



OFFICE FOR STANDARDS
IN EDUCATION

ST MARY'S CE PRIMARY SCHOOL

**SPENBROOK ROAD
NEWCHURCH-IN-PENDLE
BURNLEY
BB12 9JP**

DFEE School Number: 923/3327

Name of Reporting Inspector

Mr B.G.Bowen

Date of inspection: 11th -13th December 1995

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

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INTRODUCTION

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

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

Since this is a voluntary aided school, religious education was not inspected.

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

Basic information about the school

1.	Name of school:	St Mary's C.E. Primary School
	Type of school:	Primary (Church of England)
	Status:	Aided
	Age range of pupils:	4 - 11
	Headteacher:	Miss S.J.Waller
	Address of school:	St. Mary's Church of England Primary School, Spenbrook Road Newchurch-In-Pendle Burnley BB12 9JP
	Telephone:	01282 612191
	Name and address of appropriate authority:	The Governing Body St Mary's Church of England Primary School, Spenbrook Road Newchurch-In-Pendle Burnley BB12 9JP
	Telephone:	01282 612191
	Local authority area:	Lancashire
	DFEE school number:	923/3327
	Name of Reporting Inspector:	Mr B.G.Bowen
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Intake of pupils and the area served by the school

2. St. Mary's C.E. Newchurch-in-Pendle school is an infant and junior school with 44 pupils. They are drawn mainly from nearby villages and hamlets, with some

children from the urban fringes of Burnley and Nelson. Nine per cent of the pupils are eligible for free school meals compared with a national average of twenty-two point five per cent. The majority of homes have at least one person in employment and there are no pupils for whom English is a second language. Approximately forty-five per cent of children have attended nursery or playgroup prior to entering school.

3. School data and indicators

Number of pupils

Boys	Girls	Total
23	21	44

Special educational needs

Number of pupils having Statements of Special Educational Need: 1

Free school meals

Percentage of pupils eligible for free school meals: 9%

Teachers and classes

Full-time equivalent teachers: 2.1

Pupil to teacher ratio: 21:1

Number of special support assistants for special educational needs: 1

Teacher to class ratio: 1.05:1

Average class size: 22

Teaching time per week

Stage	Hours	Minutes
Reception	21	15
Key Stage 1	21	15
Key Stage 2	23	30

Pupil attendance

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

Annual Report		Third Week		
Unauthorised absence		Actual attendance	Authorised absence	Unauthorised absence
YR - Y6	0.24	97	3	0

Number of exclusions in the last 12 months

Fixed Period		Permanent		Ethnic Minority		
	Boys	Girls	Boys	Girls	Boys	Girls
YR-Y6	0	0	0	0	0	0

National Curriculum assessments: Key Stage 1

Summary of Key Stage 1 NC assessments for 1994

(a) Teacher Assessment

		English	Maths	Science
% at Level 2 or above	School	100	100	100
	LEA England	80	82	86
% at Level 3 or above	School	33	11	11
	LEA England	19	11	15

(b) Test/Task Results

		Reading	Writing	Number
% at Level 2 or above	School	100	100	100
	LEA England	81	67	82
% at Level 3 or above	School	22	11	11
	LEA England	29	13	23

Financial Information

Income (£)	Last full financial year	Current year
Balance brought forward	16122	17768
Recurrent income: eg formula funding, annual maintenance grants, fees	76210	77570
Other grants, allocations or special purpose grants	3916	2689
Other income managed by the school, including lettings and funds raised	1657	361
Total	97,905	98,388

Expenditure (£)	Last full financial year	Current year
Teaching Staff	52369	54110
Other staff	13916	14322
Educational costs	7911	4917
Premises Costs	3814	4457
Other costs	2127	2777
Total	80,137	80,583

Expenditure per pupil: £2236

Expenditure per pupil
on educational resources: £108

Record of the evidence base of the inspection

4. Number of lessons seen

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Lessons seen	3	4	4	3	3	3	3

The inspection was carried out by a team of three inspectors. During the inspection twenty-three lesson observations were carried out, covering a total of 16.42 teaching hours.

- * Twenty-eight pupils were heard read. This is 64% of the total number on roll. Discussions were held with these, and other children.
- * Fifteen interviews were held with members of the staff, both teaching and non-teaching, with members of the governing body, and with parents.
- * Seventeen parents responded to the pre-inspection questionnaire and eleven parents also attended the pre-inspection meeting.

- * The pupils' written and other work was observed in the visits to classrooms, and the work of twelve individual pupils was examined in detail.
- * Budget figures were analysed.
- * The school development plan and other documents, including teachers' planning and records were examined.

It was not possible to visit lessons in all curriculum area. No teaching in music and geography was seen in either key stage. P.E. and history lessons were seen in key stage two only and design and technology was seen in key stage one only. In some of these areas, however, sufficient evidence, from planning and class records, was available which, together with the work of the class, enabled judgements to be made on the standards of their achievements. Some aspects of the use of information technology to support the work of other curriculum areas were also evident.

MAIN FINDINGS AND KEY ISSUES FOR ACTION

Main findings

5. In relation to both the pupils' ages and abilities, the standards of achievement are sound in all subjects in key stage one. In key stage two, standards are good in English, science, design technology and history, and sound in all other subjects, in relation to both age and ability. Throughout the school the overall level of accuracy, fluency and understanding in reading is a particularly strong feature of the pupils' work.
6. Overall, the quality of education provided for the pupils is good. All pupils have full access to the National Curriculum programmes of study. The tasks given to the pupils closely relate to their levels of ability and provide appropriate, stimulating challenges.
7. At the present time the curriculum is not supported by policy statements and schemes of work, although the school development plan contains provision for these to be devised within the next three years.
8. Pupils with special education needs are identified at an early stage in their time at the school and individual education plans are developed for them. In the key stage one class there is a high level of ancillary support, while in key stage two, this provision is limited.
9. The quality of learning is sound or better in all lessons, and is predominantly good in key stage two. In the majority of lessons, pupils make discernible gains in knowledge, understanding and skills. Opportunities for key stage one pupils to develop the skills of independent learning can be further extended.
10. The budget is well-managed and the school provides good value for money. The

headteacher, who has been in post for four terms, gives effective leadership. She is supported by hard-working, dedicated colleagues; together they make a positive impact upon the school.

11. The school effectively promotes the spiritual, moral, social and cultural development of its pupils. There are close links with the church community. The behaviour of the pupils both in and out of the classroom is very good. Parents are welcome visitors to the school. A number of them assist the activities of the school on a voluntary basis.
12. St. Mary's school has a number of strengths. It has no significant weaknesses.

Key issues for action

13. The headteacher, the staff and the governing body, in conjunction with the local education authority (LEA) should:
 - * maintain the progress of the pupils in all curriculum areas;
 - * develop policy statements, together with schemes of work, in all subjects, with priority being given to the core subjects of English, mathematics and science;
 - * seek to provide further support for children with special educational needs in key stage two;
 - * provide increased opportunities for pupils in key stage one to develop as independent learners;
 - * sustain the spiritual, moral, social and cultural development of pupils.

STANDARDS AND QUALITY

Standards of achievement

14. The standards of achievement are sound in all subjects of the National Curriculum in key stage one in terms of pupils' ages and abilities. Standards are good in key stage two in English, science, design technology and history when related to pupils' ages and abilities; in the other subjects of the National Curriculum they are sound.
15. The pupils develop a good range of skills which they employ competently across the curriculum. They are able to apply their skills in reading, writing, spelling and speaking and listening in a range of subjects, thereby consolidating the standards achieved. Standards in numeracy are appropriate to ages and abilities. A particular feature of the school is the investigative, challenging work in several subjects in key stage two. The pupils' ability to use information technology to support their studies is sound.

Quality of learning

16. The quality of learning was sound or better in all lessons observed during the inspection. In key stage one the pupils' quality of learning has several good features, while in key stage two it is predominantly good. In the majority of lessons pupils make discernible gains in knowledge, understanding and skills, which are closely related to the aims of the lessons. Especially in key stage two, the children develop into competent learners. They concentrate on their studies for extended periods of time, develop their personal initiative and take on responsibility for the completion of their work.
17. The pupils generally have good attitudes to learning; they are interested in their studies and are keen to become involved in research and to respond to challenge. There is scope for increased opportunities to be offered to pupils in key stage one to develop their skills of independent learning. The school has indicated in its planning documentation that this will be one of its aims for the next academic year.

EFFICIENCY OF THE SCHOOL

18. The strategic management of the resources available to the school is effective. The governing body has an appropriate level of involvement in budget planning and monitoring. It is advised by a finance committee which has written terms of reference. Major decisions relating to budget matters are minuted.
19. School development planning is generally well-focused both in the short and medium-term. Priorities are stated. Before the appointment of the present headteacher, a considerable surplus had been accumulated in the school's budget. Current expenditure relates closely to the amount of money delegated each year so that the sum carried forward is no longer increasing. Resources, including staff, time, money and accommodation, are efficiently used. Financial control and procedures for purchasing materials are satisfactory. At present the school does not make an evaluation of its cost effectiveness.
20. An audit of the school was carried out by the LEA early in 1994. The recommendations in the report have been implemented. The school gives good value for money.

PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

Pupils' spiritual, moral, social and cultural development

21. The school effectively promotes the spiritual, moral, social and cultural development of its pupils. This priority is made clear in its mission statement and is related to its Christian values. The development is supported by close links with the church community. Pupils sing at a number of church services and the local vicar, as well as being chairman of the governing body, is a regular visitor to the school and contributor to assemblies. Parents value this provision and pupils respond well to the spiritual and moral dimensions. They have a kindly attitude towards each other. The older pupils willingly assist the academic and social development of those in the younger age groups, for example, by occasionally hearing them read.

22. Across the curriculum, the children are encouraged to consider the needs of others, and to work co-operatively. The school rules stress the need to respect one another and to care for the school premises. These rules are consistently adhered to by the pupils and assist their moral development. Children are also encouraged to take part in cultural activities. There are opportunities for joining in musical, artistic and dramatic pursuits.
23. The school has formed links with another school within the urban area of Blackburn in order to extend multicultural awareness. The pupils demonstrate good social skills. They are polite, and eager to take advantage of the range of activities offered by the school.

Behaviour and discipline

24. The school has a comprehensive policy which recognises the need to place discipline within the whole school context. It acknowledges the role of parents, governors and the community in promoting good behaviour. Pupils respond well both to staff and each other. They are generally attentive and classrooms are orderly. The good behaviour and co-operation of pupils contributes significantly to learning.
25. There are many opportunities for pupils to take responsibility - several acting as monitors in various areas. Pupils are involved in charity fund raising. They represent the school in a range of activities from sporting tournaments to writing competitions.
26. A team points system has been introduced for rewarding areas of achievement, both academic and personal. This system is valued by the staff and pupils. The school has developed an anti-bullying policy. Pupils have been actively involved in drawing up this policy and no incidents of bullying were observed during the period of the inspection. The very good standards of behaviour among the pupils form a particular strength for this school.

Attendance

27. Attendance is well above national average. The school's arrangements for registration comply with statutory requirements. Absences are monitored. The Educational Welfare Officer visits the school approximately once a month. Some examples of poor punctuality were observed which led to the disruption of assemblies.

SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

English

28. Standards of achievement are sound in key stage one and good in key stage two when compared with national age related expectations and pupils' abilities.

29. Standards of reading are generally sound or better throughout the school. In many cases, especially in key stage two, standards are good and sometimes very good. Most pupils read with accuracy, fluency and understanding. They read for enjoyment at home and older children are members of a silent reading club which is held in school weekly during the lunch hour. In key stage two, many pupils are able to use reference books to support their studies. They exhibit confidence when using an index.
30. The standards of achievement in writing are sound in key stage one and good in key stage two. The pupils write creatively and purposefully. Handwriting is generally sound. Close attention is paid to spelling from an early stage and the older children are able to use dictionaries effectively.
31. Speaking and listening skills are well-developed. Pupils show considerable powers of concentration and many are very articulate in discussion. Ample opportunities are provided for the development of skills in this area of the curriculum.
32. The quality of learning is sound in key stage one and good in key stage two. The children are highly motivated and attentive. In key stage one, most children contribute well to question and answer sessions, although a few are reluctant speakers and do not become involved in discussions. The older pupils are given some opportunities to choose between a number of writing styles. This approach could be developed further in order to stimulate the originality of individual responses. In key stage two, the pupils work successfully both individually and co-operatively. Their oral skills are well-developed and they volunteer answers to questions in a confident, articulate fashion. The written vocabulary of many of the older pupils is a particularly strong feature.
33. The quality of teaching in key stage one is sound and it is good in key stage two. Planning throughout the school is good. Work is matched to individual levels of achievement. Lessons are appropriately paced and teacher expectations are high.
34. The work is linked to the National Curriculum programmes of study though there is no policy statement nor a scheme of work. This, when produced, should seek to support teachers in achieving higher standards.
35. Resources are adequate for a school of this size, but the children would clearly benefit from the provision of more books. This issue is partly addressed in the school development plan.

Mathematics

36. Throughout the school, the standards of achievement in terms of both pupils' ages and their abilities are sound. The youngest children know the names of simple shapes, and recognise their properties. They can count confidently within ten. Year one and Year two children study topics such as symmetry and can identify lines of reflective symmetry. They also know about right angles and can program machines to move forwards, backwards and to turn through right angles. This work is mainly carried out in a directed manner. Pupils, especially the more able,

should be given tasks which develop their investigative approaches to problem solving.

37. In the key stage two class, there is a wide spread of ages and abilities. To cater for this the teacher uses a published series of text books. Each child works to an individual level either alone or within a small group all of similar ability. This arrangement satisfactorily caters for tasks being matched to the current stage of development for every pupil. In a typical lesson, children are working to achieve competence in drawing graphs and measuring circumferences and diameters. They operate calculators to check their results and practise basic number operations.
38. The quality of learning for all pupils is good. The younger children concentrate well and there is a constant development of new skills. This is due in large part to the advantages of a good adult to child ratio within their class. On occasions, opportunities are not taken for tasks to be given which are designed to develop personal initiative. The key stage two pupils display good skills of concentration. They enjoy their work and listen carefully to the teacher's explanation of their tasks. They can explain their processes of work articulately while working at their individual programme.
39. The quality of teaching mathematics is good throughout the school. In key stage one, the teacher organises the work of the groups well, provides effective resources and prepares in advance the tasks to be carried out by the other adults. In key stage two, the teacher demonstrates good skills of exposition. The attention of all pupils is quickly and quietly gained and questions are varied in their level of difficulty according to the ability of each child. When individual or group work is set up, the teacher divides her time between circulating around the classroom in order to assist with problems faced by the pupils as they occur, and being available in a central position to mark work as it is completed. The overall organisation of mathematics is very good in a class where there is a wide range of ages and abilities.
40. The accessibility of suitable resources for the teaching of mathematics is satisfactory throughout the school. In key stage one, learning is supported by information technology and in key stage two there is a plentiful supply of calculators. The school's arrangements for the assessment and recording of pupils' progress in mathematics is good. A particular feature of this is the key stage two teacher's awareness of the level of basic number skills of the individuals within the class. There is at present a draft policy for mathematics but this is not supported by a scheme of work. The current practice of the school is to relate all mathematical activities to the National Curriculum programmes of study. The school should use this as a means of developing a scheme of work.

Science

41. In terms of both pupils' ages and abilities, standards of achievement are in line with national expectations in key stage one and good in key stage two.
42. The quality of learning throughout the school is good. In key stage one children

participate with enthusiasm in experiments. They have, for example, constructed a number of models from which they can produce a variety of sounds. In key stage two a study of materials has resulted in grouping, classifying and separating mixtures and changing materials. Pupils appreciate the challenge of investigation and learn well from experience. They improve their understanding through discussion with each other. They are able to make sensible predictions and can use their knowledge to make appropriate hypotheses. Pupils record their investigations and are able to draw valid conclusions.

43. The quality of teaching is sound in key stage one and good in key stage two. In key stage one, although discussion of the childrens' work is good, drawing out the different ways of creating sounds, opportunities should be extended for the children to investigate these actively. In key stage two, the teaching sets appropriate targets and the work is carefully planned. Expectations are high. The practical nature of lessons stimulates pupils' interest and promotes effective learning.
44. Resources are adequate and accessible. The National Curriculum programmes of study are addressed and achievements relating to the attainment targets are recorded for each child. There is, as yet, no formal scheme of work or policy document, but there is evidence of outline planning over the longer-term which is designed to avoid repetition in the mixed-age classes.

Technology

i) Design and technology

45. In key stage one, the standards of achievement in design and technology are sound in terms of the pupils' ages and in relation to their abilities. The younger children investigate a variety of materials for use in making their models, while the older pupils use a computer program to create designs to enhance the appearance of their 'pop-up' Christmas cards.
46. During the course of the inspection, no lessons in design and technology were organised in key stage two. Evidence exists, mainly through the work displayed around the classroom, but also in the teachers' planning and records, that the standards of achievement in design and technology for pupils in key stage two are good in terms of both their ages and abilities. They are asked to design and create models of different complexities according to their ages, and then to evaluate their own achievements, suggesting possible ways of improving them. The models produced are of good quality with working parts.
47. The quality of learning for key stage one pupils is sound. They learn the skills of selecting materials, cutting and gluing. The quality of teaching design and technology to key stage one pupils is also sound. There can be up to four adults in the classroom who assist the children to develop their models in a capable and sensitive manner.
48. All pupils, including those with special educational needs, have equal and appropriate access to the design and technology curriculum and the school's provision meets the statutory requirements. Resources are satisfactory and appropriately deployed, although the range of available tools could be extended. The assessment, recording and reporting procedures are maintained and are related to the programme of study.

ii) Information technology

49. The standards achieved by pupils in their use of information technology to support

other subjects in both key stages are sound in relation to their ages and abilities. In mathematics, the younger children can create simple programs to control the movements of equipment. Older children demonstrate the ability to store, retrieve and amend the data on which they are working. In art, for instance, the children use computer programs to create designs in the style of abstract artists.

50. The quality of learning is good in key stage one, and sound in key stage two. The children learn and apply new skills. In key stage two they work independently and require the minimum of supervision. All pupils, including those with special educational needs, have access to information technology. At times, full use is not made of the computers available in the school, especially to aid the development of individual learning skills.
51. The quality of teaching is good in key stage one and sound in key stage two. It is well-planned, and well-resourced. In key stage one, instructions are clear and pitched closely at the pupils' current level of understanding. In key stage two, while teaching the main body of the class, the teacher maintains a watching brief over the children working independently on the computer and provides support when this is needed.
52. The teachers plan their information technology activities on a yearly basis to ensure that all relevant subjects are supported using, for example, word processing skills for English or mapwork programs for geography. They also plan to use a wide range of equipment from tape recorders to the school photocopier, as well as computers. There are four computers in the school classrooms and overall the level of resourcing for information technology is satisfactory. The recording of childrens' experiences in using information technology is good and it is related to the National Curriculum programme of study.

History

53. During the inspection no lessons were observed in key stage one. Planning meets National Curriculum requirements and an examination of earlier work indicates a sound knowledge and achievement appropriate to pupils' ages and abilities. Classroom displays are good and include interesting artefacts for the children to handle. The standards achieved in key stage two are good when related to pupils' ages and abilities.
54. The quality of learning is good in key stage two. In responding to questions, the pupils demonstrate considerable knowledge of their topic on the Romans. They handle reference materials with confidence, and they research information with some skill and enthusiasm. They are articulate when discussing their work. They enjoy opportunities for drama and performing for an audience.
55. The quality of teaching is good in key stage two. Expectations are appropriately high. Resources are accessible and use is made of the LEA library service which provides additional books and materials. Visits to places of historical interest are planned. Work is appropriately organised over a cycle of several years in order to ensure that all pupils experience the full range of National Curriculum programmes

of study.

Geography

56. No geography lessons were taught during the period of the inspection. There was evidence in books of work completed by pupils and also of teachers' planning. The standards achieved in both key stages are sound when related to the pupils' ages and abilities.
57. In key stage one work has been undertaken on simple mapping, means of travel and a comparison of life and localities in France with this country. In key stage two the pupils have worked successfully on a variety of maps including those of Great Britain, Europe and the world. Some simple grid work has also been completed. The areas of study are all linked to the National Curriculum programmes of study. To ensure that each child covers all aspects of the curriculum, the topics are suitably arranged to be delivered over the full course of the key stages.

Art

58. During the course of the inspection opportunities for observing art were limited to one short session in each key stage. The standards of achievement are sound throughout the school in relation to both pupils' ages and abilities. A variety of materials is used for two and three dimensional art.
59. The quality of learning and teaching is sound in both key stages. The children participate with enthusiasm. It is apparent from wall displays and photographic records that the work in this subject meets the requirements of the National Curriculum.

Music

60. No music lessons were organised during the period of the inspection. Evidence from teachers' planning documents and records, together with a video recording of an informal end-of-year concert, indicates that standards of achievement for pupils at key stage two are at least sound in terms of both their ages and their abilities.
61. Some pupils in key stage two receive violin tuition. There is a club for recorder players, and a choir. There are opportunities for playing keyboard instruments, together with pitched and non-pitched percussion instruments. Both boys and girls take advantage of the full range of musical activities. The provision is of benefit to the pupils and enhances their commitment to the life and purpose of the school.
62. A peripatetic music teacher is employed for a half hour per week to support the work of some of the key stage two children in learning violin. The 0.1 supply teacher takes music lessons in key stage one. The class teacher takes the key stage two music lessons and is the co-ordinator of this subject throughout the school.

This arrangement makes good use of the specialist teaching abilities available to the school.

63. The work of all pupils is closely related to the National Curriculum programme of study. Resources for music are good for the size of school. The deployment of staff is appropriate and all children have an equal access to the musical activities organised by the school. The system for recording pupils' work and experience in music is good.

Physical education

64. During the course of the inspection, no lessons of physical education were organised for key stage one. It is not possible to arrive at any judgements on the standards achieved or on the quality of learning and teaching in this key stage.
65. The standards achieved in key stage two are sound in relation to both the pupils' ages and their abilities. In games lessons they practise and play simple competitive activities, understanding the rules. Most pupils can run for extended distances. In tag rugby, some children demonstrate sophisticated skill. They vary speed between pairs to cater for overtaking and passing the ball behind one another without losing forward movement.
66. The quality of learning for key stage two pupils is good. As the lesson develops, many children demonstrate an increasing skill level and understanding of tactics. During their games lessons, the pupils sensitively involve a child from a nearby school who has some physical difficulties. Children show positive attitudes, applauding one another's achievement.
67. The quality of teaching physical education in key stage two is good. The teacher prepares the lessons well and develops the level of skill and difficulty within them. Adequate teaching apparatus is collected in advance and used at appropriate points in the lesson. Outdoor games lessons have very good order even during boisterous activities. When children are asked to spectate, they are directed to look for examples of good skills in their peers.
68. Accommodation for physical education is limited in the school. The large key stage two classroom doubles up as a hall for gymnastics, dance and indoor games lessons. It is small in size for such activities. Large gymnastic apparatus is limited and the playing field facility is poor.
69. To counteract this, the teacher prepares a good range of games activities adapted specifically for use on the school playground, and the LEA supports swimming provision throughout the year for all pupils of the school. All year 5 and year 6 pupils have achieved at least the basic expectations for key stage two swimming in the National Curriculum. Inter-school sporting tournaments have been organised by schools locally and the school has joined in with these. Indoor gymnastics and dance lessons take place during the winter, and at other times during the year when weather conditions dictate. Adventurous activities are organised at a nearby centre. The statutory requirements for physical education are met through these

arrangements. This is a particularly good achievement given the physical constraints of the accommodation.

FACTORS CONTRIBUTING TO THESE FINDINGS

Quality of teaching

70. The quality of teaching was sound or better in all the lessons observed. Throughout the school, there were a number of examples of good teaching and in key stage two, over half the lessons came into that category. Support staff are briefed in their duties in advance of the lessons. The quality of teaching has a positive effect on the learning and standards achieved by the pupils. Lessons are well-planned. Teacher intervention is effective and the quality of relationships is good. Teaching resources are carefully chosen to promote learning. The pace of lessons is appropriate and the pupils' motivation is good.
71. The classes contain children from three or four different year groups. Every effort is made to match work to ability, and the staff largely succeed in achieving this. Subject knowledge is sound and teachers' expectations of pupils are high.

Assessment, recording and reporting

72. Since taking up her appointment, the headteacher has established a series of initiatives in the field of assessment, recording and reporting. An assessment policy has been developed, and approved by the governing body. A school portfolio, for moderation and accreditation purposes, has begun to be collated. A record of achievement programme has been introduced, beginning with reception pupils. There is an effective policy for the marking of pupils' work. Assessment is used accurately and consistently; it is carried out termly in relation to the National Curriculum programmes of study and promotes good progress towards higher standards.
73. Limited base line assessment takes place on entry into school. Parents are not involved in the assessment of pupils' abilities at this time. Given the relatively little pre-school experience of many pupils, it may be of value to the school to undertake such an initiative. The LEA 4+ and 6+ screening tests are administered, along with an annual reading test. The requirements for recording National Curriculum assessments and for recording the work of pupils with statements of special educational needs are met by the school. Parents receive written reports at the end of the academic year and the statutory opportunity is given for these to be discussed at a parents' evening. There is scope for increasing the formal reporting to parents on the progress of their children at relevant times during the school year. The school does not carry out a formal analysis of assessment data in order to improve overall pupils' performance; this would have limited value for a school of such a small size as individual variations of results from year to year could produce disproportionate indicators.

The curriculum

i) Quality and range of the curriculum

74. The quality, breadth and balance of the curriculum is of a very good standard for

both key stage one and key stage two pupils. It is planned in detail, taking into account the wide range of ages and abilities within each class.

75. The aims of the school are fully met in this respect. The school makes very good use of the National Curriculum programmes of study and level descriptions to organise and monitor the curriculum. Statutory requirements are complied with in all respects.
76. Within each key stage, time not devoted to the statutory basic requirements is used to reinforce key skills, to provide swimming lessons for all pupils, and for communal activities such as singing practice. The time devoted to each National Curriculum subject is appropriate for each key stage. This provision effectively contributes to the quality of learning and the development of standards of achievement for pupils throughout the school.
77. In order to avoid the repetition of study areas the school efficiently organises work in history, science and geography on a two yearly topic cycle for key stage one and a four yearly cycle for key stage two. Accurate records are kept of each pupil's experience of working through these topics. The school closely matches all the work planned for each class to the National Curriculum and this is a particularly strong feature of the school.
78. Homework is not organised on a formal basis but can be given to pupils who either need extra time to complete work or to reinforce the development of skills such as spelling.
79. The school organises a range of extra-curricular activities. Voluntary clubs include recorder, violin, reading, football, and choir. They significantly enhance the range and quality of the experiences offered to the pupils.
80. The governing body is involved in the development of school policies, and has a curriculum committee.

ii) Equality of opportunity

81. The school has an equal opportunities policy which focuses on ensuring that all pupils have a comparable range of opportunity and the right to be equally valued, without discrimination as to sex, social background and race. The school successfully implements this aim. There is no evidence of gender discrimination. Boys and girls work together in groups, automatically. Registers are not separated by gender. There are mixed sporting teams and music groups..
82. Islam is to be taught in RE as a second religion partly to develop multicultural awareness. There are also studies of different communities in the local area. All pupils have equal access to the curriculum. The school's admissions policy should be amended to provide guidance on an appeals procedure.
83. Staff have attended in-service training on equal opportunities. The school policy, which is confined to a statement of fundamental principles, should be considered

for further development when other priorities for policy documentation have been achieved.

Provision for pupils with special educational needs

84. Children with special educational needs make sound progress and achieve standards commensurate with their abilities in speaking and listening, in reading and writing, and in mathematics. All pupils with special educational needs have access to the full range of National Curriculum and other school activities.
85. Children regarded by the school as having special educational needs are identified on the school's register for such pupils. This includes children who have, or who may require, formal statements of special educational need. The school has developed individual educational plans for all pupils on the register. The Code of Practice is properly implemented by the school.
86. There is some evidence that the involvement of particular parents in their support of individual educational plans is becoming more limited over time, and the school should consider means of maintaining more regular contact in these cases.
87. Appropriate arrangements are in hand for the annual review of the needs of the pupil who has a statement of special educational needs.
88. The policy statement for special educational needs provision, contains effective procedures for reviewing and monitoring progress. The pupil with a statement receives considerable support (provided by the LEA), as do the pupils in key stage one who have been included on the register. These children benefit from help given on an individual or group basis within the normal classroom. The key stage two class has a wide range of ages and abilities and has only limited assistance for those children identified as requiring special educational needs. One pupil receives the guidance of a visiting tutor for one and a half hours per week. At present, these pupils place considerable demands on the teacher's time and attention. Their learning problems range from attention seeking behaviour to very poor levels of concentration. In order to maintain and improve the standards achieved by pupils, the school, together with the LEA external services, should consider the provision of further support for pupils in this key stage. On one day each week, key stage two pupils aid the social development of a child from a local special school who visits their classroom and joins in their activities.

Management and administration

89. Since the appointment of the present headteacher, the school has developed an effective mission statement. Its aims stress the need to establish a caring community linked to the realisation of the child's academic potential. The management of the school significantly assists the school in meeting these aims.
90. The governing body of the school carries out its legal responsibilities. It meets termly and has established a committee structure. One governor has the responsibility for oversight of the provision for children with special educational needs. The governing body prepares an annual report to parents and arranges an annual meeting for this to be discussed. The school also meets its aim of reflecting the Christian nature of its foundation. Members of the governing body are actively

involved in the day-to-day life of the school.

91. Since the headteacher's appointment, there have been many new initiatives. As well as undertaking almost a full-time teaching commitment, she has drawn up, with the assistance of the other full-time teacher, a school development plan. A school portfolio of assessed work has been established and a health and safety audit carried out. The school office has been reorganised. The parent-teacher association has been reformed. Six major policy documents have been drawn up and these have been agreed by the Governing Body. The headteacher receives release from her teaching commitment for one half-day each week in order to undertake some of her administrative duties.
92. The school development plan is an effective document. Its first year programme has been completed successfully.
93. The routine administration, communications and organisation of the school are good. Minutes are taken of staff meetings, although the size of the school allows much informal communication to take place. A staff handbook is due to be developed within the cycle of the development plan in the school year 1997/8. Overall, the management of the school is an area of considerable strength.

Staff, learning resources and accommodation

i) Teaching and non-teaching staff

94. The teaching staff of two full-time teachers, including the headteacher, and one part-time teacher working for one half day per week, is adequate for the number of pupils on roll. The headteacher acts as the co-ordinator for all subjects of the National Curriculum, except music, in key stage one. Her assistant acts as co-ordinator for all subjects in key stage two and, additionally, undertakes this role for music in key stage one.
95. The two full-time teachers have attended a range of in-service training courses to continue their professional development. Teacher appraisal is well underway. Individual needs have been highlighted during the process. Staff have job descriptions which include particular responsibilities but lack specific targets for each school year.
96. A nursery nurse is employed for 12.5 hours per week. She works for a further five hours each week in a non-teaching ancillary role. The majority of her time is devoted to the children in key stage one where her work enhances the quality of education. To cater for its size and wide age range, the key stage two class receives two hours of her total time, together with two hours from welfare assistants. Its only other support comes from voluntary helpers. A second nursery nurse works in key stage one on a full-time basis specifically to support the needs of a statemented pupil.
97. The clerical assistant is employed for 11.5 hours each week. This compares with the national average of 13.4 hours for a school of this size. The commitment and

spirit of co-operation shown by the non-teaching staff significantly add to the quality of education provided by the school.

ii) Resources for learning

98. For a school of only forty-four pupils, resources are satisfactory in all areas except for physical education where the accommodation and large apparatus are inadequate.
99. Resources are allocated on a whole school basis responding to curricular demands in terms of priorities identified at planning meetings. Generally resources are effectively and efficiently used to support learning, including the development of children with special educational needs. The need for a new reading scheme has been identified for future resourcing. There are sufficient computers available. In key stage one, there is a need to take full advantage of computer equipment to support all areas of the curriculum. The use of control technology equipment in key stage one, however, is good. As a long term project, the school should consider means of developing further the range of tools for design technology.
100. Library facilities are accommodated in each classroom with a satisfactory selection of fiction and non-fiction books, and there is a lending facility for pupils on a weekly basis.

iii) Accommodation

101. The original building was constructed in 1876. This now accommodates the pupils in key stage two. An extension was added in 1963 comprising of a second classroom, a foyer, office, storage space and cloakrooms. The school is generally well-maintained and the decorative order is satisfactory. Classroom and foyer displays are attractive and make a positive impact on the quality of the environment. The school office has to serve as administration centre, staffroom and headteacher's room. The space available here is cramped. At times, it is difficult for the headteacher to conduct private interviews. The lack of a school hall restricts work in physical education.
102. The outside hard surface area is adequate for the number of children on roll. It is satisfactory for outdoor activities in physical education. There is also a small grassed area. Although the school does make use of a local field, it is uneven and of unsuitable size.
103. There is a premises committee of the governing body. Money has been set aside for necessary work and the upkeep of the building is addressed in the school development plan.

Pupils' welfare and guidance

104. The commitment to the care and development of the whole person is expressed in the school mission statement, placing the value of the individual as central to the school ethos.

105. Class teachers are responsible for the education and welfare of the children in their care. This is well supported by classroom ancillary staff and welfare assistants. Both pupils and staff demonstrate a respect for the needs and welfare of others.
106. Visits are made on a regular basis to the school by the nurse who monitors child development and co-ordinates various aspects of health and welfare. There is a named person responsible for child protection issues and in-service training has been provided to inform staff.
107. There is a sex education policy, copies of which are available for parents to read. Sex and health education are taught through the Science curriculum up to year 6 when they are dealt with on a more informal and individual basis with the aim of dealing with sensitive issues as they arise. The teaching of sex education is underpinned by the school's Christian philosophy of family values and morals.
108. The health and safety policy is presented alongside the LEA Education and Safety Policy (1993) forming a very comprehensive and clear document for the support and welfare of the pupils. Four members of staff are first-aid trained. There are clear guidelines for dealing with accidents and for ensuring safety on school trips. The school is effective in providing a safe and supportive environment for its pupils.

Links with parents, agencies and other institutions

109. The school has established good relationships with parents. They make a valuable contribution to the life of the school. Some help in classrooms and on educational visits. There is an active "Friends of Newchurch" association whose functions include the organisation of fund-raising events. The quality of information provided for parents is satisfactory. Pupils about to enter the reception year are invited into school for one afternoon each week in the term prior to their admission.. Parents are furnished with an annual report and an open evening is arranged shortly afterwards.
110. Liaison with neighbouring secondary schools supports pupils at the time of transfer. Secondary school teachers visit the school and year six pupils spend a day in their new schools during the summer term.
111. Relationships with the parish are good. Children attend church on some saints' days and on occasional Sundays. The church choir mistress works with the school choir during one lunch-time each week.
112. Contracts with the 'Business in Education' partnership have resulted in a grant of £100 which can be spent on staffing and materials. Students seeking work experience assist in classrooms from time to time.
113. Overall the links which the school has established with parents, the community and other groups enhance the quality of education and standards of achievements.

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