

## INSPECTION REPORT

St Paul's CE (Aided)  
Hibson Road  
Nelson  
Lancashire  
BB9 ODZ

LEA Area : Lancashire

School Register Number : 119438

Headteacher : Mr M S Ingham

Reporting Inspector : Jeanette Lees

Date of Inspection : 28 April - 2 May 1997

**Information about the school**

|                              |                                 |             |
|------------------------------|---------------------------------|-------------|
| Type of school :             | Junior                          | Infants and |
| Type of control :            |                                 | Aided       |
| Age range of pupils :        | 5-11                            |             |
| Gender of pupils :           |                                 | Mixed       |
| School address :             | Nelson<br>Lancashire<br>BB9 ODZ | Hibson Road |
| Telephone number :           | 01282 617035                    |             |
| Appropriate authority :      | Lancashire                      |             |
| Name of chair of governors : | Mr A Sadler                     |             |

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## Main Findings of the Inspection

1.The mission statement of St Paul's CE, which emphasises the value placed on the uniqueness of all children, lies at the heart of the school and is reflected in the quality of relationships and the high standards it achieves.

2.At the end of Key Stage 1 (infants) standards overall are higher than might be expected nationally and at the end of Key Stage 2 (juniors) they are in line with the national average. Most pupils identified as having special educational needs are achieving at appropriate levels and often better.

3.The attainment of pupils in the reception class, and for whom the National Curriculum does not yet apply, exceeds expected outcomes across most areas of learning.

4.At the end of the infants, the majority of pupils' attainment is above national average in English and mathematics, and they do equally well in history, geography music and physical education. They attain the national average in science, and at the national expectation in design and technology and art. Pupils achieve below average standards in information technology. The results of the National Curriculum tests in 1996 indicated that pupils' attainment at the end of the infants was above the national average and this high standard is reflected in the classroom and in their written work.

5.By the end of the juniors pupils achieve above average standards in English, and exceed the national expectation in physical education and art. Attainment is average in mathematics and science. In history, design and technology and music pupils' attainment is in line with the national expectation but below the expected standard in geography and information technology. National Curriculum assessment results in 1996 indicated that pupils' attainment at the end of the juniors was above average in English and mathematics, and average in science. This high standard is largely reflected in the classroom and in their written work other than in the investigative aspects of mathematics and science.

6.Pupils throughout the school make satisfactory progress overall but pupils in the infants make better progress than those in the juniors. A majority of pupils at both key stages do not make the progress expected of them in information technology and design and technology. Most pupils under five make good and sometimes very good progress in all areas of learning in preparation for entry into level 1 of the National Curriculum.

7.Pupils in the infants make good progress overall. They make better than expected progress in English, mathematics, history, music and physical education. Where progress is good, teachers are clear about what pupils should learn and set tasks to match the needs of pupils of different levels of ability. Pupils in the juniors make satisfactory progress overall and they make good progress in history, physical education and art. However, pupils in the juniors make unsatisfactory progress in geography and science. The quality of teaching influences the progress made by pupils. When progress is unsatisfactory it is often in lessons where the activities presented lack interest and challenge, for example where teachers expect all pupils to complete the same exercise regardless of their ability. Pupils in the juniors sometimes make less progress than they should when teachers do not make the purpose of the activity clear to them.

8.Throughout the school, pupils with special educational needs often make good progress, particularly when they receive help from support staff. On occasions, higher attaining pupils make less progress than they should because the work set does not sufficiently challenge them.

9.Pupils' attitudes to learning and their behaviour are very good and are a strength of the school. Pupils enjoy their lessons. They are attentive and eager to answer questions both in class and in group discussions. In most lessons, where there is sound teaching, pupils maintain their concentration well and develop appropriate learning habits. The good behaviour of pupils positively affects their progress and attainment, and the quality of life within the school. Pupils are polite and courteous towards each other, their teachers and visitors to the school. Parents indicate a high level of satisfaction with the standards of behaviour encouraged by the school and are appreciative of the shared code of conduct

and common values it promotes.

10. Pupil attendance is excellent and is a strength of the school.

11. The quality of teaching overall is satisfactory. The teaching of pupils under five and in the infants is generally good and often very good. In the juniors the quality of teaching is more variable, most of the time it is satisfactory though there is too much unsatisfactory teaching, which is resulting in pupils not making the progress they should. The teaching of pupils with special educational needs is generally good and they often make good progress as a result. Teachers generally assess their needs effectively and provide them with suitable tasks.

12. The majority of teachers have a sound knowledge of the subjects they teach. In physical education and in music, there is a high level of expertise which has a positive impact on pupils' attainment and progress. Where teachers are confident in the subject they have a clear understanding of the skills, knowledge and ideas which pupils need to develop and they have high but realistic expectations. In subjects where teachers are less secure, as in developing investigative skills in science and mathematics and in information technology, some pupils make insufficient progress when the tasks presented do not challenge them.

13. Throughout the school, teachers work hard to prepare lessons and select resources effectively. They generally manage pupils well and set and maintain high standards of behaviour. Most teachers plan diligently and set up appropriate activities for the pupils. Some of the planning, however, places too much emphasis upon the knowledge pupils should acquire rather than the skills and ideas they should develop. In these lessons, particularly at Key Stage 2, pupils are frequently expected to do the same work regardless of their ability. On occasions this results in underachievement particularly by the most able. Teachers use a variety of methods and approaches with pupils being taught in groups, individually and as a whole class. On some occasions the approaches used with junior pupils rely too heavily upon highly structured tasks. These tasks do not always provide enough opportunity for pupils to develop their ideas and they consequently make less progress. The school has a sound assessment policy and employs a wide range of procedures for assessing pupils. However, teachers do not use the information from these assessments sufficiently to plan for further learning.

14. The quality of leadership and management of the school is sound; it promotes an effective learning environment in which pupils and staff are treated with respect and supported. This contributes to pupils' good educational standards. The headteacher and the senior management team provide good leadership for the individual key stages. However, the team does not demonstrate a sense of purpose for whole school management. Although staff have a clear understanding of their roles and most carry out their responsibilities conscientiously, the roles of the senior management team are unclear. This results in the lack of a shared approach to such areas as curriculum planning resulting in pupils making less progress in the juniors than they should.

15. The school's aims and values influence its work in ensuring that it maintains good standards. There is a clear commitment from the headteacher and the senior management team to maintaining the good standards of attainment in the school. This vision, however, is not translated into specific targets for school improvement. Staff work very hard to put the school's mission statement into practice and are largely successful. This clearly contributes to the positive and caring ethos in the school.

16. Governors are very strongly supportive of the school, taking their responsibilities seriously and carrying out their duties conscientiously. Governors have confidence in the headteacher's and staff's ability to provide a good standard of education for the pupils. Relationships between governors and the staff are very good and contribute to an effective working partnership. However, governors have insufficient involvement in school development planning. The current plan is relatively short-term and there is a lack of long term strategic planning for school improvement. The development plan is largely curriculum-based and is an effective tool for managing the curriculum. However, the plan does not include all areas of school development or plan beyond the current financial year. The usefulness of the plan in judging its success in improving educational standards is limited by a lack of clear criteria.

17. Formal procedures are in place to monitor, evaluate and support teaching and curriculum development. The senior management team delegates an appropriate level of responsibility for monitoring subjects to co-ordinators. However, a lack of structured opportunities for co-ordinators to fulfil this aspect of their role means that monitoring is informal. Evaluation of curriculum development does not always focus on raising pupils' attainment. Where the school has set clear targets for improvement, for example within English, evaluation has been effective and standards have improved.

18. Co-ordinators have produced and begun to implement policies and schemes of work for most subjects. While these schemes provide clear guidance and support for teachers on what they should teach, they contain insufficient detail about the skills and ideas pupils should learn. This makes it difficult to monitor pupils' progress in individual subjects through the school

19. The school has undergone a period of serious budget constraints in recent years. The headteacher and the governing body give staffing issues a high priority in setting and managing the budget and they use remaining funds satisfactorily to facilitate educational developments identified by the school. However, a lack of long-term financial planning covering all areas of school improvement is limiting the governing body's ability to fulfil its strategic responsibility for the planning and use of resources. Governors do not use the process of school development planning sufficiently to inform budget setting.

20. Financial control and administration in the school is very good. The governing body fulfils its legal obligations regarding the budget. Income and costs per pupil are slightly lower than national levels but the school benefits significantly from the financial support it receives from parents.

21. The balance of time allocated to different National Curriculum subjects varies across the school. Too much time spent on one subject sometimes means that pupils spend too little time on another. Within subjects, some aspects receive less emphasis than they should, for example in the practical and investigative aspects of science and mathematics. Efficient use is not always made of time available. The school has yet to fully comply with statutory requirements for teaching information technology and for publishing National Curriculum assessment results in its brochure for parents.

22. Policies, procedures and practices are very well documented and established systems support the efficient organisation of the school. Day-to-day routines are effective and the competency of the clerk aids the smooth running of the school. Pupils attain at least average standards, and mostly better in the early years and in the infants. They make satisfactory progress, behave very well and have very good attitudes to learning. This, together with the relatively low cost of educating a pupil in the school and the excellent attendance rate, means that the school is giving good value for money.

23. The consistent approach by all staff to provision for pupils' spiritual, moral and social development is a strength of the school. The ethos of the school is one which supports and values everyone, and where there is mutual respect between adults and pupils. Pupils are encouraged to have a clear understanding of right and wrong and teachers promote good behaviour through praise and encouragement. The school makes a positive contribution to pupils' citizenship through visits to old peoples' homes, and local businesses, by collecting for charity, and by considering environmental issues. The cultural dimension of the curriculum is promoted by opportunities to learn about the arts. Pupils are beginning to appreciate the work of famous artists and attractive displays such as those on Judaism and Islam extend their opportunities for learning about the main faiths and different cultures. However, pupils' cultural awareness is less well developed. There are few opportunities for pupils to reflect on the local area and the cultures within it, to identify similarities and celebrate differences. The daily act of collective worship, religious education and other aspects of the curriculum strongly support the spiritual development of pupils. The school has very good links with the Church. Teachers successfully encourage pupils to care for the school environment and to accept responsibility. Opportunities are provided within the curriculum, through residential visits, and in a good range of extra-curricular activities, for pupils to enhance their social development.

## Key Issues for Action after the Inspection

1.The headteacher and staff should take steps to:

- raise pupils' attainment in information technology at both key stages and in geography at Key Stage 2; and improve progress in design and technology and information technology at both key stages and in science and geography at Key Stage 2;
- develop existing schemes of work to include skills and ideas to be taught and thus ensure progression and continuity;
- use assessment information more systematically in planning to achieve a better match of work to the learning needs of pupils;
- secure an appropriate balance of time allocation to all subjects, and redressing imbalances within the curriculum to ensure that teaching adequately addresses the practical, investigative and creative aspects of subjects;
- develop the role of the senior management team and co-ordinators to ensure strategic and direct involvement in the monitoring, evaluation and support of teaching and the curriculum, focused on the need to raise further attainment and progress particularly at Key Stage 2.

1.The governors and the senior management team should take steps to:

- clarify the responsibilities of the senior management team to develop a shared approach to curriculum planning and monitoring;
- ensure that statutory obligations to deliver the National Curriculum programmes of study in information technology are met;
- increase governor involvement in medium and longer term planning for all areas of the school, including the curriculum. Plans should include targets for success focused on raising standards of attainment which will be used to judge future success;
- ensure that information to parents about National Curriculum assessment is included in the school brochure in order to meet statutory requirements.

## Introduction

### Characteristics of the school

1.St Paul's Church of England Aided Primary school is situated on the south side of Nelson in Lancashire. The school serves the parish of St Paul's, Little Marsden in the Diocese of Blackburn. The school was built over 150 years ago and has been extended in recent years. St Paul's is an average size infant and junior schools with 245 pupils on roll in 7 classes. There are 110 boys and 135 girls in the school. Most pupils live in the Walverden ward of Nelson which is an area of mixed housing, with a higher than average percentage of pupils living in overcrowded households.

2.The school has a relatively stable number of pupils on roll. All classes contain pupils of one age group. The overall number of pupils with special educational needs is below the average number for the LEA. Of these three pupils have statements of special educational need and a further forty-one pupils are on the register of special educational needs. The proportion of pupils known to be eligible for free school meals is below the national average.

3.The school does not have a nursery but most pupils have some pre-school experience in either playgroups or nurseries. Children's attainment on entry to the school is a little above that expected of

pupils nationally.

4. The school has very close links with the church and a major priority is the maintenance of a Christian ethos. Within a Christian environment the school's mission statement and aims express the value placed on the whole school community working together for the benefit of pupils. In recent years an additional priority has been to maintain class sizes and to reduce them when the budget allows. This is currently not possible as financial reserves have been significantly reduced.



## Key indicators

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

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

| Year   | Boys | Girls | Total |
|--------|------|-------|-------|
| 1995-6 | 18   | 17    | 35    |

| National Curriculum Test/Task Results   |          | Reading  | Writing  | Mathematics |
|---|----------|----------|----------|-------------|
| Number of pupils at NC Level 2 or above | Boys     | 13       | 14       | 16          |
|   | Girls    | 17       | 17       | 17          |
|   | Total    | 30       | 31       | 33          |
| Percentage at NC Level 2 or above       | School   | 86 (80)  | 89 (67)  | 94 (81)     |
|   | National | 78 ( 78) | 79 ( 80) | 82 ( 78)    |

| Teacher Assessments                     |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Number of pupils at NC Level 2 or above | Boys     | 16       | 16          | 17       |
|   | Girls    | 17       | 17          | 17       |
|   | Total    | 33       | 33          | 34       |
| Percentage at NC Level 2 or above       | School   | 94 (100) | 94 (91)     | 97 (100) |
|   | National | 79 (80)  | 82 (79)     | 84 (84)  |

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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

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

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

| Year   | Boys | Girls | Total |
|--------|------|-------|-------|
| 1995-6 | 7    | 28    | 35    |

| National Curriculum Test Results        |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys     | 6       | 4           | 4       |
|   | Girls    | 24      | 21          | 20      |
|   | Total    | 30      | 25          | 24      |
| Percentage at NC Level 4 or above       | School   | 86 (67) | 71 (64)     | 69 (85) |
|   | National | 58 (48) | 54 (44)     | 62 (70) |

| Teacher Assessments                     |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys     | 5       | 2           | 5       |
|   | Girls    | 27      | 2           | 22      |
|   | Total    | 27      | 16          | 27      |
| Percentage at NC Level 4 or above       | School   | 77 (79) | 46 (66)     | 77 (72) |
|   | National | 60 (56) | 60 (54)     | 65 (64) |

## Attendance

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

|                      |                           | %   |
|----------------------|---------------------------|-----|
| Authorised Absence   | School                    | 3.7 |
|                      | National comparative data | 5.7 |
| Unauthorised Absence | School                    | 0.5 |
|                      | National comparative data | 0.5 |

## Exclusions

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

|              | Number |
|--------------|--------|
| Fixed period | 0      |
| Permanent    | 0      |

## Quality of teaching

Percentage of teaching observed which is :

|                        | %     |
|------------------------|-------|
| Very good or better    | 19.05 |
| Satisfactory or better | 80.95 |
| Less than satisfactory | 19.05 |

<sup>2</sup>

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

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

### **Educational Standards Achieved**

#### **Attainment and Progress**

1. At the end of Key Stage 1 (Infants) the majority of pupils attain above the national expectation, and at the end of Key Stage 2 (Juniors) their attainment is in line with it. Most pupils identified as having special educational needs are achieving at appropriate levels and often better. The attainment of pupils in the reception class, and for whom the National Curriculum does not yet apply, exceeds expected outcomes across most areas of learning.

2. At the end of Key Stage 1 the majority of pupils' attainment is above national average in English, and in mathematics, they do equally well in history, geography, music and physical education. They attain the national average in science and the national expectation in design and technology and art. Pupils achieve below average standards in information technology. The results of the National Curriculum tests in 1996 indicate that pupils' attainment at the end of Key Stage 1 was above the national average and this high standard is reflected in the classroom and in their written work.

3. At the end of Key Stage 2 the majority of pupils' attainment is above the national average in English and most do equally well in physical education and art. The majority attain the national average in mathematics and in science. Attainment is in line with national expectations in history, design and technology and music but below it in geography and information technology. The National Curriculum assessment results in 1996 indicate that pupils' attainment was above national expectations in English and mathematics, and in line with expectations in science. This high standard is largely reflected in the classroom and in their written work other than in the investigative aspects of mathematics and science.

4. Pupils reading, listening and handwriting skills are above average across the school and enable them to access the curriculum. Attainment in writing is average and good at Key Stage 1. Pupils' speaking skills are satisfactory. In mathematics pupils number skills are developing satisfactorily and are good at Key Stage 1. They make less progress, however, in the investigative aspects of mathematics. In science pupils are acquiring scientific knowledge appropriately but are less secure in investigating scientific problems.

5. The school has used National Curriculum assessment results to evaluate standards of attainment and progress. It has set itself a target to improve standards in writing at Key Stage 2.

6. Pupils throughout the school make satisfactory progress overall but pupils at Key Stage 1 make better progress than those at Key Stage 2. A majority of pupils at both key stages do not make the progress expected of them in information technology and design and technology. Pupils at Key Stage 1 make good progress overall. They make better than expected progress in English, mathematics, history, music and physical education. Pupils make the progress expected of them in science, geography and art. Where progress is good teachers are clear about what pupils should learn and tasks set match the needs of pupils of different levels of ability. Pupils at Key Stage 2 make satisfactory progress overall. They make good progress in history, physical education and art, but they make unsatisfactory progress in geography and science. The quality of teaching influences the progress made by pupils. When progress is unsatisfactory it is often in lessons where the activities presented lack interest and challenge, for example where teachers expect all pupils to complete the same exercise regardless of their ability, or where the pace of the lessons is slow. Pupils at Key Stage 2 sometimes make less progress than they should when teachers do not make the purpose of the activity clear to them.

7. Most pupils under five make good and sometimes very good progress in all areas of learning for entry into level 1 of the National Curriculum. Throughout the school pupils with special educational needs often make good progress particularly when they receive help from support staff. On occasions, higher attaining pupils make less progress than they should because the work set does not sufficiently

challenge them. Good progress is often related to effective teaching and the consistently good attitudes of pupils towards their learning.

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

8. Pupils' attitudes and behaviour are very good and are strength of the school. Pupils have positive attitudes to their work. They are attentive, keen to answer questions both in class and in group discussions, collaborate effectively and are happy to help each other. They show interest in their work, display enthusiasm and do their work willingly. There are, however, too few occasions when pupils have the opportunity to show initiative in their learning. In most lessons, where there is satisfactory teaching, pupils sustain their concentration well and develop appropriate learning habits.

9. Behaviour in the school is very good and supports learning. Classrooms are calm and orderly. Pupils are polite and courteous towards each other, to their teachers and to visitors to the school. Parents indicate a high level of satisfaction with the standards of behaviour promoted by the school and are appreciative of the shared code of conduct and common values it upholds. Pupils enter and leave school in an orderly fashion and show a sense of responsibility both when they act as monitors overseeing movement along the corridors, and when they play together at break times. Teachers encourage pupils to care for themselves, others and property. They respond well and positively to expectations and to the frequent use of praise.

10. Pupils enjoy and contribute to good relationships throughout the school. They relate well to each other and to adults. Children who are under five make good progress in developing personal skills, and maintain this as they move up through the school. The atmosphere is generally one of mutual respect in which teachers encourage pupils to listen to others and reflect upon their feelings, particularly in acts of collective worship. Pupils contribute to the life of the wider community through their involvement in the life of the parish. They participate in special events, for example, the harvest festival and a range of extra-curricular activities.

11. Although pupils carry out classroom routines and tasks very effectively there are insufficient opportunities provided within the curriculum for them to show initiative. Their work on the Bethany Project shows that they have the skills but there is little other evidence of them investigating or learning for themselves, or them making their own decisions, or organising their work. This is a consequence of an emphasis on teaching rather than on learning and the number of lessons in which there is an over dependence on the teacher. There are relatively few examples of tasks which require the pupils to make choices and to organise their work. This limits the development of pupils' independence.

### **Attendance**

12. Pupils' excellent attendance and punctuality are a strength of the school and contribute positively to pupils' progress and attainment.

### **Quality of Education Provided**

#### **Teaching**

13. The quality of teaching overall is satisfactory and often good at Key Stage 1. The teaching of pupils under five and in Key Stage 1 is generally good and often very good. Teaching is effective at Key Stage 1 where teachers plan together and have very clear objectives focused on what pupils should learn. At Key Stage 2 the quality of teaching is more variable, most of the time it is satisfactory though there is too much unsatisfactory teaching. This occurs where teachers place insufficient emphasis on developing skills and understanding at an appropriate level, resulting in pupils not making the progress they should.

14. Teachers generally have a sound knowledge of the subjects they teach and in some cases, such as in physical education and music, the high level of expertise has a positive impact on pupils' attainment

and progress. Where teachers are confident they have a clear understanding of the skills, knowledge and ideas which pupils need to develop and they have high but realistic expectations. In subjects where teachers are less secure, as in developing investigative skills in science, mathematics, design and technology and information technology, some pupils do not make sufficient progress when the tasks presented do not challenge them. This sometimes leads to older pupils, particularly high attainers, making insufficient progress.

15. Throughout the school, teachers work hard to prepare lessons and select resources effectively. They manage pupils well and set and maintain high standards of behaviour. Teachers generally organise lessons well and pupils know what is expected of them. However, there are some occasions at Key Stage 2 when pupils are unsure of the purpose of the activity and consequently they make less progress than they should. There is a homework policy which teachers use satisfactorily, particularly in reading, to reinforce and develop what pupils learn in school.

16. Most teachers plan diligently and set up appropriate activities for the pupils. The most effective planning identifies what the pupils will learn in terms of skills, knowledge and understanding and an appropriate activity which will help pupils to learn effectively. Some of the planning, however, places too much emphasis upon the knowledge pupils should acquire rather than the skills and ideas they should develop. In these lessons pupils are frequently expected to do the same work regardless of their ability. On occasions this results in underachievement particularly by the most able.

17. Throughout the school, teachers use a variety of methods and approaches with pupils being taught in groups, individually and as a whole class. Some good teaching was observed where teachers showed considerable imagination and enthusiasm in the choice of teaching approaches. In one class, teachers dressed up as washer women from the 1930s and guided the pupils to explore the past with skilful questioning; this challenged and stimulated the pupils. On some occasions the approaches used with the junior pupils rely too heavily upon highly structured tasks. These tasks frequently do not provide enough opportunity for pupils to develop their ideas and they consequently make less progress.

18. Teachers mark pupils' work carefully and frequently offer constructive comments on what they have seen. Assessment is carried out and teachers sometimes use the information gained to inform the next stage of learning. In one lesson the teacher used the assessment of a piece of written work to decide upon which spellings pupils would learn at home. There is, however, not enough use made of day-to-day assessment to plan the next step in teaching. There is often an over emphasis on checking that the pupil has completed the activity rather than upon assessing the development of skills or understanding through questioning and observation.

19. The teaching of pupils with special educational needs is generally good and they often make good progress as a result. Teachers generally assess their needs effectively and provide them with suitable tasks.

## **Curriculum and Assessment**

20. The curriculum for pupils who are under five is generally satisfactory and covers all the areas of learning for these pupils. The policy documents and schemes of work do not yet, however, fully reflect the national desirable learning outcomes for children under the age of five. The curriculum for 5 to 11 year old pupils provides a broad curriculum which covers all subjects of the National Curriculum. The curriculum meets statutory requirements of all subjects except for information technology which is not yet implemented consistently throughout the school.

21. The curriculum is carefully planned through schemes of work which set out clearly the knowledge to be taught in most subjects and provide helpful guidance on teaching activities. They ensure that there is continuity in the curriculum as pupils move through the school. These long term plans do not, however, place enough emphasis upon the skills and ideas pupils should develop in each subject. As a consequence some pupils do not build on their skills effectively, as planning often does not identify a clear progression in the skills and ideas to be taught. This has a particular impact on subjects such

as science and mathematics where there are too few opportunities for pupils to develop their investigative skills. Collaborative planning of topics in the infant classes, however, helps to develop progression in the curriculum for younger pupils.

22.The balance of time spent on subjects is inconsistent from year to year. Some subject policies state the amount of time allocated to the subject but teachers do not follow this consistently. Pupils spend insufficient time on design and technology and on information technology, consequently they do not make as much progress as they should.

23.The curriculum is effective in promoting pupils' personal and social development. There is a useful health education policy which promotes the benefits of a healthy lifestyle. Pupils confidently discuss such issues as drug misuse. The school has a clear sex education policy which is implemented consistently. Pupils' social development is enhanced through all aspects of the curriculum. Opportunities are provided for pupils to work co-operatively and to take responsibility for their own actions.

24.All pupils, including those with special educational needs, have access to the whole curriculum. There is a special educational needs policy which is in line with the Code of Practice. Pupils with special educational needs are assessed and Individual Education Plans written to identify specific objectives for these pupils. Pupils with statements of special educational need receive appropriate support to help them access the full curriculum.

25.The school has a sound assessment policy and employs a wide range of procedures for assessing pupils. Procedures and tests used include baseline assessment for the youngest pupils, standardised reading and mathematics tests, and the national tests for pupils at the ages of 7 and 11. Teachers also use their own assessment procedures which have recently been improved by the development of support materials in aspects of English, mathematics and science. However, teachers do not use the outcomes of these assessments sufficiently to plan for further learning.

26.The school keeps satisfactory educational records as pupils move through the school and pass these on as they transfer to secondary school.

27.A wide range of extra-curricular activities is provided by the school to enrich the curriculum and to enhance pupils' social development. These activities include sports clubs, which encourage pupils to play matches against local schools, musical instrument tuition, and a successful choir. These activities are extremely popular with the pupils and are often of a high quality.

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

28.The consistent approach by all staff to the provision of opportunities for pupils' spiritual, moral and social development is a strength of the school. The school provides a secure, caring environment and gives a high priority to maintaining good standards of behaviour and respect for others' property. The ethos of the school is one in which all are supported and valued, and where there is mutual respect between adults and pupils. Pupils have a clear understanding of right and wrong and staff encourage good behaviour through praise and encouragement. The school makes a positive contribution to pupils' citizenship. Pupils visit old people's homes and local businesses, they make collections for charity, and send displays of work to the local hospital. They are also encouraged to consider environmental issues.

29.Teachers successfully encourage pupils to care for the school environment. Pupils are given opportunities to work co-operatively in lessons, are taught to respect each other and are friendly, polite and helpful. Pupils have some opportunities to take responsibility: the older pupils help in the library, monitor younger pupils at playtimes and assist at lunchtimes. The social development of older pupils is further enhanced by opportunities to take part in a residential visit or in the extra-curricular activities the school provides.

30.The daily act of collective worship and religious education strongly support the spiritual development

of pupils. These, together with other subjects in the curriculum encourage pupils to wonder at the beauty of the natural world. For example in Key Stage 2 pupils expressed their feelings about a piece of music by interpreting it in art form. In geography, and through involvement in the Bethany Project, pupils have developed an understanding of how environmental and social conditions affect the lives of others. The school has good links with the Church and its curriculum for religious education also give pupils an opportunity to respect and appreciate other faiths. The daily act of collective worship meets statutory requirements. It is spiritually uplifting with themes of caring, sharing and friendship, and offers the opportunity for prayer and reflection.

31. Pupils' cultural awareness is less well developed. There is a need for pupils to reflect on the local area and the cultures within it identifying similarities and celebrating differences. They do not do this at present. The cultural dimension of the curriculum is promoted by opportunities within the curriculum to learn about the arts. Pupils learn to appreciate the work of famous artists and attractive displays such as those on Judaism and Islam extend the opportunities for learning about the main faiths and different cultures. Educational visits to places of interest also widen pupils' cultural perspective but there are not enough planned opportunities within the curriculum to extend pupils' knowledge and understanding of other cultures.

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

32. The manner in which the headteacher and staff work hard with sensitivity and care to respond to pupils' needs, creating an environment in which most pupils feel secure and valued is a strength of the school. Teachers monitor pupils' academic progress on a day-to-day basis but this is sometimes limited to recording progress through schemes without judging the quality of their work. The school has developed a good early years profile which begins with the children pre school. This provides a good baseline to monitor pupils' social and academic progress through the school. Teachers' support for pupils with special educational needs is good and enables them to make progress in line with their abilities. The school has regular contact with a range of agencies including the Health Authority and the Education Welfare Office, which are used to support the welfare of pupils. Procedures for monitoring encouraging pupils' attendance are well established.

33. The school has well-established routines for the day-to-day management of pupils' welfare both in and out of the classroom. It has successfully promoted very good behaviour. Supervisory staff carry out their duties conscientiously and provide adequate supervision during lunchtime. The presentation of awards also supports the development of good behaviour by highlighting examples of good conduct and courtesy within the school.

34. Bullying and harassment are not a problem in the school. Parents have expressed their confidence in the way the school deals with problems. Child protection arrangements are effective with a nominated governor and a member of staff who have both received appropriate training.

35. A committee of governors conscientiously oversees health and safety issues. They recently approved a policy and carried out a health and safety audit of the school. Several members of staff are trained in first aid and safe practices are in place for dealing with accidents. The school takes time to raise pupils' health and safety awareness through its teaching. This takes place particularly in science, physical education, health education and design and technology, and is supplemented by visits from professional services.

36. The headteacher, staff and governors collaborate well to make a positive, contribution to the quality of the children's lives.

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

37. Good links have been established with parents. They are encouraged to play a full part in the school. Parents have a high regard for and strongly support the school's values and attitudes. They feel welcomed and valued in school. Several are involved in a variety of tasks in classrooms. There

is an active and thriving Friends' Association. There are good communications through regular newsletters, school brochure, annual reports and parents' evenings. Parents feel well informed about the progress their children are making but some would appreciate more information in advance on what work their children will be doing. Parents support the school's use of homework and regularly hear their children read. The links with parents are making a good contribution to pupils' learning.

38. Good working relationships exist with the mothers and toddlers group which meets on school premises, with local nursery schools and high schools. Sensitive and effective practices have been established which ensure a smooth transition at both ends of the school.

39. The school enjoys very good relationships with St Paul's Church. The regular and varied interaction contributes most positively to pupils' learning. Productive links have also been established with the local business community.

40. Pupils willingly and generously help charitable causes at home and abroad. The school rightly has a reputation for being a welcoming and friendly place. The school's links with its community are very effective and are making a valuable contribution to pupils' attainment and personal development.

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

### **Leadership and Management**

41. The quality of leadership and management of the school is sound; it promotes an effective learning environment in which pupils and staff are respected and supported and contributes to pupils' good educational standards of attainment. The headteacher and the senior management team provide good leadership for the individual key stages. However, the team does not demonstrate a sense of purpose for whole school management. Although staff have a clear understanding of their roles and most fulfil their responsibilities conscientiously, the roles of the senior management team are unclear. This results in the lack of a shared approach to such areas as curriculum planning resulting in pupils in the juniors making less progress than they should. Not all staff co-operate in curriculum development in the juniors but steps are being taken to remedy the situation.

42. The school's aims and values influence the work of the school in ensuring that it maintains good standards. There is a clear commitment by the headteacher and the senior management team to maintaining the good standards of attainment in the school. This vision, however, is not translated into specific targets for school improvement. Staff work very hard to put the school's mission statement into practice and are largely successful. This clearly contributes to the positive and caring ethos in the school.

43. Governors are very strongly supportive of the school, taking their responsibilities seriously and carrying out their statutory responsibilities efficiently and effectively. Governors have confidence in the headteacher's and staff's ability to provide a good standard of education for the pupils. Relationships between governors and staff are very good and contribute to an effective working partnership.

44. Governors have insufficient involvement in school development planning. Planning, is relatively short-term and there is a lack of long term strategic planning for school improvement. The development plan is largely curriculum-based and is an effective tool for managing the curriculum. There is a need, however, to extend the plan to include all areas of school development and to plan beyond the current financial year. The plan should contain clear criteria to judge its success in raising attainment.

45. Formal procedures are in place to monitor, evaluate and support teaching and curriculum development. The senior management team delegates an appropriate level of responsibility for monitoring subjects to co-ordinators. However, a lack of structured opportunities for co-ordinators to fulfil this aspect of their role means that monitoring is informal. While co-ordinators sometimes see curriculum plans there is no formal system for discussing these with teachers and they monitor pupils' work irregularly. The school is currently developing a system for evaluating curriculum development.



Discussions take place in staff meetings and co-ordinators present reports to the governors' curriculum committee. Evaluation, however, does not always focus on improved attainment. Where the school has set clear targets for improvement, for example within English, evaluation has been effective and standards have improved.

46.Co-ordinators have produced and begun to implement policies and schemes of work for most subjects. While these schemes provide clear guidance and support for teachers on what they teach they contain insufficient detail about the skills and ideas they should develop. This makes it difficult to monitor pupils' progress in individual subjects through the school. There is a commitment in the school to providing equal access to the curriculum for all pupils and the school complies with all the necessary equal opportunities legislation.

47.Effective systems and procedures are in place which ensure the efficient day-to-day running of the school.

48.The school has yet to fully comply with statutory requirements for teaching information technology and for publishing National Curriculum assessment results in its brochure for parents.

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

49.The school has an adequate number of teachers to teach the National Curriculum. Their qualifications are well matched to their subject responsibilities. Many teachers have attended courses to develop their expertise.

50.Experienced and well-qualified support staff make a positive contribution to the quality of learning and standards of attainment of pupils. In-class support staff play an active part in teachers' planning, in delivery and in recording pupils' progress. They attend the school's in house training sessions. The special educational needs co-ordinator liaises with outreach teachers on a regular basis to make appropriate provision for children with special educational needs. The school uses the services of a well qualified, experienced teacher from the Learning Support Agency to work with staff in supporting children on the special educational needs register.

51.Clear policies and procedures for appraisal, induction of new staff and staff development are in place. Arrangements for the induction of new staff are effective and apply to all teaching and support staff. Staff training links appropriately with the needs of the school identified within the school development plan. The school is now committed to the Investors in People initiative which will further strengthen this area.

52.Accommodation both indoors and outside is restricted. The small playing field has drainage problems so the school uses the facilities of a neighbouring high school for games. The school, through careful planning, is making best use of the space indoors. Recent improvements in accommodation include the building of an extension in the infants and the conversion of a small room into a changing room for a statemented child. The school has recently converted a garage into a much needed design and technology room. This should improve standards in design and technology. A small library has recently been developed at the back of the hall. While space in the library is limited and use of the hall for a variety of activities restricts access, a carefully planned timetable ensures that all pupils are able to use the library on a regular basis. The site supervisor cleans and maintains the school to a very high standard. This, together with the lively displays, makes the school an attractive place to work. New storage cupboards give easy access to resources.

53.Learning resources for subject areas are generally quite good in range, quality and quantity with exception of Information technology where poor resourcing is affecting standards. The library needs a wider selection of books to support subject areas. The school makes good use of the Lancashire Schools Support Agency, and Library and Museum loans to support the work of pupils. Effective use of educational visits, visitors and the local environment makes a positive contribution to the quality of education received by pupils.

## The Efficiency of the School

54. The school has undergone a period of serious budget constraints in recent years. The headteacher and the governing body give staffing issues a high priority in setting and managing the budget and they use remaining funds satisfactorily to facilitate educational developments identified by the school. However, a lack of long-term financial planning covering all areas of school improvement is limiting the governing body's ability to fulfil its strategic responsibility for the planning and use of resources. Governors do not use the school development plan to guide their decisions in allocating the school's budget. Targets for school improvement should be set in the development plan to inform governors of priorities for spending when setting the budget.

55. Financial control and administration in the school are very good. The governing body fulfils its legal obligations with regard to the budget. The school has acted upon the 1995 Audit Report recommendations and governors receive appropriate information to enable them to fulfil their budget monitoring responsibilities. Income and costs per pupil are slightly lower than national levels. The school greatly benefits from the financial support that it receives from its parents.

56. The school deploys teaching staff effectively and wherever possible uses their skills to good effect which contributes to attainment in subjects such as English, physical education and Music. However, the policy of teachers exchanging classes to teach to their strengths sometimes limits the professional development of other staff leaving them in a vulnerable position when specialist staff leave the school. Teachers generally use support staff well, especially with pupils with special educational needs. However, there is an imbalance in the allocation of support between the two key stages. A more equitable distribution of time would improve attainment at Key Stage 2 particularly in subjects where practical activities need additional support.

57. The school uses its limited accommodation well; however the location of classes to facilitate co-operative approaches to teaching, needs to be reviewed. Teachers and pupils use learning resources well except in information technology where computers are currently under used. The school takes steps to evaluate spending decisions. This now needs to be extended to see how patterns of expenditure affect standards attained by pupils and the quality of their education.

58. The balance of time allocated to different National Curriculum subjects varies across the school. Too much time spent on one subject sometimes means that pupils spend too little time on another. Within subjects, some aspects receive less emphasis than they should, for example in the practical and investigative aspects of science and mathematics. The school should monitor this situation to ensure that efficient use is made of time available.

59. Policies, procedures and practices are very well documented and established systems support the efficient organisation of the school. Day-to-day routines are effective and the competency of the clerk aids the smooth running of the school.

60. The cost of educating a pupil in this school is lower than normal for a school of this size and type. The school makes good use of its resources and provides a good learning environment for pupils which has a positive impact on pupils' attainment and progress. Attendance is excellent and a majority of pupils attain at least average standards and mostly good standards in the reception class and in the infants. Progress is generally satisfactory and better for younger pupils. Behaviour and discipline are very good. The school is, therefore, giving good value for money.

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

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

61. Pupils who are under five in the reception class make a good start to their learning. The school admits children in the year they reach the age of five. At the time of the inspection a minority of children in the reception class were under five years of age. On entry to school most children have had either playgroup or nursery experience and the school's initial assessment indicates that children are of slightly above average ability. Overall education provision for the under fives is satisfactory. Attainment and progress are good in most areas of learning.

62. Attainment and progress in developing language and literacy skills are good. Pupils are making good progress in pencil control and are able to write their names clearly. Most pupils are able to choose words to communicate meaning. Some are beginning to write independently. Listening skills are good and speaking skills are satisfactory. Most pupils show pleasure in reading and many are able to recognise individual sounds and words. Pupils with special educational needs are making satisfactory progress.

63. In mathematics pupils' attainment and progress are good. They are able to use appropriate mathematical language, write and order numerals and create simple block graphs.

64. Pupils' knowledge and understanding of the world is satisfactory and good in some areas. Pupils are developing good observational skills. They are able to understand and use historical terms such as old, new, and now when talking about objects and events. Pupils demonstrated these skills when they explored how people used to work and which equipment they used. Pupils are able to talk about shops in the locality and record simple weather changes. They are beginning to understand simple maps. Some pupils are developing confidence in using information technology. They are able to read and write simple phrases and control pictures on the screen.

65. Pupils enjoy physical education and work hard as a result. Attainment and progress in this area of learning are very good and exceed expectations. Pupils are making good progress in developing physical control and gross motor-co-ordination.

66. Attainment and progress in the creative areas of learning are generally good. Pupils enjoy exploring the sounds around them and respond to music with enthusiasm. Most pupils can sing a variety of simple songs and use their imagination to create dances as they listen to music. Pupils enjoy art and attainment and progress are satisfactory. Most pupils are able to draw, crayon and paint at an appropriate level. They use brushes and paints well and are able to name and select colours. However, teachers provide too few opportunities for pupils to explore materials to model and paint in imaginative and expressive ways.

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

#### **English**

67. Standards of attainment in English overall are above the national average. Attainment varies in different aspects of the subject. Pupils' listening, reading and handwriting skills are good at both key stages: attainment in writing, is in line with expectations at Key Stage 2 and good at Key Stage 1. Pupils' attainment in speaking is about average.

68. Pupils demonstrate good listening skills throughout the school, but they are less confident in expressing themselves when speaking to others. Pupils listen carefully to instructions and to each other. They enjoy listening to stories. These skills enable them to make progress in other subjects of the curriculum.

69. Attainment in reading is above the national average at the end of both key stages and pupils are

making good progress in the development of reading skills. They approach texts with confidence and use a range of strategies to attempt difficult words. By the end of Key Stage 1 pupils have made good progress. They read a variety of texts with understanding and phonic skills are sound. At the end of Key Stage 2 pupils read fluently and with expression. Most are able to use dictionaries and reference books to support their work in other subjects. Pupils throughout the school show pleasure in reading and in books and the regular support given by parents contributes to the good progress they make.

70.Overall attainment in writing is in line with the national average at Key Stage 2 and higher at Key Stage 1. Punctuation and spelling are appropriate at Key Stage 1 and pupils are able to recount their news and experiences in writing. Pupils use the skills of writing well in other areas of the curriculum. In Key Stage 2 handwriting and presentation are generally good. Attainment in spelling and sentence structure is good but there is little evidence of pupils' making progress in producing a sustained piece of writing or writing from imagination in poetry and prose. Pupils spend more time on acquiring skills and less on applying these skills in expressive forms of writing.

71.Pupils with special educational needs receive adequate support and they have good attitudes to their work. These pupils make satisfactory progress in all aspects of English.

72.Pupils' response to English is satisfactory at Key Stage 2 and good at Key Stage 1. Throughout the school pupils listen well and work conscientiously on given tasks. Motivation is higher at Key Stage 1 where they develop reading and writing skills in an interesting way and pupils enjoy the activities. At Key Stage 2 pupils work steadily to complete given tasks but they are often unsure of the purpose of the exercise. Pupils throughout the school work well together and from the end of Key Stage 1 they are able to discuss and plan their writing with others and to share their ideas.

73.The quality of teaching in English is mainly satisfactory. It is good at Key Stage 1 where expectations are higher and teachers use a variety of interesting approaches to encourage pupils to read and write. Teaching at Key Stage 2 is mainly satisfactory but there is some unsatisfactory teaching where the work set lacks interest or does not challenge pupils. At Key Stage 1 teachers use a variety of approaches and writing corners encourage pupils to experiment with writing and to use a range of materials. Pupils make good progress throughout Key Stage 1 where teachers plan together to ensure a progressive development of English skills. At Key Stage 2 teaching emphasises comprehension, spelling, handwriting and presentational skills. While this ensures that a majority of pupils is able to write correctly and understand what they read it limits their progress in applying these skills to write creatively and for different purposes. Little use is made of information technology to develop the skills of English.

74.An experienced co-ordinator manages the subject and gives effective support to staff. A very good policy and a scheme of work provide a framework for teaching and organising the subject. This is not yet followed by all teachers. The school recognises that the next step is to provide a clear structure for monitoring and evaluating teaching and learning in English. This will ensure that standards improve, particularly in writing at Key Stage 2. The school has recently improved its library and its use is well planned. The school recognises the need to expand the range of books available. Parents and older pupils staff the library and provide frequent opportunities for pupils to use it and to exchange their books. This has a positive influence on the development of pupils' wider use of books.

## **Mathematics**

75.At the end of Key Stage 1 the majority of pupils attain above the national average. Number skills and mathematical vocabulary are developing well. Most pupils can balance objects using non standard weights and are able to make predictions based on experience. At the end of Key Stage 2 standards of attainment are equal to national averages. Pupils are able to mentally operate on basic rules satisfactorily but higher attaining pupils are not always challenged to achieve at the highest level. Pupils are able to use and apply their knowledge of number operations in other situations, such as costing and planning holidays, when given the opportunity. However, opportunities to reinforce and practice their skills are limited.

76.Overall pupils make satisfactory progress in mathematics. At the end of Key Stage 1 pupils are competent when working with number bonds and have made good progress in their understanding. Pupils make satisfactory progress at Key Stage 2 in mental arithmetic and are developing an understanding of data handling. They make less progress, however, in the investigative aspects of mathematics. Pupils with special educational needs make good progress particularly when they are given individual help and work from the class teacher.

77.Throughout the school pupils' approach to mathematics is good. At Key Stage 1 pupils maintain their concentration and work industriously. They are willing to discuss their work and they answer questions confidently showing good skills and understanding. Pupils at Key Stage 2 generally remain on task and show interest in the set activities. They organise themselves and record their work carefully; they co-operate as members of a group and help each other with ideas.

78.At Key Stage 1 the quality of teaching is good; teachers plan lessons with appropriate tasks and pupils' understand the clear instructions. Teachers monitor pupils' progress well and this supports them in their learning. In these lessons the content is relevant, resources are readily available and teachers step in to help appropriately. At Key Stage 2 teaching is often unsatisfactory. Teachers often give the same work to all the pupils even though they have very different levels of ability. The pace of lessons can be slow and teachers' expectations are not sufficiently high of all pupils. Where teaching is satisfactory activities have a meaningful purpose which pupils understand and they build on previous learning. In the better lessons teacher support is given appropriately recognising pupils' different abilities. Teachers usually use the commercially produced mathematics scheme with some ideas of their own or from other schemes. However, dependence on the scheme limits investigative work and reduces the use of assessment information to inform planning. There is a need for teachers to use assessment information to match work more consistently to pupils' abilities.

79.Two co-ordinators share the management of the subject, one for each key stage. They have produced a policy statement and a scheme of work and ensure that teaching meets the statutory requirements of the National Curriculum. However, the monitoring and evaluation aspects of the co-ordinators' roles are underdeveloped. Information technology is under used in mathematics to develop skills and support planned work. Resources for the subject are good and are accessible to pupils. Teachers' subject knowledge is sound but there is a need to further develop their expertise in investigative mathematics to improve standards of attainment.

## **Science**

80.The majority of pupils attain the national average in science at the end of both key stages. By the age of seven most pupils can describe the conditions that plants need to survive and use a range of simple equipment such as magnifying glasses to help make more detailed observations. Pupils are able to compare objects and living things, but are generally less confident in devising investigations and recording the information in a useful form such as in tables, charts and graphs. By the time they are eleven most pupils show a sound understanding of the basic processes of living organisms and can explain how forces can make things move. Pupils use appropriate scientific vocabulary to name the parts of flowers and their functions. Many pupils are less secure in explaining how to create a fair test or in using their knowledge to suggest how to investigate a scientific problem.

81.Most pupils, including those with special educational needs, make satisfactory progress in acquiring scientific knowledge. As they move through the school they use an increasingly complex scientific vocabulary and study topics in greater detail. Pupils make less progress in developing the skills and understanding of scientific investigation because many of the tasks set do not build effectively upon their previous knowledge. This particularly affects the progress of the older pupils.

82.The great majority of the infant pupils respond well to scientific work. They listen attentively and work with enthusiasm. Pupils are able to work on their own and persevere when tackling more difficult questions. The response of older pupils is satisfactory overall. Most pupils work conscientiously as they complete the tasks set but there is sometimes a lack of urgency and initiative in their work.

83. Teaching in the infant classes is satisfactory overall. Teachers' plans generally identify the knowledge they are to teach and they select appropriate activities for the pupils. The best teaching is characterised by sensitive questioning which challenges pupils to develop their understanding through careful observation. This was demonstrated when younger pupils investigated the effects of detergent while washing up plates. The quality of teaching at Key Stage 2 varies but is unsatisfactory overall. Although teachers prepare diligently and use appropriate examples to enable pupils to acquire knowledge, they place too much emphasis on the scientific knowledge to be taught and not enough on the development of investigative skills. This sometimes results in tasks which are not sufficiently challenging, particularly for higher attaining pupils.

84. A comprehensive scheme of work provides valuable guidance on the content to be taught and a range of activities which may be used. The planned curriculum meets the requirements of the National Curriculum but there is insufficient emphasis placed on developing the skills of scientific investigation. Consequently pupils make less progress in this aspect of science. Staff development has taken place to increase teachers' understanding but this initiative is not yet having sufficient impact on curriculum planning.

85. There is a range of assessment procedures which focus upon the knowledge gained but insufficient use is made of assessment information to inform curriculum planning. Procedures for monitoring medium term planning have been introduced but the evaluative role of the co-ordinator needs to be developed to enable effective support to be given to staff and to raise attainment and progress.

## **Other Subjects or Courses**

### **Technology**

#### **Design and Technology**

86. During the period of inspection few design and technology lessons took place and these were at Key Stage 1. This made judgements more difficult particularly at Key Stage 2. Judgements are based on the four lessons seen, talking to pupils, samples of pupils' previous work, photographic evidence, policy documents, teachers' planning, and resources for the subject. No lessons took place during the week of the inspection in Key Stage 2.

87. By the end of both key stages the majority of pupils attain the national expectation. At Key Stage 1, before making a papier mache model, most pupils were able to communicate their initial designs pictorially and consider the equipment needed. Pupils use glue and tape carefully and with some precision. By the end of the key stage children are able to explain their design intentions using labelled diagrams and whilst making they pay some attention to detail and scale. At Key Stage 2 pupils have learned about food technology through Aztec cookery. They have also developed expertise in the design process by making spiders' webs from straws complete with individually designed spiders made from a variety of materials.

88. Overall pupils make unsatisfactory progress in design and technology. At Key Stage 1 pupils' progress is sometimes limited by the tasks presented which do not encourage pupils' thinking or give them the opportunity to evaluate their work. However, at the end of the key stage pupil's design skills improve and they work towards the idea of "design and make". Pupils are able to select from a limited range of components to make a model and their ability to learn from critical observation is good. At Key Stage 2 insufficient time is given to design and technology and a lack of teachers' planning for progression in the subject limits pupils' progress. Some progress is evident in the quality of the products made and in the quality of their precision and finish but teaching places more emphasis on finishing the product rather than skills to be developed.

89. Pupils' approach and attitude to design and technology is satisfactory. They behave well and work purposefully discussing the set task with other pupils. Pupils enjoy practical activities and co-operate well when working together. They share equipment and resources sensibly and offer constructive

comments to one another. Pupils respond enthusiastically to questions and willingly apply themselves to the planned activities.

90.The limited teaching seen was unsatisfactory and evidence from teachers' plans confirms this. Teachers provide too few opportunities for pupils to develop the design process; expectations are often low and the pace of some lessons is slow. Teaching is better when pupils are challenged to think, where teachers step in to offer guidance at the appropriate time and where the planning for the lesson is clear. In lessons where teachers are confident in the knowledge and ideas involved, teaching is good.

91.The school often links design and technology with science and art, although a number of design activities take place within class topics. The school's policy and scheme of work clearly state the philosophy and aims of the subject but teachers do not apply these consistently and this affects the progress made by pupils. The co-ordinator provides sound support and information for staff and is aware of the need for in-service to develop staff expertise in the subject. The areas of monitoring and evaluation of teaching and learning in the subject have yet to be fully developed. A recently converted room provides excellent accommodation to teach the subject and its use will provide an opportunity for teachers to improve standards of attainment.

## **Information Technology**

92.The attainment of the majority of pupils throughout the school is below the national expectation. By the age of seven most pupils can produce a short piece of writing on the computer and create a simple picture using a graphics programme. They are not, however, very confident in saving their work or using information saved on the computer. Few pupils are confident in using information technology to help them to sort data and create graphs and tables. By the time they are eleven most pupils can use a CD-ROM to find and use information about plants and the human body. Pupils are also beginning to create more extended pieces of writing such as newspaper stories. Many pupils, however, lack confidence in using information technology to manage information and to present it in graphs and charts which are easy to understand. Few are aware of the importance of selecting information critically.

93.The progress of most pupils, including those with special educational needs, is unsatisfactory. Pupils often make satisfactory progress in individual lessons when they use information technology to produce text and create simple pictures. Progress over time, however, is unsatisfactory. This is because activities do not build effectively upon pupils' previous knowledge, and too little time is given to the subject.

94.Pupils generally tackle activities which involve the use of information technology with interest and almost invariably their behaviour is good. They co-operate when working in groups and concentrate on the task when working on their own. Some of the younger pupils lack confidence in using information technology but many older pupils share their ideas enthusiastically as they work to overcome problems.

95.The quality of teaching at both key stages varies but is unsatisfactory overall. Teachers' planning often focuses on the content of the activity rather than on the specific skills, ideas and knowledge to be taught and built on. This sometimes means that existing skills and knowledge are not extended. Some teachers also lack confidence in teaching information technology and as a consequence the guidance for pupils is sometimes unclear. The best teaching sets high but realistic expectations with clear objectives achieved by the skilful use of questioning as pupils' work. In one class the teacher worked with pupils to enable them to design a spider's web by devising a complex set of instructions. Teachers do not always identify opportunities to teach information technology through other subjects and thus limiting the amount of time pupils spend on this subject and further restricting the progress they make.

96.The co-ordinator has created a comprehensive scheme of work which provides detailed guidance on the content, skills and ideas to be taught. This is not yet being used effectively by all staff. She monitors teachers' plans but does not have sufficient opportunity to provide the assistance needed to improve the range and quality of the curriculum through monitoring and evaluation. Too little work is being done to develop control technology and data handling. The curriculum currently taught does not,

therefore, fully meet the requirements of the National Curriculum. Although there is a computer in every classroom these are underused and the appropriate software is not always available. This results in pupils throughout the school making insufficient progress in the subject. Assessment procedures are in place but they contain insufficient detail to inform curriculum planning.



## History

97. By the end of Key Stage 1 attainment in history is above the national expectation. Pupils have developed a strong sense of chronology and use historical terms confidently. They use their observational skills to examine and explore the uses of artefacts. In a lesson on farming pupils were able to discuss in groups what old farming tools were used for and to report their carefully considered conclusions. At the end of Key Stage 2 attainment is in line with expectations. Pupils have a good factual knowledge about the periods they have covered. They are able to compare and contrast the lives of boys and girls, for example in Ancient Greece, and recognise the differences there were to their own lives.

98. Pupils at Key Stage 1 make very good progress in developing historical skills. They are building on previous knowledge and using this to draw conclusions. Pupils continue to make good progress in the early stages of Key Stage 2 where they use reference books and other sources of information well. However, by the end of the key stage their rate of progress slows because teachers are not sufficiently developing the skills they have mastered in previous classes. Pupils with special educational needs make good progress particularly when they receive support from the teacher and other pupils.

99. Throughout the school pupils enjoy history. They listen attentively, are keen to answer and ask questions, and play an active part in discussions. They concentrate when working and are eager to share their findings with others.

100. Teaching is often good at both key stages. Teachers generally plan lessons well and present them in a lively manner. Teachers use questions skilfully to extend pupils' understanding and to challenge their thinking. They make good use of a wide range of resources and artefacts. However, where teaching was less good it was unclear what pupils were expected to learn.

101. There is a policy and a comprehensive scheme of work which the co-ordinator has developed with her colleagues. There are some good examples of assessment being used by some of the teachers to monitor pupils' progress and plan further work. The school recognises this as an area for improvement to achieve a consistent approach throughout the school.

102. Although the co-ordinator has been in the post for less than a year, her enthusiasm for history and commitment to her management role has had a very positive impact upon teaching and attainment in history. She supports her colleagues very well through staff development, on going support and provision of good quality resources. However, the monitoring and evaluation aspect of her role is not yet developed. The school makes good use of the County library and Museum loans and of visits to support teaching and learning.

## Geography

103. The majority of pupils attain above the national expectation at the end of Key Stage 1. However, by the end of Key Stage 2, the majority attain below it. At the end of Key Stage 1 many pupils are attaining standards beyond those expected of them. By the age of seven pupils can identify different characteristics of towns and villages and are aware how towns often developed from villages. They have a good understanding of mapping skills and are aware of places beyond their locality. Pupils make satisfactory progress building upon previous work. At the end of Key Stage 2 most pupils are attaining standards which are below national expectations, particularly in relation to the development of geographical skills and understanding. By the age of eleven pupils can use grid references and interpret maps and routes at a variety of scales. They have acquired a range of geographical knowledge and can describe a range of physical processes. However, pupils' ability to apply geographical skills of enquiry is underdeveloped and this limits their progress. At the end of Key Stage 1 pupils' progress in geography is in line with expectation. However, it is unsatisfactory at the end of Key Stage 2 largely because of the inappropriate curriculum offered to older pupils. At Key Stage 1 and in the early stages of Key Stage 2 pupils make good progress where they apply knowledge and skills previously learned.

104. Pupils show interest in geography. They listen attentively and ask and answer questions confidently. They work conscientiously on the tasks given to them. Pupils demonstrated their ability to work well together when they produced presentations on 'Holidays' and when they created maps showing the development of a town from a village.

105. Teaching in geography is mainly satisfactory although there were some unsatisfactory lessons in Key Stage 2 which resulted in a lack of progress. In the good lessons teachers clearly identify learning intentions and plan the lessons well. Presentations are lively, questioning is skilful and teachers value pupils' answers. In unsatisfactory lessons, activities do not match the learning intentions and there is insufficient opportunity to apply geographical skills.

106. There is a geography policy and a scheme of work but the scheme of work is incomplete and does not support teachers' planning particularly at Key Stage 2. This limits the progress made by pupils. There are no guidelines for assessment.

107. The role of the co-ordinator is underdeveloped. There is no monitoring of plans or pupils' work. Support for colleagues is minimal. The co-ordinator needs to take a much stronger lead.

## **Art**

108. The majority of pupils attain national expectations by the end of both key stages. Some pupils do better than this at the end of Key Stage 2. By the end of Key Stage 1 pupils are developing skills in painting and drawing and are using pencils with good control. They are able to discuss their work and to use their drawing and colouring skills to communicate ideas and to illustrate topics. At the end of Key Stage 2 pupils have developed a range of skills in art including drawing, painting, printing and designing. Pupils are able to plan their work and show some skill in lettering and design. The application of these skills to real situations, for example when designing carrier bags, results in work of a high standard. Pupils are able to use the work of other artists effectively to influence their work and to develop a wide range of techniques. Pupils produce some very good work in the style of other artists.

109. Pupils' progress in art is at least satisfactory and good at Key Stage 2. At Key Stage 1 pupils make satisfactory progress in developing a range of manipulative skills to paint and draw using a variety of tools and materials. By the end of Key Stage 2 pupils have made good progress in developing a wide range of skills and techniques. Progress in understanding the work of other artists is particularly good. However, pupils make less progress in modelling, working with textiles and in producing expressive and imaginative art.

110. Pupils throughout the school enjoy their experiences in art. They work well together and show care for their own and others work. At Key Stage 2 pupils are willing to discuss and modify their work and most pupils show satisfaction in the finished product.

111. Teachers prepare their art lessons diligently and teaching is generally satisfactory with some good teaching at Key Stage 2. Pupils use drawing and painting skills well to illustrate written work. Art successfully supports other curriculum areas, particularly history. Teachers set suitable tasks for pupils and have an appropriate range of media available for use. In one lesson observed at Key Stage 2 the teacher encouraged discussion showing pupils Lowry reproductions. The teacher encouraged pupils to analyse the style of painting and developed the skills used progressively. Planning for the series of lessons was clear and pupils understood and practised the new skills taught. However, other teachers' planning generally does not focus sufficiently on the development of pupils' skills and knowledge of media and techniques. A lack of clear learning objectives makes it difficult for teachers to assess pupils' progress in art. There are too few opportunities throughout the school for pupils to work imaginatively and to explore techniques, media and ideas.

112. An efficient co-ordinator manages the subject and a policy and schemes of work support teachers' planning. The scheme of work gives clear guidance on what to teach but it is less helpful in helping teachers to plan for the progressive development of the skills of art. The local environment and contacts

with local industries are used well as a basis for work in art, particularly at the end of Key Stage 2.

## Music

113. The majority of pupils attain above the national expectation at the end of Key Stage 1 and attain it at the end of Key Stage 2. By the age of seven most pupils can sing songs tunefully and copy rhythm patterns made by the teacher. They listen attentively and respond well to music by means of dance and movement, showing vitality and expression. Pupils generally understand simple musical terms and use them to describe the music.

114. At 11 years of age most pupils can sing a range of songs accurately and confidently. Pupils are generally confident in recording their musical ideas in formal notation and read music to play simple tunes and rhythms using tuned and untuned instruments. As they perform, pupils are aware of other performers and work together to create music.

115. During the infant years many pupils, including those with special educational needs, make good progress in acquiring musical skills and build upon their previous knowledge to develop a good sense of rhythm and pitch. Their progress in recording musical ideas is also good as they move from creating picture symbols to using more formal notation. At Key Stage 2 progress is generally satisfactory with most pupils developing a greater confidence in singing, reading music and in playing instruments such as the descant recorder. However, some pupils make less progress in applying ideas expressively.

116. Throughout the school the great majority of pupils are enthusiastic about learning music and want to do well. Many pupils are keen to compose songs and some of the youngest pupils' respond to music with a real sense of wonder and excitement. Teaching sometimes places too much emphasis on recording ideas formally and this restricts the ability of older pupils to use their imagination.

117. The quality of teaching is satisfactory overall and good at Key Stage 1 and satisfactory at Key Stage 2. Teachers give clear instructions and support pupils as they work. Some of tasks set, particularly at Key Stage 2, restrict opportunities for the higher attaining pupils to develop their expressive skills and ideas. In the best teaching seen the teacher's enthusiasm and excitement helped pupils to explore music with imagination.

118. The planned curriculum meets the requirements of the National Curriculum but there is too much emphasis on the technical aspects of music at Key Stage 2 which limits time for singing. A comprehensive and helpful scheme of work is in place which provides valuable guidance for staff but does not detail skills they should develop. This makes it difficult to monitor progression. The co-ordinator monitors teachers' plans but this aspect of the role is underdeveloped. Assessment is largely informal and focuses mainly upon the completion of activities rather than the development of skills. The quality and range of opportunities for extra-curricular music are very good with over 70 pupils enthusiastically taking part in the choir. Many others learn to play brass, woodwind and stringed instruments in special classes organised by the co-ordinator.

## Physical Education

119. The majority of pupils' attainment in relation to national expectations is above that found nationally at the end of both key stages. At Key Stage 1 pupils are beginning to develop skills in body movement, co-ordination and balance. They use controlled movements in time with rhythm, showing precision and attention to detail. At Key Stage 2 attainment is above average particularly in gymnastics and dance where most pupils are able to solve problems and plan sequences of work.

120. Pupils' progress throughout both key stages is good. At Key Stage 1 they have learnt the need to plan and experiment and pupils of all levels of attainment achieve high standards. By the end of the Key Stage 2 the progress of most pupils is very good. The lower attaining pupils are confident in using their bodies while the average attaining pupils are developing increasing control. The higher attaining are using their skills to build up sequences of increasing quality.

121. At Key Stage 1 pupils' attitude and response to physical education is very good. They show

confidence in approaching and completing tasks. They enjoy the lessons and are keen to excel. At Key Stage 2 the pupils display a positive attitude to their learning. Behaviour is very good and concentration sustained. They tackle their work with enthusiasm and confidence responding well to the instructions set. During swimming pupils are happy and confident in the water and they work hard to extend themselves.

122. Teaching is very good at Key Stage 1 where achievement is recognised and praised and subject expertise evident. Teachers make good use of demonstration and questioning. The lessons planned well and carefully structured, and pupils' work and their safety are monitored effectively. Across Key Stage 2 teaching is never less than satisfactory and is often good. Games lessons effectively develop pupils' skills, through introducing new techniques and allowing sufficient time for them to be practised. Pupils practise these skills in subsequent games situations. The school has an unsuitable field for games but is able to use the grounds of a nearby High School. Teachers do their best to minimise the time spent walking to and from the site. Planning has a clear focus which is reflected in the way the children work. The teacher has good expertise and clearly identifies learning objectives which pupils understand.

123. Pupils receive an appropriately balanced programme of activities which meet the requirements of the National Curriculum. A good range of extra-curricular activities including residential adventure opportunities for older pupils, enhance provision and standards in physical education. This should be extended to provide opportunities for younger pupils to experience outdoor and adventurous activities in the local area. The co-ordinator has a sound knowledge of the subject and is timetabled to teach other classes throughout the school using his expertise. While this organisation promotes high standards in these classes it does not allow other teachers to develop skills in this area. A policy document is in place but it requires further detail if it is to be useful to staff. There is also a need to produce a scheme of work to ensure the continuity and progression in teaching both within and between key stages paying attention to the development of skill acquisition. This is currently lacking. When produced the scheme of work should provide members of staff who lack expertise in teaching physical education with further support and guidance. It will also provide a framework against which teachers can assess pupils' progress in the subject.

## **PART C: INSPECTION DATA**

### **Summary of Inspection Evidence**

124. Five inspectors spent up to four days each in the school. All or part of 63 lessons were inspected and a total of over 45 hours was spent observing lessons, in discussions with pupils and evaluating their work. All of the National Curriculum subjects were inspected. Each class was observed several times.

125. The inspectors heard 30 pupils read, recording their skills, the strategies they used and their understanding. Samples of pupils' work covering the full ability range from each year were inspected. Pupils were questioned about their knowledge and understanding of their work and to determine their knowledge and skills in mental calculations.

126. A large amount of school documentation was analysed. This included policy documents, schemes of work and the school development plan. Attendance registers, the records kept on pupils, assessment results and the teachers' planning files were inspected. Budget information and the minutes of meetings were examined both before and during the inspection.

127. Planned discussions were held with the headteacher, deputy headteacher, other teachers, members of the non-teaching staff and school governors. Formal meetings took place between inspectors and individual governors. The Registered Inspector chaired a meeting for parents dealing with the work of the school. 51 parents attended. Inspectors also talked to parents and volunteers who were helping in school during the inspection.

128. There were 101 responses to a questionnaire for parents dealing with the work of the school; some parents provided additional written responses. The level of response to the questionnaire was good.

## Data and indicators

### PUPIL DATA

|         | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on schools' register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR - Y6 | 245   | 3                                       | 44   | 19  |

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

|   |    |
|---|----|
| Total number of qualified teachers (full-time equivalent) | 9  |
| Number of pupils per qualified teacher                    | 27 |

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

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked each week  | 42 |

#### [Primary and nursery schools]

|                     |    |
|---------------------|----|
| Average class size: | 35 |
|---------------------|----|

### FINANCIAL DATA

|                 |        |
|-----------------|--------|
| Financial year: | 1995-6 |
|-----------------|--------|

|  | £          |
|--|------------|
| Total Income                               | 297,825.00 |
| Total Expenditure                          | 308,003.00 |
| Expenditure per pupil                      | 1,257.16   |
| Balance brought forward from previous year | 29,784.00  |
| Balance carried forward to next year       | 19,606.00  |

**PARENTAL SURVEY**

Number of questionnaires sent out:  
 Number of questionnaires returned:  
 Percentage return rate:

|      |
|------|
| 180  |
| 101  |
| 56.1 |

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

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 41.0           | 51.0  | 5.0     | 2.0      | 1.0               |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 53.5           | 34.7  | 5.9     | 4.0      | 2.0               |
| The school handles complaints from parents well   | 18.6           | 51.5  | 15.5    | 10.3     | 4.1               |
| The school gives me a clear understanding of what is taught                                     | 21.8           | 56.4  | 11.9    | 8.9      | 1.0               |
| The school keeps me well informed about my child(ren)'s progress                                | 30.7           | 44.6  | 9.9     | 12.9     | 2.0               |
| The school enables my child(ren) to achieve a good standard of work                             | 42.6           | 50.5  | 5.0     | 2.0      |                   |
| The school encourages children to get involved in more than just their daily lessons            | 44.0           | 47.0  | 4.0     | 4.0      | 1.0               |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 32.7           | 59.4  | 5.0     | 3.0      |                   |
| The school's values and attitudes have a positive effect on my child(ren)                       | 59.0           | 37.0  | 2.0     | 2.0      |                   |
| The school achieves high standards of good behaviour  | 47.0           | 49.0  | 4.0     |          |                   |
| My child(ren) like(s) school  | 64.0           | 28.0  | 6.0     | 2.0      |                   |

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