

**INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992**

ST MICHAEL & ALL ANGELS CE PRIMARY SCHOOL

**Skipton Road
Foulridge
Colne
BB8 7NN**

School No. 923/3326

**Date of Inspection:
30th September - 3rd October 1996**

By

**Mrs Brenda Hickling
Registered Inspector: T11721**

Basic information about the school

Type of school:

Infants and Junior

Type of Control:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Skipton Road Foulridge Colne
Post code:	BB8 7NN
Telephone number:	01282 861338
Headteacher:	Mrs Anne E Wells
Appropriate Authority:	Lancashire County Council
Chair of governors:	Mrs Elaine Haworth

Contents

Section	Paragraphs
Main findings	1 - 11
Key issues for action	12
Introduction	
Characteristics of the school	13 - 16
Key Indicators	17

PART A: ASPECTS OF THE SCHOOL

Education standards achieved by pupils at the school

Attainment and progress	18 - 22
Attitudes, behaviour and personal development	23 - 25
Attendance	26

Quality of education provided

Teaching	27 - 32
The curriculum and assessment	33 - 50
Pupils' spiritual, moral, social and cultural development	51 - 54
Support, guidance and pupils welfare	55 - 57
Partnership with parents and the community	58 - 61

The management and efficiency of the school

Leadership and management	62 - 67
Staffing, accommodation and learning resources	68 - 78
The efficiency of the school	79 - 82

PART B: CURRICULUM AREAS AND SUBJECTS

English	83 - 92
---------	---------

Mathematics	93 - 101
Science	102 - 115
Other subjects or courses	116 - 145

PART C: INSPECTION DATA

Summary of inspection evidence	146 - 148
Data and indicators	149

Main Findings

1 St Michael & All Angels CE school is an improving school led by a strong headteacher who has, in recent years, made a significant impact on the life of the school. The dramatic improvement in the school is clearly acknowledged by parents, governors and the wider community.

2 Standards of attainment are in line with those expected nationally in English, mathematics, science, history, music, art and physical education. Most children make sound progress in these subjects, however, there is some evidence that the more able children are under-achieving.

3 Attainment is below the national standard in design and technology and information technology, and progress is unsatisfactory in these subjects in both key stages. Although geography is taught in both key stages, due to the organisation of the timetable there was insufficient evidence to make a judgement on standards of attainment or progress in geography during the week of inspection. Children with special educational needs (SEN) attain well for their abilities and make good progress during their time at school.

4 Children in the reception class attain at or above the national expectation and the progress made is at least sound and often good.

5 Overall the quality of education provided is satisfactory. The quality of

teaching in most subjects is sound in both key stages, however, the range of teaching styles is limited to mainly whole class teaching. The quality of teaching is unsatisfactory in science, design and technology and information technology in both key stages.

6 The school does not fully meet the statutory requirements of the national curriculum in all subjects. Although all subjects are taught, the school at present lacks a clear framework for planning the whole curriculum to ensure continuity and progress within and between subjects. The school had already identified the need to develop this framework urgently. The monitoring and evaluation of curricular provision and of teaching and learning should be developed to raise further standards achieved across the school.

7 Children's attitudes to work and to school are good. Attendance and punctuality are very good and children enjoy coming to school. Relationships are good throughout and teachers make effective use of support staff. Children with SEN are well supported.

8 The spiritual, moral, social and cultural development of children is central to the aims of the school. The school is very successful in promoting spiritual development. The quality of assemblies is high and collective worship fully meets statutory requirements. Moral and social development is sound, pupils care for each other and good relationships exist throughout the school. Cultural awareness is a less well-developed aspect of school life.

9 The school is well-led by an enthusiastic and hard working headteacher, deputy headteacher and a committed and involved governing body. The School Development Plan (SDP) is well structured and clearly outlines tasks to be accomplished. The school recognises the need to extend the plan to show the longer term development of the school. The school has yet to fully cost the plan and to develop a strategy for evaluating its impact on work in classrooms.

10 Financial control is efficient and administration procedures are clear and

effective.

11 The school provides value for money.

Key Issues for action

12 In order to support and develop further the progress that has already been achieved, the governors and senior management team should:

- * fully implement the statutory requirements of the national curriculum;
- * raise standards of attainment in design and technology, information technology, and in all subjects for the most able children across the school;
- * raise the quality of teaching in design and technology, information technology and science by improving teacher knowledge and extending the range of teaching styles;
- * ensure that the programmes of study in all subjects are covered progressively throughout the school through the development of effective long, medium and short-term plans;
- * ensure that the SDP is extended to show the longer term development of the school;
- * develop strategies to ensure that the effectiveness of the plan is evaluated to measure the impact on classrooms and standards of attainment; and

- * ensure that the cultural development of the children is promoted within the curriculum.

Introduction

Characteristics of the school

- 13 The school draws on a catchment area that includes the local village community, families from the local authority housing estate and those from the town of Colne. There are 184 children on role and 24 are identified as having special educational needs. Two children have statements of special need.
- 14 The majority of children who enter the reception class have attended local playgroups and nurseries, though some children come without any pre-school experience. There is a wide spread of attainment in the reception class but the majority of children are of about average ability.
- 15 The school has a mission statement and a set of aims published in the school prospectus. The school aims to provide a caring supportive and spiritual environment of care, justice, love and respect. The school is successful in meeting these aims. The school development plan seeks to improve quality and standards in English across the school and is making good progress towards targets that will help to secure this improvement.
- 16 Other priorities for the school are to involve parents more actively in the life of the school, to improve classroom resources and to create opportunities for staff development that will help to influence and improve the curriculum. Much progress has been made and work continues into the future.

17 **Key Indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1995	82	102	184

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC	School	68	44	80
Level 2 or above	National	78	80	79

Teacher Assessment		English	Mathematics	Science
Percentage at NC	School	60	76	68
Level 2 or above	National	80	79	84

Attainment at Key Stage 2

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage at NC	School	56	44	88
Level 4 or above	National	48	44	70

Teacher Assessment		English	Mathematics	Science
Percentage at NC	School	68	92	84
Level 4 or above	National	56	54	64

Attendance:

Actual attendance rate	
Authorised absence rate:	5.3%
Unauthorised absence rate:	0.015%

Exclusions:

Fixed term exclusion:	Nil
Permanent exclusions:	Nil

The quality of teaching seen in lessons during the inspection:

Lessons judged to be very good (or better):	3.04
Lessons judged to be satisfactory or better (including very good (or better) lessons):	83.60
Lessons judged to be unsatisfactory (or worse):	16.72

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

At tainment & Progress

- 18 The school has set a priority to raise standards of attainment in English. The headteacher and governors have been concerned about the few children in Key Stage 1 who achieve level 3 in this subject. There is some evidence of improvement in standards in English in 1996 but the school still has much to do to build on this good start.
- 19 The attainment of children under 5 is at or above the national standard on entry to school and this progress is maintained in the reception class. Most children under 5 are keen to learn, many recognise some letters and are beginning to write their name. Many children can count and sort accurately and these skills are built upon to ensure good progress at the start of life in school.
- 20 The standards of attainment are in line with national expectation in English, mathematics, science, history, music, art and physical education. Most children make sound progress in these subjects. There is some evidence that the more able children are under-achieving.
- 21 Attainment is below the national standard in design and technology and information technology. Progress is unsatisfactory in these subjects in both key stages. There was insufficient evidence to make a judgement on standards of attainment or progress in geography due to timetable restrictions.
- 22 Children with special educational needs attain well for their abilities and make good progress. The school has good systems and procedures to ensure that these children are well supported.

Attitudes, behaviour and personal development

- 23 Behaviour is generally very good, particularly around the school building and grounds, and children's attitudes are positive. They show interest in their work and are able to sustain their concentration.
- 24 Children show respect for one-another and develop good relationships with each other and the adults around them. They are not, however, given sufficient opportunity to show initiative and take responsibility.

- 25 Behaviour in classes is good but there are instances of restlessness and poor behaviour where behaviour management is inconsistent. The school is considering developing a whole school policy for behaviour which should result in a more consistent approach to behaviour management and which would also allow good behaviour in classes to be celebrated more openly.

Attendance

- 26 Attendance at both key stages compares favourably with other primary schools nationally. The school follows clearly defined guidelines for the completion of registers, these are regularly checked for any patterns of absence. Punctuality is good and allows for a prompt start to the day.

Quality of Education provided

Teaching

- 27 The teaching of children under 5 in the reception class is sound or good. The children are given a good range of activities well matched to their abilities. The support staff and parents make a positive contribution to the quality of teaching for these children.
- 28 Overall the teaching in both key stages is sound. Some teaching is good in both key stages, however, some poor teaching was observed, particularly in science and design and technology.
- 29 Teaching throughout is characterised by good relationships between staff and children. Where the teaching is good, teachers build on previous knowledge, resources are well organised, and the purpose of activities is clear. Where teaching is unsatisfactory, teachers have poor subject knowledge and are unclear about what they want the children to learn.
- 30 Teaching is predominantly whole class work. This is an effective strategy for some lessons and activities but leads to the most able children doing work that lacks challenge. Children had few opportunities in lessons to investigate, show initiative, or take responsibility. The range of teaching strategies used should be extended to ensure that the needs of all the children are met.
- 31 Teachers plan conscientiously, however, much of the planning is activity based and this leads to a lack of clear objectives in some lessons. The lack of schemes of work and a whole school framework for ensuring continuity and progression within and across subjects means that planning lacks focus.

- 32 Specialist teachers are used effectively in music and Italian lessons. Children are generally given good individual feedback and support staff and parents play an important and effective role in supporting the teaching and learning in all classes.

The curriculum and assessment

Curriculum

- 33 The school has clear and comprehensive aims. These aims are clearly expressed in the schools prospectus. At present the curriculum does not fully support the aims of the school. The school teaches all the subjects of the national curriculum and religious education in the formal curriculum. The requirements of the programmes of study are however, not fully met in aspects of science, design and technology and information technology.
- 34 The school has a teaching week which meets the recommended number of hours. The curriculum is planned to allocate an appropriate amount of time to all subjects.
- 35 The subjects of the curriculum are taught, with an emphasis given to the development of basic skills. Some higher order skills are not always sufficiently planned for or taught. These skills are often limited by an over-emphasis on whole class teaching. The skills for investigation and inquiry are under-developed. The aesthetic aspects of the curriculum are being developed but are at present under-emphasised. The school is keen to remedy this situation.
- 36 Significant aspects of the curriculum are organised and taught in subject-focused topics particularly in Key Stage 1. These topics are planned to a cycle. The planning of work is not always effective in ensuring coverage of key skills and concepts. This sometimes limits the extent of pupils understanding.
- 37 All the subjects taught are supported by policy statements, many have been updated but some are still of poor quality or out-of-date. The school is in the process of updating and reviewing its policies. The school recognises the need to continue progress in this aspect of its work.
- 38 The school has a phased programme to develop new schemes of work based on the revised national curriculum for all subjects. This programme is at an early stage of implementation with limited progress to date.
- 39 There is not a clear view about the differences between long, medium and short term

planning. This lack of clarity in the function of the various levels of planning leads to some confusion in teaching aspects of the national curriculum.

- 40 The school has a common format for termly planning. These medium-term plans should form the basis for schemes of work. The short term planning carried out by individual teachers is inconsistent. They tend to address the coverage of subject content and teaching activities. Some staff are very clear about what children need to learn when they plan. In general however, clear and precise learning objectives are not always apparent when lessons are taught. Where they are clear they are not shared with the children. The emphasis on activities at the expense of what children need to learn sometimes limits the progress of pupils in lessons.
- 41 The school is keen to make sure that children progress smoothly from one class to another. The absence of effective schemes of work and the reliance on informal mechanisms makes it difficult to ensure that work becomes more demanding as children progress through the school. Work needs to be matched to individual needs more consistently. There is in general too little differentiation by task.
- 42 The school is yet to plan the use of its discretionary curriculum time in detail. There is an intention to use this time to develop a coherent personal and social education programme. Work has begun in this direction but is yet to be formalised. Personal and social education is addressed through assemblies and religious education. This provision is not sufficiently coherent at present. The school offers Italian language in years 5 and 6. This contributes to awareness of European cultures.
- 43 The governors have a curriculum committee which discusses aspects of the curriculum. The role of the governing body in supervising and developing the curriculum needs further development.
- 44 Systems for monitoring the curriculum need to be more effective. The role of the subject co-ordinator needs to be further developed to ensure a more consistent approach to teaching and learning. A key task for the school is to ensure the development and implementation of its emerging curriculum framework.
- 45 The school does have a formal homework policy. Homework is an issue of concern for some parents.
- 46 The formal and informal curriculum make a very limited contribution to preparing children for life in a culturally diverse society.
- 47 The curriculum is enhanced by a range of extra-curricular activities, which include sporting activities and a variety of other indoor and outdoor pastimes.

Assessment

- 48 The school has a comprehensive assessment policy which includes a very brief marking policy. The marking policy needs to be developed in order to give staff more detailed guidance to ensure that marking helps the children to learn more effectively. There are thorough and effective systems for monitoring SEN register. Baseline assessment is used on entry as well as 6+ screening and some reading tests.
- 49 Assessment is not used sufficiently to inform future planning. Individual teachers have a significant degree of autonomy in how they assess children's progress. The school needs to develop a more corporate view of children's progress and attainment. The schools short-term planning needs to be used more effectively in order to assess children's progress and set appropriate targets. This should ensure that individual needs are met more effectively.
- 50 The school uses standardised tests effectively. There is a phased programme to develop portfolios of levelled work for the core subjects. The school is making good progress in developing portfolios of assessed work in these subjects. The teachers keep comprehensive files recording children's progress. The arrangements for reporting the progress of children to parents are satisfactory.

Pupils' spiritual, moral, social and cultural development

- 51 The school mission statement strongly promotes spiritual development but also includes moral, social and cultural development. This is reflected in practice. Collective worship fully meets the statutory requirements and strongly promotes children's spiritual development with some emphasis on moral development. Assemblies are well-planned and children play an active role in them through role-play and singing.
- 52 Moral education is also developed in religious education, although there is no planned programme of PSE at present. The regulation of behaviour in lessons teaches children the difference between right and wrong, although there is a lack of opportunity for children to reflect on their understanding of moral issues.
- 53 Children care for each other and there are good relationships throughout the school with parents being positively involved in school life. There are a good range of extra-curricular activities which promote social development, and each year the school chooses a charity to support - a children's hospice for 1996/97. Children and parents also contributed strongly to the development of an environmental nature area in the school grounds.
- 54 Visits outside school and visitors into school make a contribution to children's cultural

education, but this aspect needs to be further developed. Italian in years 5 and 6 contributes also through raising awareness about Europe and European countries. However, there is a lack of evidence that opportunities to teach about other cultures through curriculum areas are planned for and exploited to the full, notably in geography, music and art.

Support, guidance and pupils' welfare

- 55 Child Protection measures are in place and the staff are aware of the procedures. There is good support in school for children with special educational needs and one of the governors acts as a link with the SEN co-ordinator.
- 56 A significant number of children enter reception from playgroups or nursery which prepares them well for school life. There is good liaison with Park High School to which most children transfer at the end of year 6 and most children readily adjust to the move to secondary school.
- 57 The children are polite and courteous to adults, and they relate well to each other. School presents a bright and welcoming atmosphere in which the children are willing to learn.

Partnerships with parents and the community

- 58 Parents are welcome in school and they are supportive of the schools aims. School provides helpful information for parents through the schools newsletter and reports.
- 59 There is some support from local industry and the school has a high profile in the local newspaper.
- 60 The children raise funds for a variety of charities. Help has been received from the Groundwork Trust in establishing a wild garden in the school grounds, and there is evidence of work related to this project in the classrooms.
- 61 Relationships with the parish church are under-developed, although efforts are being made by the headteacher to establish a more effective dialogue.

The management and efficiency of the school

Leadership and management

- 62 The headteacher provides strong leadership which gives a clear direction to the work of the school. Many important and urgent tasks have been accomplished since the headteacher was appointed, but there are still important areas to tackle, particularly in relation to the curriculum planning and in further raising standards. The governors play an active and committed role in supporting the headteacher and in developing the work of the school. The governors and headteacher need now to ensure that the school fully meets the statutory requirements of the National Curriculum in all subjects.
- 63 The school has a clear mission statement with an emphasis on a positive ethos, respect and high academic standards. There is good progress towards the achievement of these aims. The head has most effectively brought the staff to work together as a team.
- 64 The school development plan is a useful document and does provide direction for the school. A longer term School Development Plan now needs to be developed and further consideration given by staff and governors about how the achievement of tasks within the plan might affect practice in classrooms and lead to a rise in achievement of the children.
- 65 The headteacher has a heavy class teaching commitment in one class. This reduces opportunities to monitor and evaluate the work of the whole school.
- 66 The management of special educational needs is a strength of the school. The system that is in place to identify children and implement practice is most effective in supporting the children.
- 67 The ethos of the school is positive. There are good relationships throughout. The parents strongly support the changes brought about by the headteacher since her appointment two years ago.

Staffing, accommodation and learning resources

- 68 The staff are appropriately qualified and there is a good range of experience. Most, but not all, of the subjects of the national curriculum are covered by the teachers' subject specialisms.
- 69 There are 7 full-time and 1 part-time teachers at the school and Italian is taught on a voluntary basis in addition. The headteacher shares a class. In addition there are 2 special needs support staff and 1 nursery assistant. The staffing is in common with many schools, and the ratio of pupils to teachers is only just above average. A music specialist visits the school.
- 70 Additional staffing is appropriate and effective in supporting children with statements of special educational need.

- 71 Thorough job descriptions are in place, and a member of staff has responsibility as appraisal co-ordinator. A draft appraisal policy has been written which is thorough and comprehensive. The appraisal cycle for all staff should be complete within 12 months. The head has been appraised annually twice.
- 72 The induction for newly qualified teachers is thorough. Teachers have an allocated mentor from the staff and meet with them weekly. The school also partakes of the county INSET programme for newly qualified teachers.
- 73 There is a comprehensive Inset policy in place which outlines a thorough process for the identification of needs. The linkage between the priorities of the school development plan and priorities for Inset is currently weak and needs to be strengthened.
- 74 The accommodation is appropriate for the curriculum. Classrooms are a good size allowing for effective arrangement of facilities. A well-designed outdoor area, including a pond, is used to support work in science.
- 75 The library is a pleasant welcoming area. Books are neatly arranged by the Dewey system and this is augmented by colour coding. There is a good range of non-fiction books in good condition.
- 76 Fiction books are stored in a separate room and in classrooms. Books in classrooms are neatly organised with plenty of basic reference material available. Non-fiction books are well celebrated though this is less the case for fiction.
- 77 Generally the school is appropriately resourced though inadequate resources restrict teaching strategies in some areas of the curriculum. Resources are well organised, and many classrooms and communal areas have attractive displays of stimulating artefacts.
- 78 Play materials need to be developed in Key Stage 1. Information technology hardware is generally adequate for the curriculum, though software provision is variable. Equipment for data logging and control needs to be developed. Some history resources are outdated. Equipment for physical education is comprehensive and safely stored.

The efficiency of the school

- 79 There is good financial control, with clear procedures which ensure the resources available to the school are managed efficiently. The Finance committee of the governing body are active in the decision making process and all options are fully discussed. The school has little budget flexibility once salaries and fixed costs have been met. Opportunities to direct significant amounts of money to support educational developments are limited, particularly when a wide number of needs were identified on the headteachers

appointment to the school. Where money, much of it raised in school funds, has been directed to support development in English, this has made an impact on children's learning.

- 80 The headteacher provides good advice and regular financial updates to the governors. Resources are allocated to the school educational objectives outlined in the school development plan, however, these costs are not clearly shown in the plan and the head and governors do not have clear strategies to evaluate how spending is making an impact on standards or classroom practice.
- 81 The school administration and routines are satisfactory and the school runs efficiently on a day-to-day basis. Staffing, accommodation and resources for learning are generally used efficiently and well. Resources allocated to the school for working with children with special educational needs are spent well in supporting these children.
- 82 Overall, taking into account the progress made in recent years the school gives value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English

- 83 Childrens' standards of attainment are in line with national expectations in reading, writing and in speaking and listening. The attainment of children in Key Stage 1 has shown improvement in 1996 in all areas of English with a significant improvement in writing. The number of children reaching the national standard in Key Stage 2 is in line with or slightly above national expectation. The school has a low number of children achieving level 3 in Key Stage 1 and level 5 in Key Stage 2 compared to national standards. Most children make appropriate progress in both key stages. There is some evidence of under-achievement for the most able children. The standard of presentation of work in Key Stage 2 could be further improved. Children with special educational needs achieve well for their abilities and make good progress in English.
- 84 Children in both key stages listen well, they can express their ideas clearly and respond well to questioning. Children are confident about speaking. In Key Stage 1, there are few opportunities for children to develop speaking and listening skills through structured and purposeful play. This aspect needs to be developed throughout the key stage.
- 85 In Key Stage 2, children listen and respond well in class lessons. Some opportunities are presented for children to work collaboratively and to use talk to develop their ideas and thinking but these types of activities need extending into all classes.
- 86 Reading is taught very systematically and progression through the reading scheme is clear. The school has recently bought a number of good quality books and children have access to some appropriate reading materials. The recording of children's progress through the reading materials is conscientious and detailed. However, more attention should be given to assessing and diagnosing progress in reading and including this in short-term planning for individual and groups of children. Children enjoy reading and progress is evident through both key stages. At times more able children are reading books that lack challenge and more attention could be given to teaching higher order reading skills and helping children to use books for research and information. The home school reading book works effectively to ensure parents are informed of their child's progress in reading.
- 87 The school has recently introduced a new writing scheme that is now taught throughout Key Stage 1. Writing is well taught in both key stages and most children are confident to write for themselves. The range of purposes for writing is limited in Key Stage 1, with a strong emphasis on descriptive, diary style writing. The whole class teaching

organisation makes heavy demands on the teacher in supporting children's writing.

- 88 In Key Stage 2, children do write for a wide range of purposes. They write confidently, though opportunities for extended pieces of writing, or presenting writing in a variety of ways for different audiences could be further developed. The word processor to support and develop writing is under-used across the school.
- 89 Children are taught spelling consistently, they are encouraged to try to spell for themselves and are able to use dictionaries and wordbooks to support their spelling. Children write well in handwriting practice but these skills are not always transferred to everyday writing. Presentation skills need further improvement in Key Stage 2.
- 90 The quality of teaching of English is sound and sometimes good in both key stages. Teachers generally have clear objectives for their lessons and the English policy provides good guidance for teaching the subject.
- 91 The headteacher and staff recognise the need for an improvement in the quality of English work across the school. Much progress has been made in the last two years.
- 92 The development of a detailed scheme of work, which sets out objectives for each stage of learning in English, will support this improvement further.

Mathematics

- 93 The majority of children in both key stages achieve the national expectation for mathematics.
- 94 Most children across the school use and understand numbers in a range of appropriate contexts. They use mathematical terms and language appropriately.
- 95 In general, children respond well to the work they are required to do.
- 96 In Key Stage 1, children show basic understanding of number bonds and place value. They can usually perform simple addition and subtraction. Children are able to use clock faces and read times in 5 minute intervals.
- 97 In Key Stage 2, children have a secure knowledge and understanding of 'times tables'. Children are confident in using numbers in a variety of contexts. They have a good grasp of shape and symmetry. Children are not always confident at handling sets of data and recording results appropriately.
- 98 Children respond well to the activities provided for them. They learn effectively. In

some cases there is an over-emphasis on direct teaching to the whole class. This sometimes leads to some under-achievement. Children are generally keen to participate in lessons. They are able to organise their work effectively and are confident in checking work to ensure accuracy. Progress is sound or good in acquiring mathematical knowledge particularly in the work done on number and time. Understanding of mathematical concepts is less well developed, particularly when these ideas have to be applied in unfamiliar contexts. Learning is at its best when children are clear about what is expected of them.

- 99 The quality of teaching is sound overall. In Key Stage 2, teaching is marked by clear explanation and well directed questioning. Teachers give effective support to groups and to individuals leading to clear progress in knowledge. The practical aspects of mathematics are not always explored sufficiently and this limits progress in understanding. There is an over-reliance on the published scheme.
- 100 Teachers mark work regularly. Where comments are supportive they are helpful to the children. Relationships are generally good.
- 101 The teaching programme is based on a commercially published scheme. This framework secures some consistency in the work being taught. It does, however, lead to key aspects of mathematics being under-emphasised. The school has plans to produce a scheme of work for mathematics. The school needs to ensure that the scheme of work sets clear learning objectives. This should help teachers to ensure that children progress smoothly through the school.

Science

- 102 At Key Stage 1, the children who reach the national expectation in science is around average, the number of children reaching level 3 is below national expectation.
- 103 In lessons, children are generally working around national expectation with a few working below. Standards in scientific knowledge are slightly better than those in scientific investigation. Children are able to recognise a range of properties and describe some similarities and differences between materials.
- 104 At Key Stage 2, the percentage of children gaining level 4 and above, and level 5 and above in national tests, were both above the national average. In the teacher assessment, children gaining level 4 and above were above the national average while those gaining level 5 and above were not significantly different from the national average.
- 105 In lessons, children are working either around or just below national expectation. They are able to say whether happenings were as expected, and to name major organs of the

- body, identifying their position. Many children are not able to use equipment as well as expected.
- 106 In Reception, children generally make reasonable progress in lessons, particularly in knowledge.
- 107 Progress in lessons at both Key Stage 1 and 2, is variable. In the best lessons, children's progress in the skills of observing and recording are particularly marked. In too many lessons progress was limited, particularly for the most able by a lack of focus and clarity in learning objectives in teacher's planning. Gains in knowledge and skills are generally better than gains in understanding. Progress is not always as good as expected, particularly for the most able.
- 108 In the best lessons, particularly when children are closely supervised and given encouragement, they show high levels of interest and enthusiasm. In the best lessons, children exhibit awe and wonder at the outcomes of their experiments. Their perseverance and levels of sustained concentration are too often low, though use of resources is respectful and effective.
- 109 There are too few opportunities for them to show initiative or take responsibility. When given the opportunity, children accept responsibility readily.
- 110 Children generally behave well and want to please the teachers. In lessons where there are inconsistent expectations of behaviour, children behave less well. Children generally form good relationships with each other and with adults. They generally work well collaboratively when required.
- 111 Teachers do not always show a sufficient grasp of the science programmes of study. Planning is not sufficiently linked to the programmes and is not sharply focused enough. Detailed learning objectives are not always included in plans and this frustrates teachers' ability to focus their work on gains in knowledge, understanding and skills. Learning objectives and success criteria are not generally shared with children.
- 112 Teachers generally set work which is appropriate for most children, though too often, the most able children are insufficiently challenged.
- 113 The National Curriculum in science is not secure. A comprehensive science policy has been in place for some time. However, classwork does not always address the appropriate programme of study. The lack of a scheme of work leads to science not being planned effectively across the school, in order to provide continuity and progression.
- 114 The current school development plan includes a target to ensure coverage of the science

programmes of study. The timescales for the work need to be sharpened.

- 115 Equipment is well organised with an inventory, though is barely adequate in quantity or range. There is no science specific software. Spending on science in the current year is inadequate. There needs to be a long-term approach to planning for the acquisition of science equipment.

Other subjects or courses

Technology

- 116 There was little evidence of design technology work in Key Stage 1 and 2 during the inspection and therefore, insufficient data exists to make judgements on progress, children's attitudes in the subject, or teaching.
- 117 A comprehensive technology policy has been in place for 1 year, though is being revised by the co-ordinator. There is an information technology policy in place, and staff have been working to further develop this. There is currently no scheme of work in place for design technology or information technology. The national curriculum in design technology and information technology are not secure.
- 118 Long and medium-term planning is inadequate to ensure security of the national curriculum in these subjects. An audit of resources and coverage is being undertaken in preparation of a scheme of work.
- 119 An effective strategy to familiarise staff with new hardware has been instituted by the co-ordinator. The co-ordinator has appropriate access to staff development time, but the lack of a scheme of work inhibits the support available. Targets on the current school development plan include the creation of a scheme of work for information technology. The timescales in the development plan need to be sharpened.
- 120 The development of links with the local secondary school for control technology are effective in supporting the curriculum.
- 121 The provision of a design technology trolley and CD-ROM on each floor potentially aids delivery of these subjects. The school has worked hard, and successfully, to increase the quality and diversity of the hardware. Hardware is generally adequate for the curriculum though software provision is variable. Equipment for data logging and control needs to be developed.

Art

- 122 The majority of children achieve the national expectation in art in both key stages. Children have sound visual perception and in some classes produce interesting pieces of work through close observational drawing and painting. In some classes children are able to mix colours from a restricted palette of colours.
- 123 Children are given opportunities to use a range of materials and resources in art. These cover all aspects of the national curriculum, although 3-dimensional work is under-developed. They use resources well and develop appropriate basic skills as they move through the school.
- 124 Children are well motivated and interested in their work. They are able to work in the style of some well-known artists, eg Monet, Picasso and Mondrian. Children in some classes have the opportunity to talk about the content and style in order to develop an appreciation of different art styles, particularly work in Western traditions. These experiences are however, not offered consistently across the school. In general, art outside the western tradition is neglected.
- 125 The quality of art teaching is variable. Basic skills are taught effectively but insufficient attention is given to the teaching of artistic techniques and higher order skills. Occasionally individual creativity is stifled because the task is either not clear or it is over-prescribed by the teacher.
- 126 The school needs an effective scheme of work for art that will help teachers to provide a range of increasingly more demanding experiences as children progress through the school. It should also ensure greater consistency in the approach to art work between classes and across the school.

History

- 127 Attainment and progress in history are sound in both key stages.
- 128 In Key Stage 1, children can use appropriate language to describe the passing of time and show an understanding of the differences between the past and the present. They can sequence events and answer questions about the past using photographs.
- 129 In Key Stage 2, children display a sound knowledge and understanding of changes and events in the past, and make progress in using primary and secondary sources.
- 130 Children show interest in history and listen well. They work together well, share ideas, and ask questions confidently. Where investigative tasks are set, the children show initiative and responsibility in undertaking them.

- 131 Where teaching is good, teachers start from children's prior learning and use exposition, question and answer and resources effectively. The best lessons have clear objectives and seek to develop children's skills of using sources through enquiry-based learning. Where teaching is less than good success criteria are not shared with children and there is an over-reliance on undifferentiated worksheets.
- 132 Subject co-ordination in history is at an interim stage of development - the policy and unit plans for Key Stage 2 could form the basis of a scheme of work. There is a need to draw together expected outcomes into an appropriate framework for developing continuity and progression in children's historical understanding and skills. Work is being done on developing resources and the use of educational visits. Both approaches need further development, including the resourcing and use of historical artefacts.

Music

- 133 Attainment and progress in music is sound throughout the school. Children show an ability to communicate expressively and can select and organise sound and musical ideas. In making progress, children display technical control appropriate to their development and show a sound understanding of musical concepts.
- 134 Children display good listening skills and concentrate well. They work collaboratively and persevere with their work. Teaching is generally good and is characterised by building on prior learning and clear objectives which are shared with the children. Teaching gives a clear structure to children's learning and is based on secure subject knowledge to develop children's skills and ideas.
- 135 The input of a music specialist is of clear benefit to children's learning and will give teachers valuable in-service which they can use to develop a coherent scheme of work to ensure continuity and progression for individual children throughout the school.
- 136 Resources for music are adequate in terms of instruments and the accommodation provided by the music room is good. Development needs to take place of support materials for staff.

Physical education

- 137 Attainment and progress in physical education is sound in both key stages. In Key Stage 1, children can perform simple activities such as running, jumping and skipping in line with national expectations. They develop basic handling skills and can link their actions together in a series.

In Key Stage 2, children are able to control their bodies and movement and show understanding of the rules and tactics of team games.

- 138 Children are well-motivated in physical education and respond with interest, enthusiasm and perseverance. They work well collaboratively and express their own ideas and feelings.
- 139 Where teaching is good, activities are challenging and success criteria are shared with the children. Use is made of demonstrations by both teacher and children and children are encouraged to evaluate and reflect on their work. In some lessons, teachers display poor subject knowledge and give too much direction, not allowing children to show initiative or take responsibility.
- 140 Resources for physical education are adequate and stored centrally, although no evidence was gained of the use of outside facilities during the inspection. There is a newly appointed co-ordinator for physical education and there is a need to develop the management of the area through a scheme of work which addresses the issue of continuity and progression of children's skills and knowledge.

Early Years

- 141 Children under five in the reception class make a good start to their learning. Many children enter school with a good range of skills and these are built upon and developed in the reception class.
- 142 Children show well developed social skills, they play well together. They respond to work prepared for them in the classroom with concentration, enjoyment and interest. The children enjoy sharing books, many know some letter sounds and they show some ability in using writing and colouring implements. The children listen well and respond with ideas and comments that relate to stories read to them or to their own lives.
- 143 The children can sort, match and count at a level appropriate for their age. Children are beginning to use mathematical language such as full and empty and they use materials and resources well.
- 144 At this early point of their school life the children are well settled in their class. They are presented with a broad and balanced curriculum that covers all the areas of experience. The teacher has carried out detailed assessment of each child to provide a baseline against which to measure future progress. Parents regularly help in this class and this provides good support for both children and teacher. The teacher and nursery nurse work well together and the teaching area is well organised and interesting for the

children.

- 145 Children show positive attitudes to school, they cooperate well together and there are good relationships between children and staff. The quality of teaching is always sound and often good with children being given sensitive and appropriate support to develop their learning. Planning is detailed and focused on the area of experience. Children are given a good start to their time in school.

PART C: INSPECTION DATA

Summary of Inspection evidence

- 146 Six inspectors spent a total of 14.5 inspector days inspecting the work of the school. 66 lessons or part lessons were seen. 27 children were heard to read and many children were spoken to about their work. The work of 3 children from each year group was analysed.
- 147 Discussions were held with all members of staff and with a number of governors. All school policies, registers and teachers plans and records were examined, as were governing body minutes, newsletters, the SDP, the school prospectus, the governors report to parents and school reports to parents.
- 148 A meeting was attended by 35 parents and 48 families returned a questionnaire. Several letters were received from outside visitors to the school and from the secondary school.

149 School data and indicators

Pupils

Number of pupils on role:

184

Number of pupils having a statement of SEN:

6

Number of pupils on SEN register:

24

Number of full time pupils eligible for free school meals:

40

Teachers and Classes

Number of qualified teachers (full time equivalent):

8

Number of pupils per qualified teacher:

23

Number of classroom support staff:

3

Average class size:

26

FINANCIAL DATA

Financial Year: 1995-6

£

Total Income:

243419.00

Total Expenditure:

252862.00

Expenditure per pupil:

1345.01

Balance brought forward from previous year:

23500.00

Balance carried forward to next year:

14057.00

PARENTAL SURVEY

The number of questionnaires sent out:

180

The number of questionnaires returned:

48

% return rate:

The table below sets out the percentage of responses for each question asked.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37.5	60.4		2.1	
I would find it easy to approach the school with questions or problems to do with my child(ren)	66.7	31.3	2.1		
The school handles complaints from parents well	25.6	51.2	18.6	4.7	
The school gives me a clear understanding of what is taught	38.3	51.1	8.5		2.1

The school keeps me well informed about my child(ren)'s progress

The school enables my child(ren) to achieve a good standard of work

The school encourages children to get involved in more than just daily lessons

I am satisfied with the work that my child(ren) is/are expected to do at home

The school's values and attitudes have a positive effect on my child(ren)

The school achieve high standards of good behaviour

My child(ren) like(s) school

31.9	44.7	14.9	8.5	
25.5	57.4	14.9	2.1	
36.2	48.9	10.6	4.3	
17.8	46.7	15.6	15.6	4.4
57.4	36.2	2.1	4.3	
42.6	44.7	10.6	2.1	
64.6	33.3		2.1	