupils learn about their own culture, about life in the past and life in other countries. Visitors to school and out of school visits to museums and other places of educational interest help to develop pupils' knowledge and understanding of their own heritage. Visits by the pupils to a school in an urban environment make them more aware of the wider world and the visits to school by people of other faiths and cultures help to prepare them for life in the wider society.

Support, guidance and pupils' welfare

50. Pupils behave well and are pleasant and courteous to visitors. The good procedures for monitoring pupils' development are used effectively. Pupils make good progress. Pupils with special educational needs are well supported and, consequently, make good progress towards achieving the targets set for them
51. No instances of bullying or other anti-social behaviour were seen during the inspection.
52. The school operates a house system with Year 6 pupils acting as house captain on a rotational basis. In this way pupils learn to take on responsibility.
53. The school makes satisfactory provision for child protection for which there is a named member of staff and a link governor.
54. The procedures for promoting good attendance are sound and a list of emergency contacts is available to the staff. Pupils are well prepared for their transfer to secondary school and liaison between St Mary's and a range of secondary schools ensures that pupils make a smooth transition to secondary education.

Partnership with parents and the community

55. There is a good relationship between parents and the school. A number of parents, governors and friends regularly help in the classroom. Some out-of-school clubs are supported by parents including knitting, reading, chess, and gardening. The 'Friends of Newchurch' supports the school through fundraising. Parents help children with work that is sent home and this helps to promote attainment.
56. Information about the school provided for parents is of a high standard. There is a prospectus, a regular series of newsletters and annual reports on pupils' progress. The school also makes good use of the parish magazine to publicise school events. Parents' evenings are held to report on pupils' attainment and progress. These are always well attended and parents value them.
57. Pupils make collections for a range of charities, including The British Heart Foundation, Comic Relief, and The Malcolm Sargent Cancer Fund. Some links have been established with

urban schools and, through the church, with Uganda and the Sudan. This has enabled pupils to gain an insight into other cultures and ways of life.

58. Through a link with the Education Business Partnership, the school provides work experience for young people.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

59. The headteacher and governors provide the school with effective management and leadership which contributes strongly to the good quality of education provided by the school and the high standards achieved by its pupils.
60. As a class teacher with little time allowed for administration the headteacher has managed skilfully to balance her conflicting responsibilities for teaching and administration to ensure that both are done well and carried out to a very high standard. She provides the work of the school with clear educational direction. The quality of leadership that she provides is characterised by the high professional standards set by her own example. She has high expectations both as a teacher and as a headteacher and aims for excellence in both areas. Priority in her time is given to the children she teaches and much of her administrative work is done at home and after school. As national initiatives make increasing administrative demands on headteachers there are clear indications that in this school the time currently available for the headteacher to carry out her management responsibilities needs to be increased and her teaching commitment proportionately reduced.
61. The school's mission statement and its aims and its policies are reflected in all of its work. Its Christian foundation and the strong links with the church and community have ensured that there is a warm 'family' ethos which provides a positive climate for teaching and learning. There is a commitment to high achievement, an effective learning environment, good relationships and equality of opportunity for all pupils. The monitoring of teaching and curriculum development is effective. Test results and assessments are analysed carefully and used to set targets for improvement.
62. The headteacher and the other full-time teacher have responsibility as co-ordinators for all the subjects of the curriculum and for aspects such as special educational needs and literacy. This system is effective and efficient and results in a broad and balanced curriculum which is well managed and which meets fully the statutory requirements.
63. The governors meet their statutory responsibilities efficiently and in full. Governors' committees cover all aspects of their work and members of the governing body have regular contact with the school. In consultation with the headteacher they have formulated a development plan which addresses the relevant educational priorities effectively and which enables them to allocate the budget efficiently. At their meetings they assess the progress of

items within the development plan and monitor the budget. They also monitor standards through the headteacher's reports of test and assessment results and through their regular visits to the school.

64. The arrangements for the management of the literacy hour are good and its introduction is already having a positive effect on standards.

Staffing, accommodation and learning resources

65. The school has a very good level of staffing and the teaching staff are appropriately qualified and experienced. Support staff are also appropriately qualified, and support for pupils with special educational needs is good. There are good arrangements for in-service education and training which are carefully matched to the needs of the school. Appraisal is in place and it informs staff development.
66. Overall the quality and range of resources are good, and in information technology, very good. The resources for art and history are satisfactory. There is a good range of books available to pupils and staff. The provision of opportunities for pupils to use information technology at breaks and lunch-times, and a reading club in the school's range of extra-curricular activities, ensures that resources are used productively to enhance learning. The school is well stocked with non-fiction and fiction books which are kept in the classrooms.
67. The school is situated in a pleasant rural setting and good use is made of the surrounding area as a resource to complement the science, history, and geography curriculum. The school is clean and well maintained, but the internal layout of the building limits delivery of the National Curriculum in some subjects and particularly in physical education. The lack of a water supply in the junior classroom limits the range of work which can be attempted in some subjects. Shared use of the headteacher's office with the staff and the school clerk is an unsatisfactory arrangement which greatly reduces opportunities for privacy and independent working.

The efficiency of the school

68. Financial management and control are good. The school uses information technology systems for the efficient administration, management and control of its budget. It can account accurately for its expenditure and budgets systematically for new expenditure. The administrative systems work well. They are managed efficiently by the headteacher with the capable support of the school clerk.
69. Educational developments are promoted through careful financial planning. The budget outline is prepared by the headteacher before it is agreed by the governing body. The school development plan informs spending decisions and the budget is deployed carefully to ensure that funding is directed to the priorities for improvement. Decisions are monitored closely by the headteacher and the governors and effort is made to ensure that all spending represents value for money. An acceptable level of reserve has been built up to provide for improvements

to the building when approval for the work has been negotiated with the diocese and the local education authority. Each year, parents work with the governors and staff to raise additional funds for the school.

70. This is an efficient school which makes good use of its staffing, accommodation and resources to achieve good educational outcomes for all of its pupils. In doing so it provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. Governors have an agreed admissions policy, in accordance with which, children are admitted to school in the September of the year in which they become five. At the time of the inspection there were only three pupils under five years of age on roll. These pupils comprise the whole of the reception group which is taught within a small class of 12 pupils. This arrangement forms the infant section of the school.
72. Baseline assessments show that when they enter school most children are about average in their attainment. Due to very good teaching and a high level of individual support, all children make good progress and achieve the Desirable Outcomes for Learning by the time they are five. They then work appropriately within the Programmes of Study of the National Curriculum.
73. Pupils with special educational needs are given very close individual attention and make good progress for their abilities. Higher attainers benefit from being in a class with older and more mature pupils and have the advantage of engaging with more challenging work which stretches their ability.
74. The quality of teaching for the under-fives is at least very good in lessons with some being excellent. The teacher and classroom assistant know each pupil very well and learning is carefully matched to individual needs. There is a detailed policy for under-fives and teaching has clear objectives based upon the Desirable Learning Outcomes. Activities and experiences are interesting, challenging, and focused on what children are to learn. The classroom is an interesting place to work with a very comfortable and inviting reading corner. There is an imaginative role-play area based upon a 'doctor's surgery' which has been established to develop children's language and creativity. Thorough procedures are in place for recording each child's experiences, attainment and progress. Teachers show a very secure knowledge and understanding of the areas of learning and of the Desirable Learning Outcomes. Baseline assessment is in its early stages but is being used effectively to help teachers plan a suitable curriculum for the children under five. Staff have high expectations of children's behaviour.

Personal and social development

75. Children's' personal and social development are good. They enjoy learning and are eager to come to school. They sustain concentration and perseverance and take pride in their finished work. They are learning to work together and to share resources and take their turn. They are kind and sensitive to each other and are helpful to their teachers and visitors. Daily routines and a reward system are very effective in promoting good behaviour and developing positive social skills. Children are encouraged to be independent. They are able to choose their own activities and are confident in trying out new ideas. Spiritual, moral, social and cultural development are good.

Language and literacy

76. Children are given a wide range of appropriate opportunities and activities to develop and extend their spoken language. Daily routines and activities encourage children to talk about their experiences. They are encouraged to listen carefully and to ask questions of each other. Children enjoy sharing conversations with adults who provide good role models for the development of spoken language. Most pupils are beginning to write and recognise that print carries meaning. They handle books with care and choose books and are eager to 'read'. Pupils enjoy taking books home to share with their parents.

Mathematics

77. Through carefully established routines and planned activities, children learn to compare, match, sort, order, sequence and count. Their knowledge and understanding of mathematics are developing well. Children are familiar with number rhymes and adults use them effectively to develop children's understanding of mathematics. In topic work and role-play they gain a good understanding of mathematical language. They are acquiring a good understanding of time as they make appointments to see the 'doctor' and they know the sequence of the days of the week. Children can recognise and name simple shapes. They are eager to count and can recognise numbers to five and beyond.

Knowledge and understanding of the world

78. Children are forming a clear understanding of the world around them. They learn about the passage of time through the celebration of birthdays and festivals, and through talking about the days of the week and changing seasons. They are observing similarities and differences in themselves and others. Children are acquiring very good observational skills and use the computer to extend their learning. In 'making' activities they are developing skills in cutting, folding and joining and use tools safely.

Physical development

79. Opportunities for play are restricted by the lack of a hall or outdoor play area. At playtimes and lunch-times the under-fives socialise with older pupils who are considerate and who take care of them. They join in running, jumping and other energetic activities with enthusiasm and skill. When the weather is fine they take part in outdoor physical education and have opportunities to play games and improve their physical skills. Most children are developing precision and control when handling tools, construction toys and malleable materials. Overall they show satisfactory standards of physical development.

Creative development

80. Children enjoy a wide range of experiences in art, music, story and imaginative play. Role-play situations are used effectively in supporting creative development and imagination. In their role-play they become the 'doctor', 'patient' or 'receptionist' and use appropriate vocabulary. They are developing their use of language to express ideas. Children explore

colour, shape, and texture and have many opportunities to select and use different materials in a variety of ways.

ENGLISH, MATHEMATICS AND SCIENCE

English

81. On entry to school attainment for the majority of pupils is in line with the national average. Pupils in the early years and in Key Stage 1 make good progress and by the end of the key stage pupils' attainment is above the national average.
82. In the 1997 test results for Key Stage 1 attainment in reading was in line with the national average for pupils attaining Level 2 but well above the national average for pupils attaining Level 3. In writing the percentage of pupils attaining Level 2 or higher was above the national average and for pupils attaining Level 3 or higher the percentage was well above the national average.
83. Pupils in Key Stage 2 continue to make good progress and by the end of the key stage attainment is well above the national average. The 1997 test results confirm that the percentage of pupils reaching Level 4 and above (100 per cent) was very high in comparison with the national average and the percentage of pupils attaining Level 5 and above (75 per cent) was also very high in comparison with the national average. By the time pupils reach 11 years of age attainment in comparison with all schools is very high and is also very high when compared to schools of a similar type.
84. Pupils with special educational needs receive good support and make good progress throughout the school. Attainment for these pupils is good in relation to their abilities.
85. In both key stages speaking and listening skills are well developed. Pupils listen attentively when others are speaking. They are confident and articulate when answering questions or when speaking about their work. As they progress through the school they develop a wide ranging vocabulary which they use effectively to communicate their thoughts and ideas.
86. Standards in reading are good throughout the school. In Key Stage 1 pupils read books with increasing fluency, accuracy and understanding. They can use a variety of strategies to recognise unfamiliar words. Pupils know about authors, illustrators and publishers and through writing their own book reviews are starting to make critical judgements about the books they read. In their reading they demonstrate an increasing awareness of the need for punctuation and can identify and explain the use and purpose of a variety of punctuation marks. Pupils take their reading books home regularly, a practice which has a positive effect on their progress.
87. In Key Stage 2 pupils are confident, expressive and fluent readers. Older pupils have a wide

knowledge of books and authors. They are able to express preferences about the books they read and give mature and critical reasons for their choices. Pupils have a good working knowledge of the Dewey system of categorisation and are able to retrieve information from their library in a quick and accurate manner. The extra-curricular book club which operates at lunch-times has a positive effect on pupils' attitudes and on their approach to reading.

88. By the end of Key Stage 1 pupils are able to write in a creative and imaginative way. They are able to write in sentences and develop their thoughts and ideas in logical sequences. Full stops and capital letters are generally used accurately. Letters are well formed, consistent in size and spelling is accurate. By using word processors and by choosing their own font styles they are able to produce their own pieces of creative writing on such topics as 'Treasure Islands'.
89. By the end of Key Stage 2 pupils are able to write for a range of purposes and audiences. They are able to redraft and edit their work and produce a high standard of written work. Using their extensive vocabularies they produce work which is imaginative, sensitive and interesting to the reader. Responding to music by Vivaldi pupils are able to write their own poems about springtime and reflect on the beauty of the world. Pupils are able to write mature and thoughtful comments about issues such as pollution, global warming, forest fires and earthquakes. Handwriting is fluent, legible and joined and spelling is accurate. Pupils are able to write in paragraphs and have a good command of the full range of punctuation including the correct use of the apostrophe.
90. Pupils' attitudes to their work are very good in both key stages. Pupils listen attentively and are well motivated and enthusiastic about their work. Behaviour is very good and pupils are able to work independently and sustain high levels of concentration. Pupils take a pride in their work and general presentation of work is of a high standard.
91. The literacy hour is being implemented effectively and the quality of teaching is very good in both key stages. Planning is thorough and detailed and identifies clear learning objectives. A strength of the school is the knowledge and understanding which teachers have of individual pupils' needs and abilities. Although there is a wide range of ages and abilities in each class, work provided is clearly matched to pupils' learning needs and all pupils are presented with appropriate and challenging learning experiences. Teachers have high expectations of their pupils both in terms of behaviour and standards of attainment; they provide a caring and supportive learning environment. Support staff are well organised and make a significant contribution to pupils' learning experiences. Teachers keep thorough and detailed records of each pupil's progress. The quality of assessment and record keeping is of a high standard. The extensive nature of this provision places a heavy burden on the headteacher who, in addition to her teaching duties, has to attend to the daily management and administration of the school.
92. An effective policy and scheme of work ensures continuity and progression in the teaching of English. The school uses a variety of reading schemes which are carefully graded to extend and develop pupils' learning. There is a good selection of fiction and non-fiction books available in each classroom which are categorised effectively to develop pupils' library skills. Pupils have access to a range of graded dictionaries and thesauruses and are able to use them effectively. Pupils have regular spelling practice and spelling tests are given on a weekly basis.

Information technology is used effectively in both key stages to support and enhance the English curriculum.

93. The provision for English fully meets the requirements of the National Curriculum and all pupils, including pupils with special educational needs, have equality of access.

Mathematics

94. Most pupils begin school with levels of knowledge and understanding in mathematics which are average for their age. Pupils make good progress and by the end of Key Stage 1 levels of attainment for most are above average. In Key stage 2 pupils continue to make good progress and by the age of 11 the attainment of most is well above average. These findings are confirmed by the 1997 SATs at Key Stage 1 where 83 per cent of pupils attained Level 2 or above and 33 per cent attained Level 3. These findings are also confirmed at Key Stage 2 where all pupils reached Level 4 and 75 per cent reached Level 5. These results are very high in comparison with all schools and also in comparison with similar schools. Pupils with special educational needs make good progress at both key stages and attain levels that are appropriate for their abilities.
95. At the end of Key Stage 1, pupils are able to solve simple problems and use appropriate mathematical language. They work confidently with numbers up to 20 and some show a good understanding of larger numbers. They are familiar with, and understand, concepts related to money, shape and measurement. All pupils can order numbers and count forwards and backwards from one to ten with many going to 20 and beyond. Older pupils can count in fives and tens up to 100. They can recognise sequences including both odd and even numbers. All show a secure understanding of the language of number and shape and respond confidently to mathematical questions. Mental arithmetic skills are good and older pupils appreciate that a digit's value is dependent on its position, thus showing a good understanding of place value for hundreds, ten and units. When investigating numbers younger pupils enjoy using coloured rods to work out the number bonds that make ten. All pupils demonstrate a good understanding of numbers, shape and measuring. They can discuss shapes and patterns, recognise the features of geometrical shapes and classify shapes using mathematical criteria.
96. At Key Stage 2, pupils consolidate knowledge and skills learned previously and work accurately with larger numbers. Confidence is gained in their understanding of an appropriate range of mathematical concepts and pupils can apply mathematics to solve problems and to real life situations. The commercial scheme of work is used very effectively to match tasks to the appropriate levels of pupils' ability. It also provides all pupils with wide experience of work in all the attainment targets of mathematics. Multiplication facts to ten times ten are learnt by rote and tables are recited by the class. Pupils in Year 3 show a good working knowledge of addition and subtraction facts up to 100 and in Year 5 pupils are calculating fractions of whole numbers. Effective, whole-class teaching ensures that all pupils are taught about parallel lines and that they are given the opportunity to develop precise mathematical language. In Year 6 pupils show a good understanding of shape, space and measure. By the end of Year 6, all pupils have high levels of competence in a range of computation methods using addition, subtraction, multiplication and division. They use all four operations to solve

money and measure problems and they estimate outcomes accurately. Numeracy is good across the school and pupils apply their learning to beneficial effect in other subjects.

97. Teaching is very good at both key stages. It ensures that work for pupils is focused on their individual abilities with learning outcomes clearly identified in planning. Pupils with special educational needs are well supported and higher attainers are given extension work that they find challenging. Marking is carried out conscientiously and teachers give helpful guidance to pupils on how work can be improved. Good use is made of whole class teaching which is skilfully managed to take account of the wide range of ages in each class. Organisation in mathematics is smooth and discipline is very good. Across the school there is a very effective, systematic and comprehensive procedure for assessing and recording pupils' progress and attainment. Pupils respond well to the subject. They show interest and are motivated to achieve. Behaviour is of a high standard and relationships are good. Pupils pay close attention to their teachers and concentrate and co-operate well at all times. They use their initiative when it is appropriate for them to do so and are encouraged to become independent learners. They have positive attitudes towards mathematics and all are given equality of opportunity within the subject.
98. There is a wide range of resources which are used to support teaching and learning. Very good use is made of the commercial scheme to provide work at appropriate levels for each age group. A sound policy and a detailed scheme of work have been produced and are used effectively by the teachers to plan for continuity and progression in mathematics. The mathematics curriculum meets fully the requirements of the National Curriculum and an appropriate amount of time is given to the subject.

Science

99. On entry into the school most pupils' attainment is average. They make good progress and by the end of Key Stage 1 attainment is better than the national average. In Key Stage 2 pupils continue to make good progress and by the age of 11 most pupils' attainment is well above average. Results in the 1997 national tests at the end of Key Stage 2, when 100 per cent of pupils achieved Level 4 and 25 per cent achieved Level 5 or above, underpin these judgements. The test results also show that pupils' achievements at the age of 11 are very high in comparison with all schools and are better than those of similar schools. Good provision is made for pupils with special educational needs and they make good progress to reach satisfactory standards for their ability.
100. By the end of Key Stage 1, pupils know about the working of their own bodies and the importance of a healthy lifestyle. They have explored their senses and have related science to their own lives. They have developed their investigative and scientific skills to a good standard and they record their findings in a variety of different ways. In the infant class pupils were investigating 'sight' and to capture their interest the teacher had provided a wonderful range of stimuli which included a model eye, eye test cards, a range of spectacles, swimming goggles, protective eye covers and a set of opticians' torches. These provided excellent starting points for questions, enquiries and investigations.
101. By the end of Key Stage 2, pupils have made good progress with the development of their

knowledge, skills and understanding and reach high standards in each of the attainment targets of science. They carry out interesting experiments and learn how to use systematic enquiry in focused explorations and investigations. A portfolio of levelled work provides evidence of a rich and interesting curriculum and a clear exemplification of standards to underpin teachers' assessments. During the inspection, pupils were investigating 'forces' using experiments with model ships made from plasticine, to establish the relationships between force, mass and density in sinking and floating situations. They were fully engaged in their tasks and showed high levels of scientific ability and good understanding of the variables and the fair testing necessary to control them.

102. Pupils know how to work collaboratively in groups and make confident contributions to discussion. They enjoy their work in science, they are enthusiastic and respond well to the opportunities for investigations. Pupils transfer their knowledge, skills and understanding to new situations and they respond well where they are required to make independent judgements about how to proceed with their work. Their positive response to science contributes to the achievement of high standards of attainment in the subject.
103. The quality of teaching is excellent in Key Stage 1 and very good in Key Stage 2. Teachers' planning is detailed with clear objectives for learning. Resources are used effectively to capture pupils' interest. Classroom control is very good and pupils behave well at all times. Teachers carry out assessments during lessons and have a clear understanding of each pupil's attainment and progress. In both key stages teaching offers challenge, pace and rigour. The quality of teaching in both key stages promotes high standards.
104. The school has developed a detailed scheme of work which covers the Programmes of Study and which helps to maintain progression and continuity. All pupils, including those with special educational needs, experience a broad and balanced curriculum which meets fully the requirements of the National Curriculum. A cycle of topics in science ensures that there is good coverage, progression and continuity within the curriculum.
105. All pupils have equality of opportunity in science.
106. The accommodation for teaching science is satisfactory and there are sufficient resources which are well kept and easily accessed. Sufficient time is allocated for the teaching of science.

OTHER SUBJECTS OR COURSES

Information technology

107. On entry to the school the attainment of most pupils is average. In both key stages pupils make good progress and increase their knowledge, skills and understanding of information technology. At the end of Key Stage 1, and by the end of Year 6, the majority of pupils are attaining above the national expectation.

108. Computers are in use in all classrooms and information technology is fully integrated into learning activities. From the earliest age all pupils are taught the skills they need to use computers and other equipment. This work begins in reception and continues throughout the school. As a result all pupils are very confident in their use of information technology to extend their learning.
109. In Key Stage 1 pupils are becoming more competent in basic computer control and increasingly skilled in using the mouse and keyboard to operate and run programs. By the end of Key Stage 1, pupils are using information technology confidently to develop their work in English, mathematics and geography.
110. In Key Stage 2, pupils build effectively on their earlier learning. Here pupils can competently load and run programs. They can edit their work for spelling and punctuation mistakes, using the delete and backspace keys. They can also change the style and size of the font. By the end of Year 6 most pupils can draft and refine their writing using information technology.
111. Pupils make good use of the time they have on the computer and work very responsibly with minimal teacher intervention. All are very enthusiastic and sustain concentration. Pupils have a good understanding of information technology and show positive attitudes towards learning. They enjoy using the computers.
112. The quality of teaching in information technology is good in both key stages and promotes good progress and high standards. Teachers are secure in their knowledge, skills and understanding of the subject. They provide pupils with good opportunities for learning. Emphasis is placed on the structured progression of the teaching of information technology and assessments of pupils' progress are used effectively to inform planning for future work.
113. The school is developing its resources for information technology. Currently, provision of computers for each class is very good. The school is increasing its range of appropriate software. An additional computer has recently been donated to the school. The computers are in constant use and in Key Stage 2 a rota ensures that children take turns to use them every break and lunch-time. The subject meets the requirements of the National Curriculum and good provision is made for all pupils, including those with special educational needs.

Art and design and technology

114. During the inspection there was insufficient opportunity to see art being taught in order to judge the quality of teaching or pupils' response but in design and technology teaching was very good in both key stages.
115. Evidence gained in art from the school's portfolio of work, from pupils' art books and displays of pupils' work shows that standards in art are satisfactory and that teachers offer pupils a wide range of experiences to learn about art and about the work of famous artists. The scheme of work provides for pupils in both key stages to encounter different approaches to art and to be taught creative, imaginative and practical skills. This provision enables them to express

ideas and feelings, record observations and to devise and make artefacts and images. Pupils' work shows an appreciation of pattern, texture and colour. The curriculum offers good opportunities for investigating and making, and pupils use sketch books to record observations and ideas. Across the key stages there are good examples of painting, colour mixing, pencil sketching, collage, pastel and work emulating oil painting. Painting is done in the style of famous artists and examples include work based upon Van Gogh, Paul Klee and M C Escher.

116. Design and technology was taught in both classes during the inspection. Teaching is underpinned by sound, written guidelines developed to ensure progression and continuity within the subject. In both key stages emphasis is placed upon generating ideas, clarifying tasks and on producing a working design. In each class pupils were designing and making appropriate gifts for adults. Teachers make good use of whole-class discussion to explore tasks and processes. Pupils are taught an appropriate range of relevant skills including cutting, shaping, joining, combining and finishing. Resources are good. Pupils experience a wide range of materials and have access to all the tools and equipment they need. In the past pupils have designed and made games for the Christmas fair and have designed and made food for a party. In Key Stage 1 the youngest pupils were using pasta to decorate photograph frames and the older pupils were stitching Christmas designs on to material to make gifts. In Key Stage 2, pupils were building on their earlier work in clay to design and make a gift for a specific person, reflecting that person's interests. Importance is given to health and safety issues.
117. In both art and design and technology strong and productive links are made with the other subjects of the curriculum.

Humanities (history and geography)

118. During the period of the inspection no lessons were seen in either history or geography. However, by scrutinising teachers' planning, school year books, pupils' books and by talking to pupils significant evidence of pupils' achievements was derived.
119. In Key Stage 1 pupils are able to draw plans of their routes to school and overhead maps of their classroom. Using simple keys and grid references pupils are able to locate specific landmarks on their maps. Information technology is used effectively by pupils to produce maps of their own locality. A topic on France has enabled pupils to compare and contrast life in different countries.
120. Pupils know about significant characters and events in history and are able to distinguish between facts and points of view in events such as the Gunpowder Plot and The Fire of London.
121. In Key Stage 2 through the study of Ancient Egypt pupils have learned about hieroglyphics, the pyramids, Tutankhamun and many other aspects of this civilisation. Pupils are able to speak knowledgeably about the geography of Egypt and are able to locate it accurately on a map of the world. Pupils have studied the history of their own locality by using sources such as the school log books and by talking to older members of the community.

122. Pupils have surveyed their own village and have produced reports on such aspects as land use, types of housing, materials used for building and changes which have taken place over time. Pupils have considered environmental issues such as pollution, global warming and oil slicks and are able to make thoughtful and considered comments about these issues. They are developing a sound geographical vocabulary, are able to explain about the equator and have some understanding of the uses of the lines of longitude and latitude. Visits to a school in an urban environment have enabled pupils to compare contrasting areas.
123. The school has a policy statement for both history and geography and comprehensive schemes of work are in place. The two year curriculum cycle operating in Key Stage 1 and the four year cycle in Key Stage 2 ensure the continuity and progression of skill acquisition, knowledge and understanding. Teachers' planning establishes good cross curricular links, particularly in English, art and information technology.
124. The school makes effective use of the local environment as a resource and pupils have participated fully in the best kept village scheme. Visits to places of educational interest have helped further to develop pupils' knowledge and understanding. Visitors to school have also enriched the curricular provision.
125. Good use is made of information technology to support and enhance the curriculum. The school uses the local education authority loan service to obtain extra reference books and has its own useful supply of non-fiction materials including atlases and globes.

Music

126. During the period of the inspection no music lessons were taking place in Key Stage 1 but information recorded in the school's year books shows that pupils are able to use instruments as an accompaniment to songs and drama, and that pupils have completed work on high and low sounds. Pupils have listened to Handel's 'Water Music', and the 'Symphonie Fantastique' by Berlioz and written about the feelings that these pieces of music convey.
127. In Key Stage 2 pupils are able to sing in unison and keep a steady beat when accompanying songs. They are developing their understanding of notation and musical terms such as staccato and ostinato. They are developing skills in reading music through the use of the recorder and can use tuned and untuned percussion to accompany their singing. By listening to recordings of their performance they are able to make critical and thoughtful assessments of their work.
128. Pupils' attitudes to music are good. They sing enthusiastically in assembly and especially enjoy hymns which involve actions. They listen attentively when others are performing and are well motivated and enthusiastic performers.
129. Teaching in Key Stage 2 is good. Planning is thorough and activities are appropriately matched to the needs and the abilities of the pupils. Effective teaching points are made during lessons and the correct musical terminology used.

130. The school has a music policy and a comprehensive scheme of work. Music is organised on a termly basis and there are good cross-curricular links with English and art to give pupils a variety of musical experiences.
131. Music is used effectively at the beginning and end of collective worship. Several pupils learn the violin as an extra-curricular activity and are taught by a teacher from the peripatetic Music Service. The school is hoping to extend this provision to include keyboard and guitar tuition in the future. Pupils participate in school concerts which are performed for parents and friends. The school has a good variety of tuned and untuned musical instruments and has used information technology effectively to support the music curriculum.

Physical education

132. During the period of the inspection no physical education lessons were taking place. Photographic evidence in the school's year books demonstrates that pupils participate in a range of activities.
133. Pupils in Key Stage 1 are able to develop sequences of movements in gymnastics. They practise throwing and catching skills and participate in team games which help to develop skills of co-operation.
134. In Key Stage 2 pupils further develop their skills in gymnastics, athletics and practise ball skills through involvement in activities such as skittle ball. Pupils have received coaching in football from representatives of Burnley Football Club.
135. The whole school has a weekly swimming lesson. The school also participates in inter-school athletics, five-a-side football and swimming galas. A sports day is held in the summer. There is an extra-curricular football club at lunch-times which is open both to girls and boys.
136. There is a policy statement for physical education and the scheme of work provides for the organisation of activities on a half-termly basis. The scheme covers all the areas of the physical education curriculum and the planning ensures that activities for pupils take full account of learning needs determined by age and ability. The school has only two classrooms and no separate school hall. Indoor physical education has to take place within classrooms which presents both pupils and teachers with severe restrictions. The school has no large or fixed physical education apparatus but, given these restrictions, teachers work hard to give pupils as wide a curriculum as possible.
137. The school has a satisfactory supply of small apparatus. The playground is well marked out for a variety of activities and the school makes effective use of the nearby playing field for sport.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

138. The inspection of St Mary's Primary School was undertaken by a team of three inspectors, who, over a three day period, completed a total of six inspector days in the school.
139. For the majority of the time spent in school inspectors visited classes, talked with individuals and groups of children and evaluated the work they had done. In addition, interviews were held with the headteacher, teachers with curriculum responsibilities, ancillary staff and members of the governing body.
140. Furthermore :
- * pupils were heard reading and were questioned on their understanding and knowledge of books in general;
 - * pupils from each year group were examined in their mathematical knowledge and understanding;
 - * samples of pupils' work covering the full ability range were scrutinized, in all age groups and in all classes;
 - * the policy documents of the school and the school development plan were considered;
 - * minutes of governing body meetings were inspected;
 - * attendance registers, the records kept on the pupils and teachers' planning documents were inspected; and
 - * the budget figures were analysed.

DATA AND INDICATORS

141. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	32	1	7	4

Teachers and classes

142. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent)	2.08
Number of pupils per qualified teacher	16

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

Total number of education support staff	3
Total aggregate hours worked each week	17.5

144. **Primary and nursery schools**

Average class size:	16.5
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145. **Financial data**

Financial year:

1997/1998

	£
Total income	88,116
Total expenditure	88,221
Expenditure per pupil	2,450
Balance brought forward from previous year	24,517
Balance carried forward to next year	24,412

146. **Parental survey**

Number of questionnaires sent out:	30
Number of questionnaires returned:	15

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	73	27	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	87	13	0	0	0
The school handles complaints from parents well	40	33	20	7	0
The school gives me a clear understanding of what is taught	60	40	0	0	0
The school keeps me well informed about my child(ren)'s progress	87	13	0	0	0
The school enables my child(ren) to achieve a good standard of work	80	20	0	0	0
The school encourages children to get involved in more than just their daily lessons	80	13	7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	67	13	20	0	0
The school's values and attitudes have a positive effect on my child(ren)	80	20	0	0	0
The school achieves high standards of good behaviour	80	20	0	0	0
My child(ren) like(s) school	87	13	0	0	0