



# INSPECTION REPORT

ST THOMASÕ C.E. PRIMARY SCHOOL

Barrowford

Lancashire

LEA area: Lancashire

Unique Reference Number: 119431

Headteacher: Mrs A Lloyd

Reporting inspector: Mrs L Furness

Dates of inspection: 18 Ð 21 January 1999

Under OFSTED contract number: 703810

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



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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors: [where appropriate]	Rev Fr. Brian Morgan
Date of previous inspection:	5 Ð 9 September, 1994

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<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs L Furness, Rgl	Mathematics	Characteristics of the School
	History	Attainment & Progress
	Geography	Teaching
		Curriculum & Assessment
		Leadership & Management
Mrs J Farmer, Lay Inspector		Attendance
		Support, Guidance & Pupils' Welfare
		Partnership with Parents & the Community
Mr B Holliday	English	Spiritual, Moral, Social & Cultural Development
	Art	Efficiency of the School
	Music	
	Physical Education	
Mrs J Taylor	Science	Attitudes, Behaviour & Personal Development
	Design & Technology	Staffing, Accommodation and Resources
	Information Technology	
	Special Educational Needs	
	Equal Opportunities	
	Areas of Learning for Children Under Five	

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## MAIN FINDINGS

### What the school does well

- |      |   |
|------|---|
| I.   | The new headteacher provides strong purposeful leadership and has set a clear educational direction for the school. She is well supported by the governors. |
| II.  | Levels of attendance are very good. Pupils are keen to attend school and punctuality is also very good.   |
| III. | The procedures in place for support, guidance and pupil welfare are good.   |
| IV.  | Pupils behave well and relationships throughout the school are good.  |
| V.   | Good links have been made with parents and they are actively encouraged to be involved with all aspects of school life.                                     |
| VI.  | Teaching is consistently good or very good in Years 3 and 4, and also in Year 1 literacy lessons.   |
| VII. | Over the last three years, standards have been above average in reading and mathematics at Key Stage 1.   |

### Where the school has weaknesses

- |   |   |
|---|---|
| 1 | In 1998, when compared with schools that are similar to St Thomas CE, standards are well below average in English and science at Key Stage 2. |
| 2 | Existing programmes of work do not support teaching and learning sufficiently.  |
| 3 | Standards of writing are unsatisfactory in Key Stage 2 and too few pupils attain higher levels in writing at Key Stage 1.                     |
| 4 | Work is not always matched to pupils' prior attainment and this is particularly evident towards the end of Key Stage 2.                       |
| 5 | The systems for checking that pupils' attainment are high enough, and that they are making sufficient progress, are unsatisfactory.           |
| 6 | Marking rarely informs pupils of their strengths or shows them how they may improve their work.   |
| 7 | Poor accommodation and limited resources are adversely affecting teaching and learning.   |

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

### How the school has improved since the last inspection

There has been satisfactory improvement since the last inspection. However, prior to the arrival of the new headteacher, in August 1998, only two of the six issues identified in the previous report had been addressed appropriately. These were that governors should comply with Circular 11/91 regarding the publication of attendance figures and that governors and senior managers should be more involved in

medium and long term planning. Another key issue, that of improving the quality of teaching and learning in information technology has been partly addressed. The quality of hardware has been improved throughout the school, resources are improving and training has been planned for the staff. The headteacher has begun to address some of the remaining weaknesses and has already put into place systems to address the assessment issue. However, writing and provision for higher attaining pupils and monitoring are still a concern. The school development plan produced in September 1998, recognises these concerns. It has clear and realistic targets to bring about improvement and the school is now well placed to move forward.

### Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			well above average A
	C	E	above average B C
	B	C	below average D
	C	E	well below average E

The information indicates that standards are above the national average in mathematics and in line with national averages in English and science. When compared with similar schools, standards are in line with national averages in mathematics but well below average in English and science. Pupils' performance in the 1998 National Curriculum tests was lower than in 1997 but in a school of this size, considerable variations from year to year are to be expected. In information technology standards are in line with national expectations and in all other subjects standards are in line with that expected for the pupils' ages.

## Quality of teaching

Teaching in	Under 5	5 ÷ 7 years	7 ÷ 11 years
English	satisfactory	satisfactory	satisfactory
Mathematics	satisfactory	satisfactory	satisfactory
Science	N/A	satisfactory	satisfactory
Information technology	N/A	satisfactory	satisfactory
Religious education	N/A	N/A	N/A
Other subjects	satisfactory	satisfactory	satisfactory

The quality of teaching is never less than satisfactory in eighty-seven percent of all lessons. In forty-two per cent of lessons it is good and in eight per cent of lessons it is very good. Teaching is unsatisfactory in thirteen percent of lessons. In English, mathematics, information technology in both key stages, art in Key Stage 1 and in science and geography in Key Stage 2, teaching is satisfactory. In science and history in Key Stage 1 and in art, music and physical education in Key Stage 2, teaching is good. The good and very good teaching is mainly occurring in Years 3 and 4 and in Year 1 literacy lessons.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Good. Implementation of the new behaviour policy is successfully encouraging pupils to behave well in and around the school.
Attendance	Attendance is very good. Most pupils make every effort to be punctual and lessons start on time.
Ethos*	A positive ethos. Pupils display satisfactory attitudes towards their work. Relationships throughout the school are good and there is a developing commitment to achieving high standards.
Leadership and management	Good. The headteacher provides very clear leadership and the governors are supportive. The school development plan is a useful document. Systems for checking on attainment and progress are not yet effective.
Curriculum	Satisfactory. Schemes of work need to be reviewed in the light of current changes. A good system of planning is developing. Assessment information is not always consistently informing next steps of learning.
Pupils with special educational needs	Satisfactory. Pupils with special educational needs are well supported and make satisfactory progress. Higher attaining pupils are less well supported and challenged.
Spiritual, moral, social & cultural development	Satisfactory. Moral development is good but other areas are less well developed.
Staffing, resources and accommodation	The accommodation is very poor. It seriously restricts learning especially for children aged under five and for physical education lessons and independent group work throughout the school. Resources for learning are limited.
Value for Money	Satisfactory.

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

#### **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
<p>8 The strong Christian values that the school promotes.</p> <p>9 A positive environment with a friendly ethos.</p> <p>10 A good academic record.</p> <p>11 Well behaved children with good moral values.</p> <p>12 The children have the opportunity to</p>	<p>13 Children would benefit from a new school building</p>

experience many school visits, which positively support their learning.	
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The inspectors' judgements support both the positive and negative views. However although the school does have a good academic record, there are a significant number of pupils who could attain higher standards. These pupils are not being sufficiently stretched.

## KEY ISSUES FOR ACTION

In order to improve attainment and progress and while continuing their endeavours to provide a new school building, the governors, along with the headteacher and staff should:

i) **Improve the quality of writing in Key Stage 2 and for high attainers in Key Stage 1 by:**

- Providing more opportunities for pupils to engage in extended writing activities;
- Teaching pupils to use the writing skills developed in the Literacy Hour in other areas of the curriculum;
- Allocating an appropriate amount of time to guided writing during literacy sessions;
- Giving more attention to the process of writing & planning, drafting and proof reading;
- Giving more attention to presentation and to the accurate use of punctuation.

(Paragraphs: 15, 28, 93, 95, 96, 97, 99, 101, 102, 110, 151, 154.)

i) **Agree a manageable time scale for improving policies and schemes of work, initially in English and mathematics and subsequently all subjects, so that they support teaching and learning effectively by:**

- Taking account of the National Literacy Strategy and the pending National Numeracy Strategy;
- Showing how each subject supports the teaching of literacy and numeracy;
- Including strategies for ensuring that learning is continuous and progressive for all pupils, in all subjects, as they move through the school.

(Paragraphs: 40, 108, 119, 130, 145, 149, 155, 161, 172.)

i) **Devise and implement appropriate systems for keeping a constant check on the work of the school at all levels by:**

- Clearly identifying the roles and responsibilities of the governors, headteacher, senior management team and subject coordinators in monitoring, planning, teaching and learning and analysing and using assessment data;
- Training all staff appropriately, so that they have the skills necessary to fulfil these roles

effectively.

(Paragraphs: 41, 45, 68, 72, 73, 119, 121, 130, 138, 145, 149, 156, 161, 172.)

**i) Improve the provision for higher attaining pupils throughout the school by:**

- Addressing the higher levels of the National Curriculum programmes of study particularly in science;
- Presenting more opportunities for pupils to engage in investigative work and problem solving activities that challenge them and encourage them to apply and extend their learning in new contexts;
- Showing clearly in planning how work can be extended and adapted to suit pupils who learn at different rates.

(Paragraphs: 11, 12, 15, 28, 38, 70, 104, 118, 123, 127, 129, 131, 154.)

**i) Improve the quality of marking throughout the school by:**

- Drawing up a clear and consistent approach by all staff in order to provide effective guidance for pupils regarding their strengths and areas in which they need to develop further;
- Putting into place effective systems to check that the agreed policy is being implemented in each class.

(Paragraphs: 34, 107, 119, 129, 144, 155.)

**i) Plan systematically towards improving resources in all subjects.**

(Paragraphs: 74, 89, 92, 109, 130, 138, 156, 162, 173.)

In addition to these main weaknesses, there are a number of less significant weaknesses, which the governors should consider addressing in their action plan in order to improve:

- the quality of teaching (Paragraphs: 24, 25, 91, 118, 129, 137.)
- use of assessment (Paragraphs: 29, 43, 107, 119, 120, 130, 137, 149, 155, 174.)
- information technology provision and pupils' progress ( Paragraphs: 131, 134, 135, 136, 137, 138.)
- the identified areas in the mentioned paragraphs ( Paragraphs: 17, 18, 19, 21, 39, 49, 53, 55, 67, 69, 120, 128, 130, 144.)

## **INTRODUCTION**

### **Characteristics of the school**

3 St Thomas' Church of England Primary School is a voluntary aided mixed school situated in a rural area of Lancashire. The school was last inspected in September 1994. Since the previous inspection a new headteacher has been appointed. There are 113 pupils on roll, 54 girls and 59 boys

aged between 4 and 11. There are 4 classes, ranging in size from 24 to 32. All classes consist of pupils of two age groups. There is a Reception and Year 1 class, a Year 1 and Year 2 class, a Year 3 and Year 4 class and a Year 5 and Year 6 class.

4 New admissions to the school take place in August. There are currently 14, 4 year old children in Reception. Although there is a wide range of attainment on entry, assessment information indicates that the majority of children have skills in language, literacy and numeracy that are above those expected for their age.

5 Most pupils come from homes that are economically advantaged. Seven percent of pupils are known to qualify for free school meals. This is well below the national average. There are eighteen pupils on the register for special educational needs. This represents sixteen percent of pupils and is close to the national average. There are no pupils for whom English is an additional language.

6 The immediate priorities of the school are to improve in the following three areas: standards of writing throughout the school; planning, assessment, recording and reporting procedures; provision for higher attaining pupils. It also aims to achieve the successful implementation of the National Literacy and Numeracy Strategies.

7 At the present time the school is housed in buildings over 150 years old. Reception children and some Year 1 pupils are taught in a mobile classroom. Although disruption to teaching and learning is minimised through good use of available space and well-planned routines, space for independent work, resource storage, outdoor play for Reception children and physical education activities are limited. One of the governors' immediate priorities is to acquire a new school building.

### 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
1998	10	5	15

Curriculum Test/Task Results	Reading	Writing	Mathematics
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Number of pupils at NC Level 2 or above	Boys	9	10	10
	Girls	5	5	5
	Total	14	15	15
Percentage at NC Level 2 or above	School	93(100)	100(88)	100(100)
	National	80(80)	81(80)	84(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	5	5	5
	Total	15	15	15
Percentage at NC Level 2 or above	School	100(100)	100(100)	100(100)
	National	81(80)	85(83)	86(85)

### 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
1998	8	7	15

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	5	6
	Girls	6	6	6
	Total	9	11	12
Percentage at NC Level 4 or above	School	60(94)	73(100)	80(100)
	National	65(63)	59(62)	69(69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	10
	Girls	6	6	6
	Total	15	16	16
Percentage at NC Level 4 or above	School	94(94)	100(100)	100(100)
	National	(62)	(62)	(69)

- .....
- 1. Percentages in parentheses refer to the year before the latest reporting year
  - 2. Percentages in parentheses refer to the year before the latest reporting year

**Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year:	Authorised	School	3.8
	Absence	National comparative data	5.5
	Unauthorised	School	0
	Absence	National comparative data	0.5

**Exclusions**

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	1
	Permanent	0

**Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	8
Satisfactory or better	87
Less than satisfactory	13

## EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

### Attainment and progress

- 8 The 1998 National Curriculum tests results at the end of Key Stage 2 indicate that attainment is in line with the national average for English and science, and above the national average for mathematics. However, attainment in English and science is well below the average for similar schools. Attainment in mathematics is in line with the average for similar schools. In English and science the number of pupils achieving higher than average standards is well below the national average. In mathematics, it is in line with the national average. Over the past three years, mathematics results have been above the national average. In English and science, although above the national average in 1996 and 1997, standards fell significantly in 1998. However, in a school of this size, with a small cohort of pupils, considerable variations from year to year are to be expected.
- 9 The results at the end of Key Stage 1 tests in 1998 indicate that the attainment of the majority of pupils is well above average in reading, writing and mathematics. The number of pupils attaining the higher levels is well above the average in reading, above average in mathematics but below average in writing. When compared with similar schools these results indicate that pupils' performance is well above the average in reading and above average in writing and mathematics. Over the last three years at Key Stage 1, attainment in reading and mathematics has been consistently above average. However, standards in writing have fallen to being only in line with national averages in 1998. On the basis of teacher assessment, attainment in science is very high in comparison with the national average. The number of pupils attaining the higher levels is well above average in comparison with the national average.
- 10 Attainment on entry to the school is above average. The majority of children start with good language, literacy and numeracy skills. Children speak confidently to adults and develop good listening skills. Some children are able to count to 10 and to 20 and can successfully sort, match and measure. During their Reception year they make satisfactory progress and by the time they start Key Stage 1 the majority of children attain levels that are above those expected for their age in all six areas of learning which are recommended for children aged under five.
- 11 Pupils with special educational needs make at least satisfactory progress and some make good progress, resulting in a significant number of pupils attaining levels in line with that expected for their age. However, the progress of high attaining pupils is less satisfactory as in many lessons there is insufficient challenge. This is particularly the case when they are presented with low-level tasks in some English, science, mathematics and humanities lessons.
- 12 Progress throughout Key Stage 1 is satisfactory overall in English, mathematics and science. Pupils make satisfactory progress in all aspects of English with good progress particularly evident in Year 1 literacy lessons. Writing in particular, is developing well. Some pupils are able to develop ideas in a sequence of sentences, sometimes with capital letters and full stops. In Year 2, although a good range of work is undertaken, there is a need to build upon the progress made in Year 1 as higher attaining pupils do not have enough opportunities to extend their writing.

13 In mathematics and science pupils maintain the above average levels of attainment throughout the key stage and results of national tests and teacher assessments confirm this. In mathematics pupils are learning about order and pattern in Year 1 and about angles in Year 2. In science pupils develop observational skills and learn to record the results of investigations in a variety of ways. All pupils are encouraged to make predictions and pupils engage in interesting and sensible suggestions in a range of scientific contexts.

14 Progress throughout Key Stage 2 is satisfactory in mathematics but unsatisfactory overall in English and science. In mathematics pupils are acquiring a knowledge of graphs, charts and tables. They are being encouraged to use graphs to devise useful and sensible questions. In Years 5 and 6 pupils are learning about fractions and percentages. In English there is satisfactory progress in speaking and listening and reading. By the end of the key stage most pupils speak confidently and enthusiastically take part in speaking in front of an audience. They are competent readers, using inference and deduction appropriately when discussing setting, plot and character.

15 However progress is unsatisfactory in writing and this is affecting overall English attainment at the end of the key stage. In lower Key Stage 2 pupils make satisfactory progress in grammar, punctuation skills and spelling. This progress does not continue in Years 5 and 6, and a significant number of pupils are unable to punctuate and apply grammar appropriate to their age. In science although progress is satisfactory in Years 3 and 4, it is unsatisfactory in Years 5 and 6, resulting in little difference between the attainment of lower and higher achievers. The programme of work in this class does not sufficiently focus on work at the higher levels of the National Curriculum programmes of study.

16 In information technology pupils' attainment is in line with national expectations at the end of both key stages and progress is satisfactory. In Key Stage 1 although progress overtime is satisfactory, there is evidence of good progress in lessons. This happens when teachers are confident when using the software, display good subject knowledge and use information technology effectively to support pupils' learning. In Key Stage 2 progress is unsatisfactory overall as too little time is spent using computers effectively. This is especially so at the upper end of the school where insufficient support and work of challenge is given.

17 In physical education at Key Stage 1 and in history, geography, design & technology, art, and music at both key stages, attainment is appropriate to pupils' ages. In physical education at Key Stage 2 attainment is above that expected for the pupils' age. Progress is always at least satisfactory and in physical education at Key stage 2 it is good. As yet literacy and numeracy skills are not used effectively to support other areas of the curriculum although there is some evidence of numeracy being used to support the science curriculum.

### **Attitudes, behaviour and personal development**

18 Most pupils display positive attitudes to their learning throughout the school. The youngest children are fascinated by the way that magnets stick to the legs of their tables and chairs and sustain concentration for a long period when working on investigations into what is attracted by a

magnet. Older pupils enjoy their lessons on the dialect poem, 'Albert and the Lion' and work hard to bring out the humour through their reading. On some occasions, however, there is some quiet off-task behaviour especially amongst the oldest pupils in the school. They fidget and whisper, failing to pay attention and not doing much work.

19 The behaviour is good. They move around school, up and downstairs, in an orderly fashion. Even when noise levels rise, teachers gain attention and order very quickly. Difficult behaviour does not disrupt learning for pupils in any classes except that with the youngest pupils, where they and a new teacher are settling down together. Pupils understand the rules for different times of the day and generally abide by these. While their behaviour at breaks and lunchtimes is sometimes boisterous, this rarely gets out of hand, even though there is too little room for children to run about and play outside. Although successful measures have reduced playground accidents, there are still too many pupils returning from playtime upset by incidents. The number of exclusions for poor behaviour has remained static during the past two years. However, there have been none since the new headteacher took up post at the start of the school year and put in place effective measures to deal with difficult behaviour. Pupils show respect for property within the school buildings and in the grounds.

20 Relationships among pupils are good. The youngest children already have strong friendships and relate well to their classmates, missing them when they are absent from school. They work collaboratively when they have the chance, learning early on how to share equipment and to take turns. They relate well to adults and follow the good example set for them. Pupils are very supportive of one another. When a child on the special needs register gave a wrong answer in class, her friend whispered 'That was a good try' to her.

21 The oldest pupils take on regular duties, such as organising the music for assembly and classroom responsibilities. Younger pupils are eager to help with tidying up and recognise what needs to be done. Children starting school are linked to an older pupil who looks after them, which is much appreciated by parents and children. Generally, however, there is too little evidence of increasing responsibility as pupils move up through the school. Pupils also contribute well to the wider life of the community as when they provide entertainment for senior citizens and participate in local events.

### **Attendance**

22 Attendance is very good and is a strength of the school. At 95.5 per cent attendance is above the national average. There has been no recorded unauthorised absence but there have been two fixed term exclusions within the past two years. Pupils are keen to attend and punctuality is very good. Lessons run to the published timetable.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23 The quality of teaching is never less than satisfactory in eighty-seven percent of all lessons. In forty-two percent of lessons it is good and in eight per cent of lessons it is very good. Teaching is unsatisfactory in thirteen per cent of lessons. In English, mathematics, information technology in both key stages, art in Key Stage 1 and in science and geography in Key Stage 2, teaching is satisfactory. In science and history in Key Stage 1 and in art, music and physical education in Key Stage 2 teaching is good.

24 In Key Stage 1 teaching is at least satisfactory in ninety per cent of all lessons of which fifty per cent are good and ten per cent are very good. Teaching is unsatisfactory in ten per cent of lessons seen. In Key Stage 2 teaching is satisfactory overall. It is satisfactory in eighty-three per cent of lessons of which forty-four per cent is good and eleven per cent is very good. However teaching is unsatisfactory in seventeen per cent of lessons. The unsatisfactory teaching is occurring at the upper end of Key Stage 2. Satisfactory or better teaching in both key stages is characterised by thorough planning which clearly specifies the knowledge, skills and understanding that are to be acquired in the lesson. Teaching is never less than good in Years 3 and 4 and in Year 1 literacy lessons. Lessons are well planned. There are good questioning techniques used and relationships between the teachers and pupils are very good. There is a commitment to high standards of behaviour and of work particularly in the Year 1 literacy sessions.

25 Teaching is unsatisfactory when staff do not consistently apply behaviour management techniques, for example in the Reception class where an inexperienced teacher is developing techniques to manage young children. Activities set are occasionally confusing to pupils. This occurred in a Key Stage 1 mathematics lesson when pupils are asked to work with three dimensional shapes that are represented on paper in a two dimensional way which left many pupils perplexed and unable to satisfactorily carry out the task. Occasionally time is wasted on colouring activities, again in mathematics, and high attaining pupils are insufficiently challenged. In science in particular the use of time is unsatisfactory and pupils are not set time targets for completing their work. In Years 5 and 6 pupils take a long time to settle to independent activity and very little quality work is produced in the session. Poorly presented work is too easily accepted by the classteacher.

26 Teaching for children aged under five is satisfactory overall. In ninety-two percent of lessons teaching is least satisfactory and thirty-three percent of this is good. Teaching is unsatisfactory in eight percent of lessons. Activities are well planned in line with the appropriate areas of study for children aged under five. These keep children busy and time is used appropriately. Assessment opportunities are clearly identified in planning and the result of the assessments effectively informs future teaching and learning. Questioning techniques are varied and clearly establish what children have understood. The teacher's expectations of what children are able to know, do and understand are often commendably high for example in a mathematics lesson about time and a science lesson concerning magnetism..

27 Teachers' good subject knowledge is particularly helpful in literacy, history, art and physical education. In Year 1 literacy lessons the teacher skillfully phrases questions which enable pupils to develop key ideas. In history the teacher is well informed about the period of history being studied and enthusiastically imparts this knowledge to the pupils. In art the Years 3 and 4 teacher skillfully teaches pupils how to approach drawing a portrait and how to mix colours to match skin tone. Useful comments and good coaching points are used in physical education to enhance pupils' performance.

28 The degree to which teachers set high expectations for their pupils varies between the two key stages. In Key Stage 2 high attainers are insufficiently challenged, particularly in the core subjects of English, mathematics and science. In Key Stage 1 high attainers are well challenged in all core subjects apart from the

writing element of English. In this aspect there are too few opportunities given to pupils to produce longer pieces of writing.

29 In most cases the teachers' planning indicates clearly what pupils need to do, know and understand. The planning for the Literacy Hour is particularly good and clearly addresses the different elements an effective literacy lessons. However, throughout the school teachers do not consistently inform pupils of the purpose of the lessons. Planning does not always consistently identify assessment outcomes and therefore assessment information is unable to be used effectively to inform the next stage of learning. Few records are kept and therefore it is difficult for teachers to have accurate knowledge of pupils' prior attainment.

30 In good lessons the introduction to the lesson is sharply focused on the learning and teachers demonstrate good questioning and explanation skills. This is seen in a Years 3 and 4 mathematics lesson, when the teacher clearly explains to pupils how to use symbols to represent groups of data. Pupils are then well prepared to carry out independent activities. In a Years 1 and 2 information technology session the classteacher asks appropriate questions and effectively explains to the class how to use different 'tools' in a word processing package.

31 Most teachers are able to use a range of suitable methods to help pupils with their learning. In contrast there are some teachers who have limited experience of dealing with restless pupils and find it difficult to manage individuals. They do not consistently apply rules and routines and consequently pupils become confused and occasionally inappropriate behaviour occurs. This is mainly in Reception where a newly qualified teacher is managing young children who have had a number of different teachers at the start of the Autumn term.

32 In Year 1 literacy and in Years 3 and 4 good use is made of time and of resources. There is an appropriate balance between teacher exposition and pupils working independently. Occasionally in Key Stage 1 and often at the end of Key Stage 2, pace and use of time are unsatisfactory. Overlong and unclear introductions result in pupils becoming restless, and off-task conversations develop. Questioning is slow, often lacks challenge and the teacher often spends too long on each question. Plenary sessions in the Literacy Hour do not effectively assess the learning of the lesson or identify pupils' misunderstandings.

33 Pupils with special educational needs are provided with a range of activities which are well prepared, and carefully planned to help them meet their Individual Educational Plans. They are well integrated in lessons and their contributions are valued. They receive good support from most teachers and also from well-deployed assistants and parent helpers. When pupils requiring additional support are working with outside support teachers they benefit from the good teaching of specialists who are well planned and who have good subject knowledge of the subject they are teaching.

34 Marking practice is unsatisfactory and this was an identified weakness in the previous report. Although teachers regularly mark work and sometimes make positive evaluative comments, there are too few instances of written marking comments to help pupils to understand clearly what they might do next to improve their work. There is no evidence of targets for learning being identified and discussed with pupils.

35 Homework is used satisfactorily to support the work that is happening in school. Pupils regularly have reading, spelling and number homework. Sometimes they are required to carry out research at home and this has a positive impact on pupils' knowledge and understanding.

## **The curriculum and assessment**

36 The school delivers a broad curriculum which covers all subjects of the National Curriculum and religious education. There is an emphasis towards literacy and mathematics, but an appropriate amount of time is allocated to each other subject area. Health education and drugs awareness is covered in the science scheme of work but there is no scheme of work for personal and social education. There is a satisfactory statement regarding the governors' policy for sex education in the school prospectus. Pupils are generally satisfactorily prepared for the next stage of education and life in general.

37 The curriculum provided for the children aged under five is satisfactory and addresses all the six areas of learning, which are recommended for children aged under five. Provision for outdoor play is limited but the school does as well as can be expected within the confines of the restricted accommodation.

38 All pupils have full access to the curriculum offered by the school. However, higher attaining pupils are given limited opportunity to attain high standards particularly in Key Stage 2. This weakness was identified in the previous inspection and there has been little improvement. The end of key stage assessment information indicates fewer pupils than average attain the higher levels in writing at Key Stage 1. At Key Stage 2 fewer pupils than average attain the higher levels in science.

39 The support for pupils with special educational needs is satisfactory. The school complies with the Code of Practice for special educational needs and Individual Educational Plans (I.E.P.'s) set satisfactory targets for learning. There is usually a good match between tasks set and prior attainment. The use of information technology for pupils with special needs was identified as a weakness in the last inspection report. It is still not being used to help pupils record their work effectively nor to help them practise new skills in their individual programmes.

40 Policies and schemes of work are in place for most subjects but the school has not yet reviewed these in the light of current initiatives and the need to emphasise literacy and numeracy. The long-term plan is a series of topic titles but there is no long-term overview to indicate how and when aspects of the scheme of work or the National Curriculum programmes of study are to be delivered throughout the school.

41 The school has worked hard since September to produce a whole school medium and short-term planning system. The system is good and teachers are trying hard to identify the knowledge, skills and understanding that pupils are to acquire. The influence of the planning structure required by the National Literacy Strategy is having a positive effect on the quality of teaching in English. Planning for the under fives is satisfactory and clearly addresses the areas of learning. Subject co-ordinators do not formally monitor planning and although the headteacher does review medium-term planning, there is no written evidence of monitoring of short-term planning.

42 The provision for extra- curricular activities is good and has a positive impact on the curriculum. A variety of activities is offered including football, netball, rounders, music and German clubs.

- 43 The school recognises that assessment is an area in need of development and has correctly identified this aspect on the School Development Plan. Assessment was a key issue of the previous inspection and until the appointment of the new headteacher in September, there has been very little evidence of improvement in this area. Much of the work since her appointment has been focused on developing a whole school planning system, an issue in which the school has experienced success. However, short term planning does not always consistently identify assessment outcomes and therefore assessment information is unable to be used effectively to inform the next stage of learning. Few records are kept and therefore it is difficult for teachers to have accurate knowledge of pupils' prior attainment.
- 44 There has been whole school standardisation of writing and the school has produced a portfolio of levelled work. However, this work has only just begun and as yet is not influencing accuracy of assessment.
- 45 The headteacher has carried out an analysis of end of key stage assessment results and, with the support of the Local Education Authority, has set targets for improvement in both literacy and numeracy. However, the co-ordinators and staff have not fully discussed the analysis and identified the learning necessary to reach the planned targets. This data therefore is not yet being used effectively by all teachers, to inform their planning.
- 46 The attainment and progress of children aged under five is monitored through informal assessments made by the staff. Baseline assessment is used when children enter school and this data is used well to plan future learning experiences.

#### **Pupils' spiritual, moral, social and cultural development**

- 47 The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Moral development is good but other areas are less well developed.
- 48 The provision for pupils' spiritual development is satisfactory. Acts of worship meet statutory requirements and promote a Christian ethos. Assemblies are well planned, with clear themes which link collective worship during the week. Since September, more opportunities have been provided for quiet and stillness to give pupils the opportunity to reflect on themes and discussions. This is skilfully handled and is having a positive effect on spiritual development. Pupils have opportunities to gain insight into two other world faiths as part of religious education lessons. They are encouraged to develop sensitive and caring attitudes and to empathise with others. Good use is made of visiting speakers to enhance learning, for example when a visitor who signs for the deaf contributes to assembly. Discussions in assemblies allow for thoughtful responses from the pupils and they listen well and build upon the contributions of others.
- 49 There are few planned opportunities for spiritual development across the curriculum. The present policy for spiritual, moral, social and cultural development does not take account of this nor does it reflect current good practice in assemblies.

50 The provision for moral development is good. The school is an orderly community and pupils have a well-developed sense of right and wrong. Assembly themes and work in Circle Time address situations such as bullying, enabling pupils to discuss and work out how to develop caring attitudes towards each other and to learn appropriate responses. This is supported by consideration of drugs and sex education issues through personal and social education work. Staff present good role models. They know the pupils well and foster such values as integrity, fairness and respect for others.

51 The provision for social development is satisfactory. Relationships are good throughout the school. Older pupils help in the induction of children starting school at the beginning of the year. Collaborative work in English and physical education provides pupils with opportunities to develop social skills. A good range of extra-curricular activities and visits makes a significant contribution to social development. Pupils respond well to opportunities to take responsibility, for example in preparing assemblies including the selection and playing of recorded music. Changes since August to the behaviour policy, organisation of playtimes, movement around school and the celebration of success and good behaviour have made a valuable contribution to improved social development.

52 The provision for cultural development is satisfactory. The school is successful in providing pupils with opportunities to explore their own cultural heritage, through work on the local area and visits to museums. Musical and drama groups visit the school to perform. A visiting teacher is working with Key Stage 2 classes to prepare a musical contribution to a local Arts festival. The programme for geography includes work on St. Lucia and one class has established a link with another school in London.

53 At the time of the last inspection there were insufficient opportunities to explore different religions and cultures, other than pupils' own cultural heritage. The need for a broader range of literature, artistic, and technological experiences was also identified. There are not enough resources reflecting non-European cultures in school for role-play, and for subjects such as art and music. The resources in literacy and for under fives are beginning to be addressed. Recent purchases of resources, including books and dolls for the Reception class, reflect the multi-cultural nature of our world. With the exception of the study of two world faiths in religious education, pupils are still not given opportunities to learn about the richness and diversity of non-western cultures. Opportunities to celebrate the similarities and differences in other cultures are not fully utilised.

### **Support, guidance and pupils' welfare**

54 The support welfare and guidance that pupils receive is good. All staff take responsibility for pastoral care and successfully create a caring ethos. Pupils with special educational needs are adequately supported. Relationships are good and pupils have confidence to share problems with most staff.

55 Registers are taken promptly at the start of each session, are conscientiously completed and comply with statutory requirements. Child Protection procedures are unsatisfactory. Although the school ensures that staff are aware of and abide by the practices and procedures for child protection, the designated member of staff for child protection issues is currently on long term sick leave. There is no one in the school who has received the appropriate training.

56 Monitoring of pupils' personal development is satisfactory. However, there are several initiatives that have just been introduced which will ensure a more systematic approach to monitoring personal development in the future. Measures to promote and monitor discipline, good behaviour and full attendance are good. All adults in the school model good behaviour and positive relationships. The school works closely with parents and pupils to promote good behaviour both in the interests of creating a good learning environment and to create a safe environment within a premise that is fraught with hazards. Procedures for dealing with accidents and emergencies are good. There is an adequate number of staff trained in first aid.

57 Since the last inspection the school has carried out a full and thorough risk assessment involving many Health & Safety professionals. The school is fully aware of the limitations the premises put on its ability to create a safe environment but is doing all it possibly can for the duration the school spends on this site. A good range of visiting experts, such as the nurse, dentist, doctor, police and fire service, visit the school periodically to support the health, safety and welfare of all pupils.

58 There are good procedures to promote a healthy and safe life style. Although there is no specific programme for personal and social education many topics are covered in science, 'Circle Time' and other areas of the curriculum. Topics covered include drug and alcohol abuse, personal safety and hygiene, healthy eating, relationships and feelings and emotions. Sex education is good and since the last inspection it is planned in more detail with greater continuity and progression.

59 Supervision of pupils at lunch times is satisfactory. Off-site training is planned for mid-day supervisors and there are regular meetings with the headteacher to discuss practices and procedures within the school.

### **Partnership with parents and the community**

60 The partnership with parents is good. Parents make a good contribution to the their child's learning and to the school community. They strongly support and appreciate the attitudes and values promoted by the school. Due to the efforts of the headteacher, many more parents now help out in classrooms and get involved in the life of the school. Parents are effective fund-raisers. They accompany school visits and are very supportive of school events such as the Christmas concert. Several parents are willing to use their talents and skills to the benefit of the school. A notable example is the attractive curtains, which brighten the school enormously. They were made by a group of parents, with fabric being donated by a governor.

61 Parents have expressed concern about behaviour both before the previous inspection in 1994 and prior to this inspection. The cramped situation in the classrooms and the playground tends to make any difficulties of this nature worse, and more difficult to cope with. The headteacher and governors have responded to parental concern by making effective behaviour management a priority.

62 Information to parents is good. Newsletters are timely, informative, friendly in tone and well presented. The newsletter, which is a more recent initiative, is particularly attractively produced and a good means of communicating with parents. A weakness in the school's information to parents, is a lack of information about the curriculum. Parents have expressed a wish to receive more information about what their child is learning. The school is aware of this and plans to address this need in the near future.

63 Partnership with the community is good. Since the last inspection, the school has done much to improve community and curriculum links. The curriculum is enriched through a variety of well planned visits and visitors. For example, pupils visit The Heritage Museum, Jodrell Bank, Wigan Pier, and Gawthorpe Hall, a Tudor mansion where they engage in role play. Visitors include a postman, optician, Tudor Theatre Group, an orchestra from a local secondary school, police and a Methodist minister. The school makes good use of the local community for field trips and visits to local shops. Through the Educational Business Partnership the school has made a good link with a local film- processing laboratory. Using disposable cameras, pupils have taken photographs and then watched their films being developed.

64 There are strong links with the secondary school and pupils are well prepared for the transfer. Secondary staff are complimentary about the way pupils are prepared for the transfer and how well they settle in. Other links between the schools include St. Thomas' pupils using information technology resources and equipment and secondary pupils doing their work experience in the primary school.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

65 The headteacher, although very new to the school, already provides very strong leadership. She is well respected by governors, parents, staff and pupils. Upon her arrival in August 1998, she carried out an audit of where the school is and has produced a clear action plan of how to raise standards and to improve provision in the school. The governing body is conscientious and hard-working. It has appropriate committees in place to ensure the efficient management of the school. There is a shared sense of purpose between the headteacher and the governing body, which provides clear educational direction for the work of the school.

66 The school development plan, which was produced this year, is good. It clearly identifies issues to be developed, time-scales for projects and personnel responsibilities. Financial implications are also clearly identified as are success criteria, which therefore allows the plan to be monitored and evaluated successfully.

67 The management of special educational needs within the school is effective and coordination is satisfactory. Class teachers take appropriate responsibility for pupils in their own classes. Recommendations are appropriately followed but there are, however too many pupils identified at stage 2 of the Code of Practice resulting in teachers unnecessarily preparing individual educational plans. A more carefully specifically planned and monitored programme of work for example in reading would meet the needs of a significant number of these pupils.

68 There are informal procedures in place for monitoring but this informality results in limited information being available to teachers to help them improve their teaching. The co-ordinators, who have only been in role since August 1998, have had limited opportunities for monitoring. They rarely examine pupils' work to see if it relates to written planning or analyse assessment data to review standards. Few co-ordinators as yet, have had the opportunity to work alongside colleagues in classrooms. Monitoring and evaluating was a weakness identified in the previous inspection and there has been little or no improvement in this area.

69 The values of the school are reflected in its work and there is a sense of respect and consideration between adults and pupils. This is evident in all classrooms and outside in the playground. However, written policies are not firmly rooted in practice and it is only the newer policies, for example, the behaviour and homework policies, which are evident in aspects of the schools' work.

70 The ethos of the school is positive. On the pastoral side there are good relationships and the teachers try hard to make their classrooms an interesting learning environment. Although the headteacher and governing body are committed to raising standards as yet there is no whole school

commitment towards this issue. Although standards are above average, there is a lack of challenge evident throughout the school for pupils with the potential for higher attainment. In addition poorly presented work is too easily accepted and in many subjects the quantity of work produced in lessons is unacceptable. The headteacher is aware of this and has identified the provision for higher attaining pupils as a key issue for action. The co-ordinators are as yet unaware of strengths and weaknesses in their subject areas and therefore unable to plan developments to improve standards.

71 The governing body fulfils its statutory obligations in all aspects of school life.

### **Staffing, accommodation and learning resources**

72 As at the time of the last inspection, the school is well staffed with full and part-time teachers. A newly qualified teacher has been appointed to cover for a colleague on long-term sick leave. She is effectively supported by the headteacher and the Local Education Authority advisor. Non-teaching staff are effective and well deployed to assist the teachers in delivering a full programme of National Curriculum subjects. The appraisal cycle is up to date, and will be used by the new headteacher to identify particular individual training needs. She is also ensuring that the non-teaching staff has access to staff development systems. There has been a good take up of courses provided by the Local Education Authority, both in subjects of the curriculum and management of aspects of provision, such as special educational needs and curriculum co-ordination. There are no systems for monitoring the effectiveness of this training and no formal systems for sharing it with the rest of the teachers. This lessens its impact and is inefficient.

73 All the permanent teaching staff have co-ordination responsibilities, but there has been no movement since the last inspection, when it was judged that curriculum co-ordinators are currently having insufficient influence on the work of colleagues, and on the quality of learning and standards of attainment.

74 The quantity and quality of resources for teaching and learning has improved although they are still unsatisfactory in English, science, music and physical education. The library is poor with insufficient resources for pupils to develop their independent learning skills. Teachers use the resources at their disposal well and pupils are taught to take care of equipment. The majority of worksheets are made by teachers themselves. A significant number of these are however, of poor quality because of initial design or poor photocopying. This encourages poor presentation of work by pupils. Very good use is made of local resources to give support and breadth to pupils' learning. Partnerships with local business are well used, and many well-planned visits extend the curriculum. Although the school grounds are very limited, the adjoining graveyard and a neighbour's pond are used effectively in science.

75 As was observed during the last inspection the school is housed in old and cramped Victorian buildings with many unsuitable and impractical features. This limits the programme of work in physical education and restricts the possibilities for independent, group and practical work in other subjects. However, the staff and pupils use what is available effectively. Pupils learn to move through

other classes quietly and do their best not to disturb others at work. A demountable classroom has been erected in the playground for the youngest children. This too, is small and cramped, and restricts the curriculum for the under fives. The school does its best to address this through good use of a classroom assistant who brings groups out for play sessions in the main school building. There are still no opportunities, inside or out, for children to have access to wheeled toys or climbing equipment. The governors have worked hard to put forward the case for a new school building. The request has now been accepted by the Department for Education and Employment and a new school should be built for the start of the school year in autumn 2001.

76 The school is clean and well maintained, and pupils respect the environment. There are displays throughout the school. The best of these are bright and engaging, but the quality is variable. The playground has been enhanced with flower-beds and picnic tables, but it is much too small for the number of pupils. Space does not permit the pupils to let off steam or play football in safety and on occasions this has resulted in difficult behaviour and accidents.

### **The efficiency of the school**

77 The new headteacher has made a careful audit of the school since her appointment and a new school development plan has been drawn up which identifies the management and curriculum priorities for the current year and the means by which the success of their associated targets will be measured. The plan is appropriately costed and curriculum priorities are supported by targeted spending. The governors are actively involved in monitoring spending with the help of the headteacher. They have been responsive to the urgent needs identified by the headteacher in her audit and have reconsidered some budget headings so as to meet priorities in the new school development plan.

78 The school has appropriate systems in place to enable it to keep good control of its budget. This includes the effective use of computer systems. Day-to-day administration is unobtrusive, with well-established routines that support teachers in their work. The administrator carries out her duties efficiently and presents a warm and welcoming image of the school.

79 The school accommodation is very poor but the school makes good use of these poor facilities. The use and deployment of both teaching and support staff contributes well to pupils' learning. Non-teaching assistants are effective in supporting pupils' learning. Staff working with pupils with special educational needs are well deployed.

80 The school purchases resources with a view to achieving the best value for money. Resources for many subjects are, however, unsatisfactory. Since the new school development plan has been in place resources have been more appropriately targeted for curriculum development. The school needs to plan for replacement and purchase of resources over a longer period than one year so as to ensure they are appropriate for all curriculum areas.

81 Since the last inspection the governors have increased their involvement in the medium and longer term planning for the school. Plans are now accompanied by criteria used to judge future success. Longer term planning of the school's finances is not yet established beyond one year.

82                    When taking into account the favourable socio-economic circumstances of pupils and high attainment on entry to school, the income per pupil and the satisfactory progress of most pupils, the school gives satisfactory value for money.

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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

83                    Children in the Reception class are well prepared to begin the programmes of study of the National Curriculum by the time they reach the age of five. The baseline assessments carried out as they start school show that many of them are attaining standards above that is expected for their age and a few of them well above. At the time of the inspection there are 14 children aged under five, taught in a mixed Reception and Year 1 class, and all the children have settled happily into school. Parents receive good information before their child starts school, and are well involved in the process.

84 Overall the children's skills and understanding in language and literacy, mathematics, knowledge and understanding of the world and their creative, physical and personal development are above that expected for their age.

85 Progress in personal and social development is satisfactory. Children are confident and self-assured. They respond well to the learning opportunities on offer, and quickly make strong friendships. Several of them sustain concentration for long periods. They behave appropriately, demonstrating that they are aware of the difference between right and wrong. They learn to take turns, for example when working with a floor turtle, and to share crayons and felt pens when colouring together at a table. They treat their classroom and its equipment with care and respect. They enjoy new challenges and respond well to adult suggestions, for example when the teachers ask if a child could make a magnet pick up some modelling clay. She could - by inserting a paperclip! Children relate well to the classroom helpers, students and parents and go to them for help when needed. They express their feelings freely and can say what makes them feel happy or cross.

86 Progress in language and literacy is satisfactory. Children listen very attentively and talk about their experiences using an impressive vocabulary. They enjoy books and handle them carefully and all have their favourites, re-telling the stories with excitement. Several children are already established on the school's reading scheme and are making good progress. They can all recognise and write their own names unaided and most know initial letter sounds. All copy adult handwriting effectively and a significant number confidently spell simple labels for example spoon, ink pad, car, rain, sun when recording their science or weather work. They enjoy word play, sing the alphabet with the teacher, can play I-spy and recite rhymes.

87 Progress in mathematics is satisfactory. Children are beginning to use the vocabulary of mathematics and number. They know and understand a wide variety of words associated with time. Some know most of the months of the year and can say them when prompted occasionally by an adult. Some also associate the months with seasons. They point to a large number 4 on a dice when asked how old they are and some are counting down the days to their fifth birthday. Some confidently write numbers in sequence to 20. They make 'long' and 'short' snakes using modelling clay.

88 Progress in knowledge and understanding of the world is satisfactory. Children demonstrate a good and widening understanding of themselves and of their world. They talk about their families and homes, relating this to where their friends and relations live. They have an appreciation of past and future and can talk about things that happened when they were little and things that are going to happen soon - like their birthday parties. They learn to use a floor turtle, but even the higher attaining children are still not quite sure what makes it stop and go. Although they press the buttons with confidence they say 'it stopped when I said stop' and 'it stopped when I touched it'. They are already able to take on fairly formal work in science, as in the investigation of what materials a magnet will pick up. They can play appropriately in the home corner, and also play constructively with sand and water. These activities however, are restricted by the space available and the lack of resources.

2. Despite the fact that resources for children's development of physical skills are poor, they

make satisfactory progress. In physical education they wriggle, hop, jump, and stop as they explore different ways of moving. They use space well showing consideration for other children. Their use of ordinary classroom equipment such as scissors and pencils is impressive, and they show

maturity and control in their work. They draw with some accuracy and most colour carefully within an outline. They are aware of being safe and sensible, although they sometimes need reminding..

3. They make satisfactory progress in creative development. They use colour effectively in their

work and enjoy the opportunity to make models from reclaimed materials. Drawings are recognisable and conventional. They are aware of the use of a range of materials. Their collages of faces show that they can select and combine interesting materials, such as tinsel for hair and buttons for eyes. Each child uses something different from the others. They are learning a good range of infant songs and hymns.

91 Teaching is satisfactory overall. The few instances of unsatisfactory teaching is due to inexperience of behaviour management strategies in dealing with young children in a cramped classroom. However, children are kept busy and time is very well used. The teacher is newly qualified and has only just taken over the class. She is well supported by a nursery nurse, students from the local college and parent helpers. She is competently developing her skills of teaching younger children whilst effectively being supported by the headteacher and Local Education Authority early years adviser. All the work is well planned in line with the appropriate areas of study for children aged under five. Assessment is on-going and thorough, effectively informing future teaching. A variety of types of questions establish what children have understood and expectations of what they will be able to do are often commendably high. This is particularly evident in a mathematics lesson involving time. There is a good range of activities to support children's learning.

92 Resources for the children are poor with no access to climbing equipment, either inside or out, or large wheeled toys such as trucks and tricycles. The play area for sand, water and imaginative play is a corner of the main school library and is unstimulating although well used. There are few comfortable areas for reading or talking. The school is aware of these difficulties, which will be fully addressed when a new school is built. In the meantime, money is appropriately being focused on staff development and planning.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

93 The results of National Curriculum tests for 11 year olds in 1998 indicate that the number of pupils attaining the national standard is in line with the national average. In comparison to similar schools standards are well below the national average. This is particularly evident in writing and in the attainment of pupils with the potential for higher attainment. Results in English over the previous two years have been higher, with pupils attaining levels that were well above the national average.

94 When pupils begin compulsory schooling, most pupils have well-developed skills in language and literacy and have attained levels above that expected for their age. Progress in reading is satisfactory throughout Key Stage 1. In Year 1, children read well in the Literacy Hour, both when reading a 'Big Book' together and when reading on their own. They can predict rhyming words in the

context of a story, identify characters and describe important features about them. Most children have a good sight vocabulary and can decode unfamiliar words using phonics and the context of the story. In Year 2 most pupils read fluently and accurately for their age. Some higher attaining pupils are able to decode quite complex words and enjoy describing events in favourite books and stories. By the end of Key Stage 1 reading is well developed and most children are confident readers for their age.

95 In writing, pupils make satisfactory progress overall throughout Key Stage 1 but some higher attaining pupils make unsatisfactory progress. In Year 1 writing is developing well. Most pupils are developing their handwriting appropriately. They form letters correctly and with the correct orientation, simple words are spelled correctly by most pupils. Some more complex words are spelled correctly by the higher attaining pupils and many are able to develop ideas in a sequence of sentences, sometimes with capital letters and full stops.

96 In Year 2 a good range of work is undertaken including writing for different purposes, stories, book reviews, rhyming words, punctuation, word trails and changing tenses. Pupils with the potential for high attainment need to develop their writing further and there is a need to build upon the progress made in Year 1. Opportunities need to be provided for more competent writers to join letters and extend their ideas in writing. Much of the marking of work does not inform pupils of the next stage to improve their work.

97 The Literacy Hour is having a positive impact in work at Key Stage 1 but currently there is an inappropriate balance between reading and writing with insufficient emphasis on guided writing.

98 Throughout Key Stage 1 in speaking and listening, pupils are making satisfactory progress. On entering compulsory schooling they can use a wide vocabulary for their age, talking about matters of immediate interest. Most speak audibly and many provide some detail in their accounts. In Year 1 in the Literacy Hour pupils read with expression, listen well to each other and to the teacher. In Year 2 pupils make thoughtful contributions to questions and express opinions about shared stories.

99 At the end of Key Stage 1 the percentage of pupils reaching the national standard is well above the national average in reading when compared with similar schools. Attainment in writing in the 1998 National Curriculum tests for 7 year olds indicates that the number of pupils reaching the national average is very high. It is well above the average for similar schools. However, no pupils achieved the above average Level 3, which is well below the national average for similar schools.

100 Throughout Key Stage 2 pupils continue to make satisfactory progress in reading. By the end of the key stage most pupils are very competent readers, able to read complex stories and information books well. They enjoy reading a range of books and stories and can express their preferences clearly and discuss reasons for the choice of books. They can use inference and deduction appropriately when discussing stories and characters, with some higher attaining readers making very perceptive comments. A small minority of pupils in Key Stage 2 are lacking confidence when selecting relevant information books and finding information.

101 The progress in writing in Key Stage 2 is unsatisfactory. A range of work is evident but there is insufficient regard for presentation and attention to detail. Pupils develop some untidy

habits in looking after writing books and in presenting work. They do not use the process of writing well namely planning, drafting and proof reading. Desk-top publishing skills are underdeveloped by the end of Key Stage 2. The lack of structure, the late introduction of joined writing and the unsuitable biro pens used by some of the pupils in Years 5 and 6 lead to inconsistent progress in handwriting. Most pupils make satisfactory progress in their use of grammar, punctuation and spelling in lower Key Stage 2 but progress is not consistent, resulting in a significant number of pupils in Years 5 and 6 being unable to punctuate and apply grammar appropriate to their age. Pupils are not clear about how to improve their work because they receive insufficient guidance due to the unsatisfactory quality of marking.

102 The Literacy Hour is having a positive effect on work in Key Stage 2 and is beginning to increase expectations with regard to standards. Indications are, however, that standards of writing at the end of Key Stage 2 are still below what might be expected.

103 Throughout Key Stage 2 progress in speaking and listening is satisfactory. By the end of Key Stage 2 pupils reach the national expectation with many achieving beyond this. In Years 3 and 4 pupils talk confidently in class and enjoy sharing information during talks about their interests. Pupils listen well and ask thoughtful questions, showing their understanding and interest. Many pupils use a wide vocabulary and can talk with confidence. In Years 5 and 6 they are eager to contribute ideas in role play and enthusiastically take part in choral speaking. They can express their feelings, show empathy and reflect on the ideas of others, during assemblies and Circle Time.

104 Pupils with special educational needs make satisfactory progress in both key stages. but often there is insufficient challenge provided for pupils with the potential for high attainment, particularly in Years 5 and 6.

105 Attitudes to learning in English are at least satisfactory throughout the school. In some lessons, where teaching is good, particularly in Years 3 and 4 and in Year 1, pupils show good concentration and are eager to answer questions and contribute to discussions. They show interest in Big Books in Key Stage 1 and are well motivated to work independently. Behaviour is usually good throughout the school. Older pupils listen carefully to the ideas of others and enjoy role-play and collaborative work.

106 The quality of teaching is satisfactory overall. At Key Stage 1 thirty-three percent of teaching is very good, thirty-three percent is good and teaching in the remaining lessons is satisfactory. At Key Stage 2, fifty percent of teaching is satisfactory, thirty-three percent of teaching is good and seventeen percent of teaching is very good. There is no unsatisfactory teaching in either key stage in this subject. Teachers are developing their skills in delivering the Literacy Hour and there is some good teaching in Year 1 and in Years 3 and 4. In Year 1 the teaching of the Literacy Hour is very effective and is having a positive effect on standards in reading and writing. In the classes where the teaching is good, teachers demonstrate good knowledge of the subject and use the time well. They are skilful in questioning pupils so as to help develop their ideas and make important teaching points.

107 Statutory requirements for English are met. Planning for the Literacy Hour is good and is providing a good structure for lessons. In some lessons there is a lack of pace during whole class teaching and feedback sessions. The plenary session of the Literacy Hour is not yet well enough developed to reinforce pupils' learning and to identify their misunderstandings. New assessment

procedures have been introduced since September. These include school and individual portfolios of written work and sheets to track progress. Moderation meetings have begun in school. These systems are not yet impacting on the work of the school and day to day assessment in some classes is weak. Marking is of poor quality often consisting of a simple comment. Pointers or targets are very seldom given to help pupils to improve their writing or to move to the next stage of learning.

108 Subject leadership is good, the curriculum is monitored, lessons modelled, and training provided for staff. However, the co-ordinator, who is the headteacher, is new to the post and although she provides clear direction for the subject and has a commitment to raising standards, as yet her influence has not fully influenced the teaching and learning of the subject. There is currently no policy or scheme linked to the National Literacy Strategy. There are no effective guidelines regarding the development of handwriting, extended writing, and speaking and listening.

109 Resources are improving for reading in school but there are still insufficient good quality readers at some levels and insufficient good story-books and information books. The use of information technology in the Literacy Hour is under developed.

110 Since the last inspection the school has not addressed some of the issues raised with regard to English. However, opportunities to write in a variety of styles and for a range of purposes are somewhat limited. There are insufficient opportunities to engage in expressive and creative writing. The re-drafting process is under-used. There are weaknesses in the presentation and setting out of work. Pupils with the potential for higher attainment are not given sufficient opportunities to extend and develop their writing skills.

## **Mathematics**

111 The results of the National Curriculum tests for eleven-year-olds in 1998 indicate that the attainment of the majority of pupils is above the national average. The percentage of pupils attaining higher levels is in line with the national average. However, although in comparison with similar schools in 1998 pupils' overall results are average, mathematics test results have been steadily improving over the last three years.

112 The attainment of most children on entry to Key Stage 1 is above that expected for their age. Progress throughout the key stage is satisfactory and occasionally it is good. Progress is good in the Reception and Year 1 class where Year 1 pupils are learning to use an analogue clock and are recognising quarter past and half past the hour. In the Year 1 and 2 class, pupils are learning about pattern and are encouraged to copy and continue patterns using three colours and two shapes. Older pupils learn about angles and are beginning to recognise right angles in both the environment and in a variety of two-dimensional shapes.

113 At the end of Key Stage 1 in 1998, pupils' attainment is very high in comparison with the national average. The percentage of pupils attaining the higher levels is also well above the national average. The school has consistently attained high results in mathematics at Key Stage 1 over the last three years.

114 Progress throughout Key Stage 2 is satisfactory over time but progress in some lessons particularly at the end of Key Stage 2 is unsatisfactory. In Years 3 and 4 pupils are learning to construct, read and interpret a variety of different tables, graphs and charts. They are being encouraged to use graphs to devise useful and sensible questions. In Years 5 and 6 pupils are consolidating knowledge of fractions and percentages. Some pupils are progressing well, particularly the group working with the non-teaching assistant. However, some groups of pupils have very little interaction with an adult. Consequently little new learning is taking place and pupils are working at their own pace.

115 Pupils with special educational needs make satisfactory and often good progress in both key stages. They are usually well supported by adults and work is effectively planned to meet their needs.

116 Pupils' attitudes to mathematics are satisfactory at both key stages. They are particularly attentive during the introductions to lessons, but during independent work some pupils are less well motivated. They thoroughly enjoy the whole class game sessions as in Years 3 and 4 when pupils try and decide which situations are certain to happen and which are impossible. All pupils are very willing to answer questions even if unsure of the answer. Behaviour in lessons is overall satisfactory, although there is evidence of off-task discussion in lessons at the end of Key Stage 2.

117 Teaching is satisfactory overall at both key stages although there is some good and some unsatisfactory teaching occurring. In Key Stage 1 in fifty percent of lessons teaching is satisfactory and in the remaining fifty percent of the lessons teaching is unsatisfactory. At Key Stage 2 half of the teaching is good but the remaining half is unsatisfactory. Good teaching is characterised by thorough planning which clearly specifies the knowledge, skills and understanding that are to be acquired in the lesson. The introduction to the lesson is sharply focused on the learning and teachers demonstrate good questioning and explanation skills. An example of this is in a Years 3 and 4 lesson, where the teacher clearly explains to the pupils how to use symbols to represent groups of data.

118 In the unsatisfactory lessons activities are confusing to pupils, too much time is wasted on colouring activities and high attaining pupils are insufficiently challenged. The use of time is unsatisfactory and pupils are not set time targets for completing their work. Older pupils take a long time to settle to independent activity and very little quality work is produced in the session.

119 There is a scheme of work and a policy but they are not useful or helpful documents to support positive teaching and learning. The school has not yet started to review and update these to address the requirements of the National Numeracy Framework. There is no long-term plan for the subject and therefore it is not clear when aspects of the National Curriculum programmes of study are being taught. A good system of medium and short-term planning is developing. However, in short-term planning although there are some good examples of the use of assessment, assessment is not consistently identified in all teachers' planning. Written marking is unsatisfactory. Although most work is marked, there are too few comments as to why work is good or how a pupil may improve work. The end-of-key-stage assessment data has been analysed by the headteacher but as yet the outcomes of this are not positively affecting the taught curriculum.

120 There are some records in place for mathematics but they are end of year records or published scheme records and do not clearly identify pupils' prior attainment or what they need to learn next. Over-use of the published scheme was an identified weakness in the previous inspection and teachers are still too reliant on this resource. Pupils spend too long working through pages in the textbook when it is evident that they have understood the concept and are ready for new learning. However, progress has been made in how teachers plan to use the scheme. Now learning is identified from the programmes of study and the scheme is used to resource

the learning. This is a positive move forward.

121 The named coordinator has been in post since August 1998, and consequently has had limited opportunity to influence the subject. Although she has viewed planning, she has had no opportunity to work alongside colleagues in classrooms, and there is no system of formally monitoring the teaching and learning of mathematics.

122 Statutory requirements are met in mathematics and all areas of the National Curriculum are addressed. All staff are appropriately qualified to meet the demands of the National Curriculum in mathematics but have little knowledge about the teaching of an effective Numeracy Hour or the teaching of mental mathematics. The range, quality and use of resources are satisfactory. The use of information technology, which was an issue in the previous inspection, is beginning to be addressed. In Years 3 and 4 the computer is used effectively to support data-handling work. In the Reception the 'Roamer' is used sensibly for estimation and direction work.

## Science

123 The results of 1998 National Curriculum tests for eleven year olds show that pupils' attainment is in line with national averages, although well below the average for similar schools. Attainment improved in the period following the last inspection but declined again last year. At the end of Key Stage 2 the current findings are that not all pupils achieve at a level appropriate to their abilities and too few pupils attain at the higher levels.

124 Pupils in Key Stage 1 are making satisfactory progress in their knowledge and understanding. The few pupils with special educational needs are well supported, and they too make satisfactory progress along with the rest of the class. Pupils develop keen observational skills and learn to record the results of their investigations in a variety of ways. They make predictions, such as which materials will float and which will sink, and can justify their suggestions. They engage in interesting and sensible suggestions as to why a cherry tomato might float on cooking oil but not on water. As their scientific vocabulary becomes wider they begin to use some technical vocabulary, for example they talk about the poles of two magnets 'attracting' and 'repelling'. They use simple criteria to sort plants and fruit and begin to understand the conditions that plants and animals need for life and growth. A structured, broad and balanced scheme of work contributes to this satisfactory progress, as well as the teachers' willingness to respond to their observations and many questions.

125 The results of the statutory teacher assessments for seven year olds show that pupils attainment in science is well above national averages in 1998. The school has maintained appropriate standards in Key Stage 1 since the previous inspection.

126 In Key Stage 2 progress is satisfactory for the younger pupils, but unsatisfactory in Years 5 and 6. This is true both in lessons and in pupils' work. Throughout the key stage pupils develop and formalise their investigative skills, and become clear about what constitutes a fair test. They gain experience and knowledge in all of the appropriate areas of the curriculum, studying topics such as electricity, investigating plant habitats and learning about the properties of solids and liquids. The scheme of work, however, does not focus sufficiently on work at the higher levels. There is a lack of challenge for a significant number of older pupils, and their progress is unsatisfactory.

127 By the end of Key Stage 2 pupils' attainment is in line with the national average and there is little difference in the attainment of lower and higher achievers in terms of their scientific knowledge and understanding. They observe and record accurately, applying numeracy skills to the reading of temperature and the measurement of liquid in a beaker, for example when measuring how much water is absorbed by different soil types. They use appropriate technical vocabulary when writing up their experiments in their own words. Although much work is poorly presented, there is clear evidence of knowledge and understanding in the writing of all pupils, such as in their work looking at plant life in the graveyard. There are, however, too few opportunities for independent research and little evidence of pupils being encouraged to pursue a topic further. Some skills, such as drawing circuit diagrams using conventional symbols, are introduced too late in the programme of work.

128 Pupils' attitudes in lessons are always satisfactory and often good. They want to please the teachers and are eager to contribute their own ideas and suggestions. They listen well to each other in discussions and stay focussed for significant periods. They co-operate effectively when they share apparatus and, when given the opportunity, can take different roles within a group. Some pupils in all Key Stage 2 classes complete too little work during a long lesson.

129 The quality of teaching is satisfactory overall. In Key Stage 1 fifty percent of teaching is satisfactory and fifty percent is good. In Key Stage 2, fifty percent of teaching is good but the remaining fifty percent of teaching is unsatisfactory. The best teaching is very well planned with a good range of different types of activity, such as observing, experimenting, stories and writing, which all reinforce the subject of the lesson. When pupils study magnets in Year 1 they play, talk and ask questions, undertake a structured investigation, record their results and read the story of 'Magnet Man'. Teachers apply their knowledge and understanding in explaining concepts at an appropriate and often challenging level. Literacy skills are encouraged as pupils generally write up work independently. The unsatisfactory teaching in Years 5 and 6 is characterised by low expectations and challenge by low level tasks such as asking pupils to complete an electric circuit. The teacher makes no use of the conventional notation of circuit diagrams and the worksheets are poorly produced. Even in the better lessons, teachers do not always explain to pupils what they will learn during the lesson, how much time they have for the different activities and what is expected in terms of quality and quantity of work. There is little evidence of unfinished work being followed up. Marking is unsatisfactory throughout the school with few useful comments to help pupils improve, or to help with assessment at a later date.

130 There have been some improvements in the provision for science since the last inspection, although the impact on standards is not yet secure. The broad scheme of work is established, understood and used by all the teaching staff. This still does not ensure complete coverage, challenge for higher attainers and more independent learning and problem solving for all pupils. New assessment systems for science are only just in place and day to day assessment does not yet inform teaching and learning. Reports to parents are very brief and do not sufficiently explain what each pupil has learned or what they should aim for during the next year. Although resources are limited, good links have been made with the local college and secondary schools, and the school is often able to borrow useful equipment and materials. There is very good use of the local environment. Interesting and well-focussed visits make a major contribution to the programme. There is a co-ordinator for science, but there is no formal monitoring of teaching and learning in the subject. Information technology is used to a limited extent, such as when pupils use a branching database to identify plants. However, it is not sufficiently integrated into the regular teaching routines in science, for example to support pupils in recording experiments.

## Information Technology

131 Attainment in information and communications technology (ICT) is in line with that expected for pupils' age across the school. This is an improvement on the last inspection when many pupils were not achieving this standard. However, a significant number of pupils, especially in Key Stage 2, are still not achieving standards of which they are capable. The improvement of provision is very recent and is only just beginning to have an impact on standards of teaching and learning.

132 By the time they enter Key Stage 1 some pupils have gained computer skills at home and have experienced a good programme of work in the Reception class. Consequently their attainment is above that expected for their age. Progress through Key Stage 1 is improving and in lessons it is good. Pupils are learning to manage the computer environment independently to produce their own pictures and writing. They are learning to use a programmable floor turtle and are developing concepts of cause and effect.

133 By the time they are seven, most pupils have appropriate mouse skills and can type using upper and lower case letters and appropriate punctuation. They can use editing keys and are beginning to know correct terminology such as 'cursor' and 'monitor'. They use a children's word processing package which has its own bank of pictures, and know how to insert these using the pull-down menu. They understand how to make a floor turtle move and correctly press a simple sequence of keys.

134 Progress through Key Stage 2 is unsatisfactory as pupils do not reach the standards of which they are capable although they are about in line with that expected for their age. They do not spend sufficient time using computers and the available equipment. This is especially noticeable at the upper end of the school where individual pupils work on tasks that would be better undertaken by small groups. Pupils make progress in information handling and formatting their word processing work. They also undertake control technology work in a short series of lessons at the local secondary school, and learn to use a range of communications technology such as phones, video and tape recorders.

135 By the time that they are eleven they appreciate that the computer only gives sensible answers if the data is correct in the first place. They use databases and identification keys in science and enjoy finding information on CD ROMs. They format their work, paying attention to colour, the appearance of text and where it is placed on the page. The volume of work, however, is low.

136 Pupils' attitudes to work in ICT are at least satisfactory and often good. In the best lessons they are very well behaved, and prepared to wait quietly during demonstrations. They listen to other pupils' answers to questions and build on these effectively. They watch carefully so that they know what to do next time. Occasionally, older pupils are rather noisy and talk about other things particularly when the work is not sufficiently challenging.

137 Teaching is always satisfactory and often good. In all lessons at Key Stage 1 teaching is good. At Key Stage 2 teaching in half of the lessons is satisfactory and in the remaining half teaching is good. Teachers plan effectively with links to work that pupils have covered previously. When teaching the whole class demonstrations are clear and instructions straightforward. Sometimes, however, pupils' independent work is not sufficiently well monitored and the work is not set at an appropriate level. This is worst when the computer is out of sight of the teacher. Although teachers' skills are sufficient to deliver satisfactory lessons, they do not all have sufficient understanding of the aims of teaching pupils to use particular sorts of software. There is a recent whole-school assessment system of pupils' work in ICT, but this is not yet used on a day-to-day basis to inform teaching.

138 There has been a great improvement in the number of newer computers and staff skills are developing well. The school still needs more software, and money has been earmarked for this. The school is benefiting from becoming part of the National Grid for Learning. Useful links have been made with local secondary schools and the advisory service. The curriculum is broad and balanced and meets statutory requirements, but many pupils do not have sufficient 'hands-on' time. There is a satisfactory scheme of work in place. Homework, since many families have their own computers, has not been sufficiently used to set challenges out of school, and computers are not sufficiently used by pupils out of class time. The school has still to develop ways to include ICT in its literacy strategy, and no use is made of ICT to support pupils with writing and spelling difficulties, either in their individual education programmes, or in recording their work. Some teachers are using computers to support pupils developing numeracy concepts, such as in creating bar charts, but ICT has not yet permeated the scheme of work. The co-ordinator has worked hard to develop the subject, but still has no formal role in direct monitoring of teaching and learning a weakness, identified in the previous inspection.

## **OTHER SUBJECTS OR COURSES**

### **Art**

139 During the inspection it was possible to observe only two lessons of art. Other evidence is drawn from pictures and drawings around the school and from photographs and sketch-books.

140 In lower Key Stage 1 pupils are able to select materials to make collage pictures, experiment with paint and create their own pictures by cutting and sticking card and paper to express their ideas. They make satisfactory progress with their development of skills and produce work of an appropriate level for their age. Most pupils use scissors, glue sticks and paint brushes with confidence. Teaching is satisfactory. The activities planned are appropriate and materials are well prepared. Clear instructions are given to pupils to encourage them to develop their own ideas. Groups of pupils are provided with effective support which enables them to complete their tasks.

141 In Key Stage 2 Years 3 and 4 pupils are making satisfactory progress in art. They can

record observations using pencil and paint. They mix colours to match skin tone and choose other colours carefully to match colour of hair and eyes. Appropriate brushes are chosen for painting tasks and many pupils are able to draw a successful portrait of a friend. Teaching in the lesson seen is good. The teacher has good knowledge of the subject, which is evident in the way she teaches the children how to approach drawing a head and mixing colours to match skin tone. Through careful questioning, pupils are helped to improve their skills and also the accuracy and appearance of their work.

142 Pupils have good attitudes to learning in art. They take part enthusiastically maintaining appropriate concentration for their age. They enjoy drawing and painting and co-operate well together when working with a partner. They show good independence in choosing tools, selecting appropriate paint and in organising their equipment.

143 Art work around the school is of a pleasing standard and indicates that by the end of Key Stage 2 pupils have developed good skills in observational drawing. This is apparent from pencil drawings of buildings in the local area. Some good work has been produced based on the work of other artists for example, in Years 3 and 4 with work based on Hokusai and in Years 5 and 6 based on Lowry and Monet. Work is well displayed on the stairs and in the library area. The paintings based on Monet show good use of colour.

144 Work seen in sketch-books is developing appropriately but lack of detailed marking restricts opportunities for developing skills. Sketch-books are not sufficiently well-used to practice techniques and develop skills in using a range of pencils without always producing a completed picture. There is only a limited range of resources in school.

145 The headteacher is temporarily acting as co-ordinator. Since the last inspection the school has developed a detailed scheme which covers all areas of the National Curriculum but this has not yet been revised to fit in with the changing balance of the curriculum. Monitoring of the art curriculum, a weakness identified in the last inspection, is still not in place. Some use is made of information technology in creating pictures using paint programmes in the art lesson seen in Year 1.

## **Design & Technology**

146 Due to the timing of the inspection it was not possible to see any design and technology lessons as no work had been planned for this half term. However, a limited number of models which pupils had made previously, and a good selection of photographs were seen and discussed with pupils. There are no judgements on the quality of teaching or the pupils' attitudes in lessons.

147 Attainment by the age of seven is in line with that expected for pupils' ages. They use conventional classroom tools and materials, such as scissors, rulers and templates, glue and sticky tape. They work within a design brief, but confidently add their own ideas, for example, when the youngest

pupils make stick puppets of different characters. They make interesting models with construction kits and reclaimed materials.

148 By the age of eleven pupils have experienced a broad programme of design and technology and again attain standards in line with that expected for their age. They make products from wood, card and textiles, showing a range of fixing and finishing techniques. Their models from construction kits show that they understand simple gearing systems and axles. They undertake some basic food technology and widen their experience of the tastes of fruit from other countries. They apply their knowledge from other subjects, such as science, in their very well finished models of rooms, complete with lighting. This represents satisfactory progress across the school in both designing and making skills. Pupils with special educational needs make satisfactory progress

149 Despite the severe limitations imposed by the accommodation, the school has made significant improvements to the provision in design and technology and standards of attainment have been raised since the last inspection. There has been a good response to in-service training opportunities by the teachers. Their enthusiasm and good subject knowledge has resulted in a broad scheme of work which addresses the requirements of the National Curriculum, and improved resources. Good local business connections are used to provide materials, such as textiles, and useful visits, such as that to a local mill where towels are made. The scheme of work however, is now too bulky for the reviewed time allocation. The co-ordinator has been effective in the development of provision but her role does not yet include the monitoring of teaching and learning. Assessment is not used consistently to inform teachers of what pupils need to learn next.

## **History and Geography**

150 During the inspection one history lesson was observed at Key Stage 1 and one geography lesson was observed at Key Stage 2. Judgements for both subjects are based on scrutiny of pupils' work and display, discussions with teachers and pupils and the school policy and planning outline.

151 The previous inspection report indicated that the use of information technology was underdeveloped in both history and geography. There has been only limited improvement since the previous inspection. Although the school does now have the necessary hardware, it does not have the range of software necessary to improve attainment. Another identified weakness was that history was not being used to develop in-depth and extended writing. This is still an identified weakness. There is very little evidence of extended pieces of writing in either subject.

152 Attainment in history at Key Stage 1 is in line with that expected for pupils' ages. In Years 1 and 2 pupils are able to talk confidently about the Great Fire of London. They know why the fire spread so easily and give reasons why it would not happen today. In the Years 5 and 6 geography lesson, pupils' attainment is again in line with that expected for their ages. They are able to devise questions to find out about employment in the local area. They are able to decide on the sequence of questions and also the type of question, which would be both appropriate and inappropriate to ask. Progress in both subjects is satisfactory. In Key Stage 1 pupils are learning to compare the past and present and can make distinctions between aspects of their own times and past times. In Key Stage 2 pupils readily grasp the opportunity to develop their skills of geographical enquiry. The progress of pupils with special needs is also satisfactory. They are effectively

supported and work is well matched to their needs.

153 In the two lessons seen, pupils display satisfactory attitudes to history and geography. They discuss their work and answer questions willingly during introductory sessions. In Years 1 and 2 pupils are very interested in the history lesson and talk enthusiastically about the effects of the fire. In Years 5 and 6 pupils work together effectively when devising questions for the questionnaire.

154 Teaching in history at Key Stage 1 is good and in geography at Key Stage 2 teaching is satisfactory. The good lesson is characterised by good subject knowledge, careful planning and well thought out questions. The satisfactory lesson is again thoroughly planned but the activity lacks challenge, particularly for pupils with the potential for higher attainment. Some of the recorded work at Key Stage 2 is limited and pupils are not sufficiently encouraged to use grammar, spelling and punctuation skills correctly, or to apply the same degree of effort to these subjects as to the core subjects of the curriculum.

155 Throughout the school there is very little work in evidence for either subject. There is no evidence of literacy and very little evidence of numeracy influencing teaching and learning. The development of independent research skills is also limited. The policies and schemes of work for both subjects do not take account of current changes in the curriculum. There is no record kept of the development of knowledge, skills and understanding of pupils and although brief assessment work is carried out upon completion of history and geography topics, it is not consistent across the school. There is little indication that assessment of pupils' learning informs what they will do next. The expectations of teachers rely mainly on the work produced. Marking of pupils' work is unsatisfactory, Pupils are rarely told why work is good and there is very little evidence of pupils being informed of how to improve the quality of their work.

156 A new co-ordinator for both subjects has, as yet, not been able to monitor teaching and learning in either subject. However, she is keen to begin to monitor and evaluate progress. There is a reasonable supply of resources for both history and geography but some need updating and a wider range of artefacts would be beneficial.

## **Music**

157 During the inspection, it was possible to observe only one music lesson, in Key Stage 2, and to hear all pupils singing in assembly.

158 From the lesson seen pupils are making satisfactory progress in their understanding of rhythm and the structure of songs. They can express ideas and opinions about the music and understand the difference between a verse and a refrain. Lower attaining pupils also make satisfactory progress and most pupils are achieving appropriately for their age.

159 Teaching in the lesson seen is good. The teacher demonstrates good expertise in the development of steady beat and rhythm games. The lesson is well managed, moves at a good pace and skilful questioning helps pupils to effectively develop their ideas. Pupils show good attitudes to music.

They take part in rhythm games enthusiastically and concentrate well on clapping rhythms. They are able to listen and respond to the contributions of others and give thoughtful answers.

160 Singing throughout the school is tuneful but on occasions in assembly it is rather quiet and restrained. Pupils can sing a simple song in parts and concentrate well so as to maintain an effective performance. When encouraged by the teacher singing and actions are enthusiastic and the children show great enjoyment.

161 The headteacher is the temporary co-ordinator for music. There is a scheme of work in Key Stage 2 based on a published scheme, but there is no scheme of work to support teaching and learning at Key Stage 1. The policy and scheme do not effectively provide for continuous learning throughout the school and do not reflect the changing balance of the curriculum. There is currently no monitoring of teaching. As well as taking part in music lessons, pupils perform at concerts and there are opportunities for extra-curricular music, with pupils taking part in instrumental music lessons for trumpet, guitar and violin. The school has been successful in a bid whereby a teacher visits the school to teach music as a lead up to a local music and arts festival.

162 There is an appropriate range of recorded music in school for use in assembly and music lessons, but insufficient recordings of music from non-European cultures. Resources for performing music are unsatisfactory. There are no large tuned percussion instruments available. Untuned percussion is limited and many instruments are old and in poor condition. The range of instruments is unsatisfactory.

## **Physical Education**

163 During the inspection it was possible to observe only three lessons of physical education, all of which were taught in the very small hall.

164 In Key Stage 1, pupils are making satisfactory progress in physical education and are achieving levels of attainment appropriate for their age. At Year 1 most children are developing their skills in hopping and jumping. They are thoughtful in their exploration and find interesting ways to move. By the end of Key Stage 1 pupils are able to work independently on the floor, in a team and on the apparatus. The majority of pupils can turn clockwise and anti-clockwise with higher attaining pupils making half and quarter turns. They are able to plan and perform simple skills safely and show increasing control over their movements. There is some good progress in movement at the end of Key Stage 1 when pupils are encouraged to think imaginatively and express their ideas on the floor and on the apparatus.

165 Teaching in physical education at Key Stage 1 is good. Lessons are well planned with clear learning objectives taking account of the pupils' level of skill and development. Good organisation is evident, as in Year 1 in warm up activities and organisation of equipment. Time and resources are used well with an appropriate amount of time allocated for each activity.

166 Pupils are enthusiastic and have good attitudes towards physical education and to their

teachers throughout the lessons. They competently and efficiently set out apparatus in the small hall and show good patience and concentration.

167 At Key Stage 2 it was possible to see only one lesson in physical education. The lesson involved half the class due to the extremely small size of the hall. Progress is good in the lesson and pupils show good gymnastic skills for their age. They respond imaginatively to tasks set by the teacher. They can practise, improve and refine their movements, making good evaluative comments about the performance of others and show progress in putting their movements into imaginative sequences. Pupils with special educational needs also make good progress.

168 Pupils' attitudes to learning are very good. They sustain concentration well and listen carefully to the teacher and to the ideas of others. They enjoy their physical education sessions and confidently demonstrate their ideas to others.

169 Teaching is good in the lesson seen. Good knowledge of the subject is evident and useful comments and coaching points are made to enhance pupils' performance. Pupils are well motivated by the teaching and are provided with appropriate challenge to explore their movements. Management of the lesson is good with safe practices always being observed in the small space available.

170 The hall space available restricts the opportunities for physical education, so that only half a class of Key Stage 2 pupils are able to use the hall during a lesson. Gymnastic activities are, even then, restricted by the space and the type of apparatus it is possible to fit into the area. Key Stage 2 pupils make use of the facilities at a local college for games. Swimming is appropriately catered for at the local baths. Pupils have the opportunity to undertake outdoor and adventurous activities at a residential centre, and on a Year 6 'leavers day'. Activities such as orienteering, caving, potholing, climbing, canoeing and problem solving are available from time to time in the year.

171 The pupils take part in a range of extra-curricular activities organised by staff and parents, including rounders, netball, and football. Teams take part in competitive games with other schools in these sports.

172 The co-ordinator began her role in August and, as yet, has had no opportunity to monitor teaching or influence the curriculum for physical education. There is a detailed scheme of work which covers all the requirements of the National Curriculum, but it does not as yet take account of the changing balance of the curriculum, and is therefore unmanageable. There has been little staff training for physical education in recent years. The co-ordinator however, is to attend a course on policy writing for physical education and intends to review the policy and scheme.

173 Equipment and resources for physical education are currently unsatisfactory. There is a limited range of balls and equipment. Some older equipment is in need of replacement. When the proposed new school is open much more large gymnastic equipment will be required.

174 Some of the weaknesses identified in the previous inspection have been addressed. The school has developed its scheme of work but resources for the subject are still insufficient and assessment is still not yet well developed.



## SUMMARY OF INSPECTION EVIDENCE

175 The inspection was carried out by 4 inspectors, one of whom was a lay inspector. During the inspection week, they spent a total of 14 days in the school. The following information shows the amount of time spent observing in classrooms in each key stage: Under fives 7 hours 35 minutes; Key Stage 1 11 hours 50 minutes; and Key Stage 2 11 hours 45 minutes. Another 17 hours 10 minutes was spent scrutinising pupils' work, listening to readers and talking to pupils.

176 40 lessons, or parts of lessons were inspected with a priority given to literacy and numeracy. During the inspection, it was possible only to visit a limited number of lessons in art, history, geography and music. It was not possible to visit any lessons in design and technology. Where only a limited of direct observations were possible, judgements are firmly based on discussions with pupils, scrutiny of their work and teachers' planning and records.

177 A representative sample of pupils' work from all classes was formally inspected to ascertain their levels of attainment and progress. Further examples from all years were scrutinised and discussed with pupils as part of lesson observations. A number of pupils were heard to read in each year and extended discussion about reading habits took place with a group of pupils. Many assemblies were attended. Registration periods, break times and lunch time arrangements were observed and attendance registers inspected.

178 A large amount of documentation was inspected and used to help prepare inspectors. These included the school development plan, policies and schemes of work. The previous inspection report, its summary and the action plan produced by the governors were also used to form part of the inspection process.

179 All teachers' planning files and samples of pupils' progress and records files as well as annual reports were scrutinised. Interviews were conducted with the headteacher, all teachers with management responsibility, the school administrator, support staff and several members of the governing body. Matters discussed included their roles and responsibilities in the school, and the contribution they made to pupils attainment and progress. In addition a discussion took place to ascertain the suitability of arrangements for preparing pupils for the next stage of their education.

180 Responses made by parents to the questionnaires and issues raised at the parents' meeting were received, analysed, considered, and checked out in school. Further discussions took place with parents as they brought their children to school, or were helping in the school during the inspection.

DATA AND INDICATORS

**Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR ð Y6	114	1	17	8
Nur sery Unit /Sch ool				

**Teachers and classes**

**Qualified teachers (YR ð Y6)**

Total number of qualified teachers (full-time equivalent):

4.82

Number of pupils per qualified teacher:

23.65

**Education support staff (YR ð Y6)**

Total number of education support staff:

4

Total aggregate hours worked each week:

47

[Where applicable]

**Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):

Number of pupils per qualified teacher:

[Where applicable]

**Education support staff (Nursery school, classes or unit)**

Total number of education support staff:

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Total aggregate hours worked each week:

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Average class size:

28
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Financial data

Financial year:

1998
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	£
Total Income	181819.00
Total Expenditure	178017.00
Expenditure per pupil	1561.55
Balance brought forward from previous year	17604.00
Balance carried forward to next year	21406.00

PARENTAL SURVEY

Number of questionnaires sent out:	90
Number of questionnaires returned:	63

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	39.7	50.8	6.3	3.2	
I would find it easy to approach the school with questions or problems to do with my child(ren)	37.1	59.7	1.6	1.6	
The school handles complaints from parents well	12.1	67.2	15.5	5.2	
The school gives me a clear understanding of what is taught	19.4	66.1	9.7	4.8	
The school keeps me well informed about my child(ren)'s progress	22.2	66.7	4.8	6.3	
The school enables my child(ren) to achieve a good standard of work	28.6	66.7	4.8		
The school encourages children to get involved in more than just their daily lessons	19.4	58.1	14.5	6.5	1.6
I am satisfied with the work that my child(ren) is/are expected to do at home	25.4	57.1	6.3	11.1	
The school's values and attitudes have a positive effect on my child(ren)	42.9	49.2	6.3	1.6	
The school achieves high standards of good behaviour	28.6	61.9	9.5		
My child(ren) like(s) school	39.7	49.2	6.3	4.8	