

..INS1:

NAME OF SCHOOL: ST THOMAS' CE
TYPE OF SCHOOL: INFANTS AND JUNIOR SCHOOL
DFE SCHOOL NUMBER: 923/3323
DATE OF INSPECTION: 05.09.94 - 08.09.94
REGISTERED INSPECTOR: STEPHEN W HARRISON
REGISTRATION NUMBER:
DATE SENT TO HMCI:

CONTENTS

- 1: Introduction
 - 1.1 Basic information about the school
 - 1.2 Intake of pupils and the area served by the school
 - 1.3 School data and indicators
 - 1.4 Record of the evidence base of the inspection
- 2: Main Findings and Key Issues for Action
 - 2.1 Main findings
 - 2.2 Key issues for action
- 3: Standards and Quality
 - 3.1 Standards of achievement
 - 3.2 Quality of learning
- 4: Efficiency of the School
- 5: Pupils' Personal Development and Behaviour
 - 5.1 Pupils' spiritual, moral, social and cultural development
 - 5.2 Behaviour and discipline
 - 5.3 Attendance
- 6: Subjects of the Curriculum and Other Curricular Provision: Subject Evidence Form
- 7: Factors Contributing to the Findings
 - 7.1 Quality of teaching
 - 7.2 Assessment, recording and reporting
 - 7.3 The Curriculum
 - i) quality and range
 - ii) equality of opportunity
 - 7.4 Provision for pupils with special educational needs
 - 7.5 Management and administration
 - 7.6 Resources and their management
 - i) teaching and support staff
 - ii) resources for learning
 - iii) accommodation
 - 7.7 Pupils' welfare and guidance
 - 7.8 Links with parents, agencies and other institutions

Summary of judgement focusing statements

 - i) Whole School
 - ii) Subjects and aspects

The following statement should introduce each inspection report

1. INTRODUCTION

This inspection was carried out under Section 9 of the Education (School) Act 1992 to report on the quality of education provided by the school, the educational standards achieved in the school, whether the financial resources made available to the school are managed efficiently, and the spiritual, moral, social and cultural development of pupils at the school. The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

References: Headteacher's Form

1.1 BASIC INFORMATION ABOUT THE SCHOOL

Name of School	:	ST THOMAS' CE
Type	:	INFANTS AND JUNIOR SCHOOL
Status	:	VOLUNTARY AIDED
Age Range of Pupils	:	4 - 11
Name of Headteacher	:	MR BRIAN BERESFORD
School Address, Post Code and Telephone No.	:	CHURCH STREET BARROWFORD NELSON LANCASHIRE BB9 6EB 0282 614462
Name of Appropriate Authority (Governing Body, LEA or Proprietor)	:	GOVERNING BODY
Address (if Different from Above)	:	
Local Authority Area in which the school is located	:	LANCASHIRE
DFE School No.	:	923/3323
Name of Registered Inspector:	:	MR STEPHEN W HARRISON
Date of Inspection	:	05.09.94 - 08.09.94

1.2 INTAKE OF PUPILS AND THE AREA SERVED BY THE SCHOOL

2. The school serves an immediate area of mostly private housing although pupils travel from a wide distance to the school. Most pupils come from home which are relatively economically advantaged. The proportion of pupils eligible for free school meals is well below local and national averages. There are very few pupils from ethnic minority backgrounds. Assessment information indicates that the school has a large number of children of above average ability and relatively few of below average ability.

1.3 SCHOOL DATA AND INDICATORS

[Refer to the Headteacher's Form and, for LEA area and national data, to the PICS I report]

PUPILS

Number of Pupils in Each Year Group

	Boys	Girls	Total
Nursery			
Full Time			
Part Time			
Reception	9	7	16
Year 1	9	7	16
Year 2	10	10	20
Year 3	7	8	15
Year 4	10	6	16
Year 5	8	9	17
Year 6	10	5	15
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			
Year 13			
School Total, excluding Nursery.	63	52	115

Special Education Needs.	:2
No. of pupils having statements of special needs.	
Free School Meals	:9.5%
% of pupils eligible for free meals	
Teachers and Classes.	:5.31
Full time equivalent Teachers	
Pupil:Teacher ratio	:21.6:1
Teacher:class ratio(primary)	:1.33:1
Percentage Class Contact (Secondary and Special Schools)	:
Average Class Size(primary)	:28.7
Average Teaching Group Size (Secondary and Special Schools)	:
The Number of Special Support Assistants (Special Schools)	:

Teaching time per week

	Hours	Minutes
Nursery		
Reception	22	5
Key Stage 1	22	5
Key Stage 2	23	20
Key Stage 3		
Key Stage 4		
Sixth Form		

KEY STAGE 4

PUBLIC EXAMINATION RESULTS: GCSE

GCSE Examination Results	School Results 199			School Results 199	
	Boys	Girls	All	Boys	Girls
No. of pupils in year ¹					
Percentage of pupils... Entered for 5+ GCSEs					
Achieving 5+ grades A-C					
Achieving 5+ grades A-G					
Entered for 1+ GCSEs					
Achieving 1+ grades A-C					
Achieving 1+ grades A-G					
Entered for all three subjects EN, MA and SC					
Achieving grades A-C					
Achieving grades A-G in all of EN, MA and SC					

GCSE Examination Results	LEA Area ² 199			England ² 199	
	Boys	Girls	All	Boys	Girls
Percentage of pupils... Entered for 5+ GCSEs					
Achieving 5+ grades A-C					
Achieving 5+ grades A-G					
Entered for 1+ GCSEs					
Achieving 1+ grades A-C					
Achieving 1+ grades A-G					

Note 1: Number of pupils in Year 11 in January in each of the examination years.

Note 2: These national statistics apply to all maintained schools in the LEA area and in England.

Other Qualifications Taken by Year 11 Students

Type of Award	Awarding Body	Level	Vocational Area	Entries	Results

Sixth Form Examination Results.

A and AS Level Examination Results	School Results 199			School Results 199		
	Boys	Girls	All	Boys	Girls	All
Number of students aged 17 entered for one or more A/AS exams						
Percentage of candidates gaining: 0-4 points						
5-9						
10-14						
15-19						
20-24						
25-29						
30+						
Average score per candid						

A and AS Level Examination Results	LEA Area² 199	England² 199		
	All Pupils	Boys	Girls	All
Percentage of candidates gaining: 0-4 points				
5-9				
10-14				
15-19				
20-24				
25-29				
30+				
Average score per candidate				

Note 1: Numbers of A/AS candidates aged 17 at the end of December and on roll in January of the examination year.

Note 2: These statistics apply to all maintained schools in the LEA and England respectively.

Scoring is 10, 8, 6, 4 and 2 for A level grades A to E and 5, 4, 3, 2 and 1 for AS grades A to E respectively.

Other qualifications taken by sixth form students

Type of Award	Awarding Body	Level	Vocational Area	Entries	Results

Pupils' routes on leaving the school (secondary stage only)
 Percentage of year group:

	School/Further Education	Employment	Youth Training	Other
End of Year 11				
End of Year 12				
	Further Education	Higher Education	Employment	Other
End of 6th Form				

Financial Information

INCOME (£)	Last Full Financial Year 199 /	Current Financial Year 199
Balance in Brought Forward	26,997	23,000
Recurrent income; eg School budget Share, Annual Maintenance Grant (AMG), Fees	153,473	153,310
Grants for School Meals or meals AMG (Where Applicable)	6,788	3,836
Specific Grants, Earmarked Allocations or Special Purpose Grants (Excluding Capital Grants)		
Other Income Managed by the School; Lettings, Sales, Donations, Funds Raised.	1,465	2,465
TOTAL	188,723	182,611

EXPENDITURE (£)	Last Full Financial Year	Budget for Current Year
Teaching Staff	127,955	129,366
Other Staff	20,607	21,451
Educational Resources	5,698	5,000
Premises Costs	4,431	5,875
Other Costs	2,850	1,105
TOTAL	165,483	166,633

Total expenditure per pupil:	1490.83	
	1448.98	
Expenditure per pupil on educational resources:	51.33	43.48
Note		
Curriculum and staff development	3,942	3,836

1.4 EVIDENCE BASE

4. A total of 52 lessons or parts of lessons was inspected. In addition, discussions were held with pupils about their work; approximately one quarter of the children were heard read. Individual and group work was also inspected. A sample of the pupils' written and other work was examined for all year groups. All teachers' records and planning documents were analysed as were all the school's policies, schemes of work and other documentation. A meeting of parents was held which was attended by 29 parents and almost 70 families returned a questionnaire dealing with the work of the school. Four members of the governing body, all members of the teaching staff and a number of support staff were interviewed. Visits were made to local companies and schools with which the school is connected. Pupils were observed before and after school, at break and at lunchtime as well as in classrooms. A sample of registers and reports to parents was examined.

2.MAIN FINDINGS AND KEY ISSUES FOR ACTION

2.1 MAIN FINDINGS

5. In terms of standards almost all pupils achieve at least the national expectation and almost half achieve beyond it. The above average performance is more marked at Key Stage 1 than at Key Stage 2. Almost all pupils are achieving appropriate levels for their abilities. Pupils settle not school extremely well. Such a start has a positive effect on their early achievement. Most pupils are confident and express themselves well. Speaking and listening by pupils is of a high standard throughout the school. There is some underachievement at Key Stage 2. This is mainly in the achievement of the most able. In particular the range and depth of writing for this group, while currently sound, has the potential to be of a higher standard. In technology most pupils are achieving in relation to their abilities.

6. The school provides a broad balanced curriculum covering the National Curriculum and RE and reflecting the aims of the school. The quality of learning and the quality of teaching are invariably sound and often good at Key Stage 2 they are sound. The school is careful to ensure that the different age groups in mixed age classes are catered for. This is a strength of the school. The curriculum is currently under review. Some positive developments have taken place. The school needs to address further the role of curriculum leadership, whole school planning and the cross curricular contribution of IT. Assessment, Recording and Reporting in the school has many good features. Consistency of monitoring and recording so as to aid future teaching and learning is under used. The more able pupils need to be provided with a greater degree of challenge if they are to achieve their full potential.

7. Overall and in terms of the standards achieved and the quality of learning the school provides reasonable value for money. The general management and administration of the school are effective and efficient. The accommodation is very well used. The governing body demonstrates clear commitment to the school. School Development Planning needs to evolve into a process in which the governors play a more strategic role. Consideration of the range of options and outcomes facing the school needs to be deeper and more analytical. A more systematic monitoring of expenditure combined with clear criteria for judging outcomes will further develop the overall efficient operation of the school.

8. The spiritual, moral, social and cultural development of pupils is a real strength of the school. The development of a sense of responsibility has a positive effect on behaviour and self-discipline. These in turn contribute to the standards achieved and the quality of learning. Adults and pupils feel valued. Reception pupils settle very quickly in an environment where older boys and girls care for younger children. The school has strong links with other schools and with the wider community. Attendance is excellent. The school can broaden the horizons of pupils further by increased study and contact with a wider range of localities and people, including the multi-cultural society in this part of Lancashire.

2.2 KEY ISSUES FOR ACTION

9. The headteacher and staff should:-

- . Improve the performance of the more able throughout the school and particularly at Key Stage 2. More challenging work across the curriculum allied with an expectation of deeper and richer personal writing is required.
- . Raise the quality of teaching and learning is technology by ensuring plans for its development are acted upon as a priority.
- . Develop the role of the curriculum co-ordinators so that they are better able to monitor and evaluate progress in their subjects. They should then work as a team to ensure curriculum displays greater consistency, continuity and progression.
- . Use assessment to inform planning for teaching and learning. Records will need to be completed consistently and acted upon by all staff.

The governors and senior management should:-

- . Increase governor involvement in the medium and longer term planning for the school. Plans should be accompanied by criteria which will be used to judge future success.

- . Comply with the requirements of circular 11/91 by publishing records of attendance appropriately.

3.0 STANDARDS AND QUALITY

3.1 STANDARDS OF ACHIEVEMENT

10. Overall standards in the school are good. Pupils' standards of achievement, judged against national expectations, are average or better in more than 9 out of 10 lessons. At Key Stage 1 standards are above the national expectation in 6 out of 10 lessons and at Key Stage 2 in approximately 4 out of 10 lessons.

11. Standards of achievement are better than satisfactory when pupils' abilities are taken into account. In 9 out of 10 lessons seen standards were at least appropriate for the ability levels. Approximately one lesson in three at Key Stage 1 indicated achievement above ability level but this was reduced to a little more than one in ten at Key Stage 2.

12. Standards achieved in English, mathematics, science, history, geography, art, music and physical education are at or above the national expectation and at or beyond a level appropriate for pupil abilities. Standards in design technology and information technology are below the national expectation and below levels appropriate to pupils' abilities.

13. Standards in reading are good at both key stages. Pupils are confident and approach reading positively. At Key Stage 2 pupils do not sufficiently develop higher reading skills.

14. Standards in writing are sound but could be higher. In particular, well-developed, extensive writing in depth across the curriculum is insufficient, particularly at Key Stage 2.

15. Standards in speaking and listening are high. This is a real strength of the school. Pupils are able to speak with confidence, develop lines of argument and reasoning. They listen attentively and are tolerant of others.

16. Standards of numeracy are sound but are demonstrated principally through work in Mathematics lessons. The application of number work to other aspects of the curriculum is under-developed.

17. Standards in information technology are unsatisfactory. There is little evidence of computers being used systematically to develop and enhance pupil learning across the broad curriculum. Keyboard skills are secure but the application of information technology is very limited. Word processing is under-developed.

3.2 QUALITY OF LEARNING

18.The quality of pupils' learning is sound overall. In Key Stage 1 the quality of pupils' learning ranges from sound to good with no major shortcomings. In Key Stage 2 the quality of learning is across a wider range but learning overall is sound or better. A small percentage of pupils' learning at Key Stage 2 includes some shortcomings. Across the school in over 9 out of 10 lessons seen pupils' learning is sound or better.

19.In Key Stage 1 the pupils' learning experiences contribute to the development of key cross curricular skills. The majority of pupils enter school eager to learn and well supported from home. This is capitalised upon and the majority of pupils soon develop the basic skills of speaking, listening, reading, writing and number. Learning also includes a limited amount of Information Technology. Opportunities for learning are varied and combine practical activities with more formal consolidation and practice. Pupils develop skills and understanding through direct involvement in their own learning. These skills are developed across the range of subjects and experiences planned for the pupils. Most pupils can work independently and with others. They approach tasks with confidence.

20.In Key Stage 2 the quality of the learning experience is more variable across all subjects. Unsatisfactory learning occurs largely in practical lessons. Observation of these lessons identifies some of the factors as:- unchallenging activities, poor match to pupil ability, no extension of learning, loss of concentration and inattention by the pupils. pupils are less able to take responsibility for their learning and are more likely to be less motivated. They become more tolerant of unchallenging activities and seem to develop a more passive approach.

21.The school should seek to improve the consistency of learning from Key Stage 1 to Key Stage 2. A more consistent approach to planning across the school linked to assessment and pupils needs and a higher profile for subject co-ordinators to enable them to influence the work of other teachers should help in raising the overall quality of learning.

4. THE EFFICIENCY OF THE SCHOOL

22.Changes in the funding of schools and in the degree of responsibility now carried out at local level have been features affecting all schools in recent times. The school has established appropriate systems for financial monitoring and control. The finance committee of the governing body now receives monthly reports of expenditure under appropriate budget headings. These developments are relatively recent and they represent a step along the way to more effective planning. The recommendations of the last auditor's report have been acted upon appropriately.

23.The governing body now needs to develop a practice of forward planning which costs a range of options for possible development. A view can then be taken about the advantages and disadvantages of potential courses of action.

24.The school is currently using financial reserves to fund present developments. Such a strategy cannot continue indefinitely and future plans will need to reflect the school's financial position. The governors are now aware of this and have committed considerable resources to the staffing of the school during the current period of curriculum development and innovation. Longer term financial planning has not yet developed because of such immediate considerations.

25.The School Development Plan contains appropriate priorities for development. The planned rate of development however and the support systems to ensure plans are translated into good practice are less secure and need the establishment of clearer roles and responsibilities along with criteria which will be used to evaluate success.

26.Change is often most effects when carefully planned and supported by training and appropriate resources. The deployment of personnel to achieve change is also a crucial factor and one which is insufficiently considered in the School Development Process.

27.There are few strategies employed to evaluate the cost effectiveness of current practices. The headteacher, staff and governors all have roles to play in such a process.

28.The school does seek to obtain supplies at the best price. Staff and pupils are not wasteful with resources which are treated with care and respect. Space within the school is used to good effect. Learning resources are appropriately deployed to provide maximum benefit.

29.Considerable money has been invested in computers but these are under used.

30.Overall the school provides reasonable for money.

5. PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

5.1 PUPILS' SPIRITUAL, MORAL ASOCIAL AND CULTURAL DEVELOPMENT

31.The school regards the spiritual, moral, social and cultural development of its pupils as an important area of development. Time has been devoted to the development of a policy and wide consultation has taken place. The spiritual, moral, social and cultural dimensions are planned into assemblies and RE but within the broader curriculum they usually develop fro the nature of the topic or from the pupils' responses. Pupils have gained valuable spiritual experience particularly within science and music. The evaluation and monitoring of these dimensions is minimal and requires attention. Progress of pupils in these areas is recorded within pupil profiles.

32.The development of pupils' moral awareness and the development of a code of conduct has been a high priority for the school and this has had a very positive effect on behaviour around the school. Pupils are sensitive to the need for fair play and justice. A consistent approach is shown by adults in the school in their dealings with pupils.

33.Pupils in both key stages display high levels of social skills. They interact well with their peers and adults. They take responsibility and show initiative in caring for the school environment and are involved in the organisation of their classrooms and specialist resource areas. They are caring and considerate towards others. Older pupils take responsibility for younger ones. Visits are used to enhance the curriculum. These enable pupils to gain social skills within a wider environment. The early years curriculum provides well for experiences which give pupils an understanding of themselves, their families and community.

34.The school successfully provides opportunities for pupils to explore their cultural heritage. In history and geography they are able to study the local area. Opportunities for pupils to explore different religions and cultures are less frequent. The school uses music and sport well to enhance cultural development. A broader range of literature, artistic and technological experiences would enhance it further.

5.2 BEHAVIOUR AND DISCIPLINE

35.Behaviour within the school is good. Pupils show self control and consideration for other pupils and staff. Classroom behaviour is generally good. Teachers are able to concentrate on teaching which in turn enhances the quality of the pupils' learning and their achievement. In the playground both at lunch time and playtime the pupils play co-operatively. There is consistency in the way adults in the school deal with difficult behaviour when it occurs and in the way pupils are rewarded for good behaviour.

36. Concerns about behaviour had been expressed by the school and by parents. The headteacher, the governors and the staff responded to these concerns by developing a comprehensive discipline policy. This was designed to introduce a consistent approach, rewards and sanctions and procedures to record, monitor and deal with severe behaviour including bullying. It has been given a high priority by the staff and implemented since the beginning of the year. The school functions as an orderly community. The combined action of all staff, governors and parents has positively affected the behaviour of pupils in the school. The staff and governors will need to set up a monitoring process to ensure its continuing effectiveness.

5.3 ATTENDANCE

37. The school has an excellent record of attendance and punctuality with little variance between classes. Registers are completed promptly and efficiently with an efficient system of monitoring absence. Whilst the school maintains records of attendance for all classes it does not publish attendance information of class attendance/absence on a termly basis as legally required by DFE circular 11/91. As registration is efficient and pupils generally arrive punctually lessons start promptly without any loss of teaching time.

6.0 SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

6.1 ENGLISH

38. At Key Stage 1 overall standards of achievement in English are at least equal to and often above the standards expected nationally for pupils of this age. At Key Stage 2 the majority of pupils achieve national expectations with some pupils achieving beyond this. In relation to their abilities pupils at Key Stage 1 achieve at levels appropriate to their ability with many achieving above this. At Key Stage 2 achievement in relation to abilities is across a broader range. Overall the majority achieve at a level appropriate for their ability. A small minority of able pupils in Key Stage 2 underachieve in aspects of writing in relation to their ability.

39. The majority of pupils read well and have positive attitudes to reading. From an early stage pupils show enjoyment of books and stories. Most pupils are able to apply phonic skills, use picture and context clues and apply self correction skills appropriate to their reading level and read with fluency and expression. Many have an understanding of what they have read. Reading for information is developed from an early age. In Key Stage 2 the opportunities to develop and apply higher reading skills are limited. Pupils talk about their favourite authors and books they have read. The overall range, quantity and quality of books for pupils in Key Stage 2 is inadequate.

40. In Key Stage 1 the skills of writing, handwriting and spelling are developed alongside those in reading. Pupils enjoy early success in their writing. In Key Stage 2 pupils' workbooks show writing is developing but often within a narrow range of purposes. Opportunities for pupils to write in a variety of styles or for a range of audiences are limited. Writing is often lacking in quantity. There are insufficient opportunities for the pupils to engage in expressive and creative writing, or to write extended stories or longer pieces of work. The use of re-drafting to develop and extend writing is under used.

41. The pupils learn to form letters and words correctly from an early age and develop a legible style of writing. Cursive handwriting is developed in Key Stage 2. There is no school policy on the presentation and setting out of work and standards are variable from class to class.

42. Pupils are systematically introduced to punctuation, grammar and an understanding of the structure of language. Some of the activities are unimaginative, and insufficiently matched to the varying needs of the pupils.

43. The majority of pupils are able to express themselves clearly through speech. Well structured questioning by teachers help to develop oral skills. In Key Stage 1 the pupils are tolerant of others speaking. In Key Stage 2 pupils are encouraged to challenge and develop argument where

appropriate. Opportunities for role play, reading aloud, group work and class discussions contribute to the higher standards of speaking and listening across the school. Drama is planned for some classes but overall is under represented within the English curriculum.

44. The quality of teaching and learning is sound in Key Stage 1. Standards in teaching and learning are consistent across classes and some good features are evident. Characteristic of lessons in Key Stage 1 are well planned and purposeful introductions demanding involvement from the pupils. The balance between this and the main activities is well judged and the pupils sustain interest throughout. Teaching and learning in Key Stage 2 is more variable. It is sound overall except in writing. Analysis of work identifies that teachers do not always plan a range of writing experiences or make sufficient demands on a small minority of able pupils to extend and develop their writing. As a result their work does not always show appropriate development in the quantity of writing produced.

6.2 MATHEMATICS

46. At Key Stage 1 the substantial majority of pupils achieve the national expectation. At Key Stage 2 almost all pupils achieve the national expectation and some achieve beyond it.

47. At both key stages pupils achieve levels appropriate for their abilities. The pupils experience a broad mathematical curriculum which meets the requirements of the National Curriculum in number, algebra, shape and space and data handling. In both key stages the school gives a higher priority to the basic skills of numeracy in mental and written work. Most pupils are able to perform calculations using standard methods.

48. The quality of learning is sound in both key stages. Much of the work is based on commercial texts. At Key Stage 1 more opportunity is given to pupils to apply their mathematical knowledge and skills in a wider context and there are examples of collaborative and investigative work. At Key Stage 2 the commercial scheme is used to differentiate the work between age groups but a conformity to the demands of the texts results in routine tasks which do not always challenge or stimulate the more able pupils. This limits the opportunities for investigative work and discussion. There are limited opportunities for pupils to engage in mathematical language. Calculators are used in an appropriate manner but the use of information technology in mathematics is an area requiring development.

49. The quality of teaching at both key stages is sound. At Key Stage 1 teachers rely less on set texts, emphasising instead practical experience. At Key Stage 2 individual pace is often dependent on the published scheme. This can limit direct teaching and result in too many pupils requiring help at the same time.

50. A draft policy and scheme for mathematics has been drawn up. This

should now be disseminated to staff to improve continuity and progression between the key stages. Adequate resources for mathematics are available and are accessible to the pupils. Teachers plan, assess and record pupils' work but more effective monitoring would improve the quality of this aspect, allowing the result of assessment to influence future learning.

6.3 SCIENCE

51. The substantial majority of pupils achieve the national expectation. At Key Stage 1 many of the pupils achieve above the national expectation. At Key Stage 2 the majority of pupils are achieving the expected national level. The majority of pupils at Key Stage 1 achieve at a level appropriate to their abilities. In Key Stage 2 not all pupils achieve at a level appropriate to their abilities.

52. At Key Stage 1 the pupils can talk about their work in science, e.g. senses, sounds, egg hatching, where they demonstrate a developing knowledge of the topic. They participate enthusiastically in practical activities, volunteering reasons for why things happen. Findings are often recorded collaboratively and displayed in the classroom. At Key Stage 2 pupils' understanding of science is wider and extends to light, materials plant life and habitats. Pupils in both key stages show developing skills in planning and carrying out practical work and of fair testing. They talk about the impact of science on their lives and the modern world. They record their work in appropriate ways including tables, graphs and illustrations.

53. At Key Stage 1 the quality of learning in science is sound and includes some good features. The majority of pupils show enthusiasm and curiosity for the subject. Skills of scientific enquiry are developed particularly those of observation and organisation. Pupils' learning in science at Key Stage 2 is sound overall, but a small number of more able pupils are not always challenged by the planned activities. The majority of pupils are developing skills to work co-operatively with others, seeking explanations and making gains in scientific knowledge.

54. Science teaching in Key Stage 1 is sound overall and includes well planned practical activities to meet the needs of the range of pupils in the class. Skilful questioning helps pupils recall what happened. In Key Stage 2 the teaching of science includes some good features such as clear explanations and appropriate questioning to develop and challenge pupils' observations and ideas. There are some shortcomings in important areas. Opportunities for pupils to design and carry out their own investigations are limited, the pace of lessons is variable and the needs of all the pupils within a class are not always met. Teachers' planning for work in science across the school varies in quality. There is a close link between effective planning and the resulting quality of pupils' learning.

55. Science is taught through a topic approach but also encompasses a range of other subjects. Some of the topics are sharply focused towards science e.g. Light and colour, electricity. Other topics are focused towards other subjects and the science content is less prominent. The topic grid provides for coverage of all the main

aspects of science in both key stages. There are however some gaps and the present approach provides for only limited re-visiting for the reinforcement and extension of pupils' learning.

56.The school has recognised the need to develop science further. It is a high priority in the School Development Plan. The completion of a scheme of work should help the school to deliver a broad, balanced science programme. There is a need to consider how the gaps in the present approach can be filled, how opportunities for consolidation and development of pupils' learning will be provided and how the needs of the more able pupils can be met. Assessment activities are being developed alongside the scheme of work. Funding for resources to implement the new scheme has been earmarked.

57.The school makes good use of the local environment as a resource for science teaching. This contributes to pupils' understanding of science being part of everyday life and provides a linkage between science and other subjects.

6.4 TECHNOLOGY

58.Some pupils achieve standards in line with the national expectations but many achieve below at both key stages. Most pupils are underachieving in relation to their abilities at both key stages.

59.The subject is intended to form part of the topic work but planning is at an early stage. During the period of the inspection a small amount of technology was observed at Key Stage 1 but none was being taught at Key Stage 2. The judgements are based in large part on other evidence of including past achievement, discussions with pupils, teacher records and photographic evidence of activities and products. Technology's place within the curriculum is not yet secure.

60.The school is aware of this situation and technology features as a major priority in the School Development Plan. A draft policy is now in existence. The policy contains appropriate and realistic aims for the subject which could provide a firm foundation for future teaching and learning.

61.This policy now needs to be translated into a clear scheme of work containing sufficient detail to enable teachers to know exactly what is to be taught, in which year groups and through which topics.

62.The co-ordinator will require time to effect a scheme of work along with appropriate resources. The school is to make further provision for this. Some money has already been earmarked.

63.The work that currently takes place focuses on planning and making within narrowly defined parameters. Some technology which is being taught is craft based but is unrelated to purpose or to practical design and application.

64.The evidence of artefacts and of photographs of pupils at work indicates that pupils have some, albeit limited, experience of

technology. Pupils have worked with wood, fabric and card. Control technology has also been within the curriculum of some classes. The quality of learning is however limited with little opportunity for genuine design or evaluation.

65. As very little teaching was taking place during the period of the inspection judgements on the quality of teaching cannot be made with confidence. The absence of a scheme of work has clear implications for teacher planning.

INFORMATION TECHNOLOGY

66. At Key Stage 1 and 2 some pupils achieve the national expectation but many achieve below it. A significant minority of pupils are underachieving when their abilities are taken into account.

67. Many pupils have appropriate keyboard skills and pupils at Key Stage 1 and 2 are at ease with a 'mouse' and using the printer. The manipulation of data is often effective. There is little linkage however between the manipulation of data and a clear learning purpose. The use of IT is not well integrated into the work of subjects of the curriculum. Pupils are not always sure of why they are using the computer.

68. During the period of the inspection pupils were observed using computers but no teaching related to IT was seen.

69. There is no policy for IT. The School Development Plan indicates that development will follow work in design technology. In the absence of a policy staff make individual judgements about the place of IT within their curriculum.

70. The school is adequately equipped for computers and a colour printer has recently been added to the black and white models. Software is poor. Much of it is for data handling with little emphasis on problem solving linked to the rest of the curriculum.

71. The school needs to move urgently to the development of a policy and a scheme of work in IT. Achievement in other subjects can be enhanced through the effective use of IT.

6.5 HISTORY

72. Judgements in history are based on the observation of lessons, evidence of work completed in the past and discussions with pupils. The School's topic cycle resulted in no history being taught at Key Stage 2 during the period of the inspection. Judgements at Key Stage 2 are therefore based on work completed in the past and on discussions with pupils.

73. At Key Stage 1 almost all pupils achieve at least the national expectation and many achieve beyond it. At Key Stage 2 the substantial majority of pupils achieve the national expectation. At both key stages pupils are achieving appropriate levels for their abilities. Pupils demonstrate historical knowledge and a developing understanding of the part evidence plays in historical enquiry.

74. At Key Stage 1 work on personal and family history is characterised by high levels of interest and motivation reflecting a quality of learning which has many good features. Pupils can apply knowledge and skills to new situations.

75. Teachers plan effectively for their mixed age classes and provide appropriate resources for the pupils. The quality of teaching shows many good features.

76. At Key Stage 2 pupils study appropriate History Study Units. Their work indicates evidence of knowledge, interest and motivation. The details of Egyptian mummification were recounted in gory detail!

77. At both key stages visits to sites such as Skipton Castle and Wigan Pier enhance the quality of learning and standards of achievement as do the artefacts and rich range of local history resources the school uses to good effect. The support of families and friends of the school is a major asset in history work.

78. Resources are sufficient to support effective teaching and learning, however large format photographs and posters would enhance work at Key Stage 1. Much of the material produced by teachers is of a high standard.

79. The school history policy is very detailed and makes a positive contribution to teaching, learning and the standards of achievement.

80. The use of Information Technology is underdeveloped as is the attention given to 'Interpretations of history'. Both require greater emphasis. History offers an important vehicle for in-depth, substantial writing. More could be achieved in this aspect.

6.6 GEOGRAPHY

81. The substantial majority of pupils achieve the national expectation at both key stages. Almost all pupils are achieving appropriate levels for their abilities. Pupil knowledge is strongest about the locality of the school. Geographical skills are well developed and can be applied to investigations. Knowledge and understanding of distant places is less secure.

82. At Key Stage 1 pupils respond positively to local visits and stories. Through these they develop geographical skills, concepts and knowledge. The story of 'Rosie's walk' for example introduced routes and appropriate geographical language.

83. At Key Stage 2 pupils react enthusiastically to challenging work on the local area and localities beyond the United Kingdom. Mapwork skills and photograph interpretation are well developed as is the pupils ability to use atlases with confidence and understanding. In addition to the local fieldwork that takes place throughout the school the older children benefit from residential fieldwork which contributes to their standards achieved. In both key stages the

quality of learning is invariably sound and sometimes good.

84.The school is well resourced for atlases, globes, fieldwork equipment and photographs.

85.There is s detailed scheme of work for geography which highlights cross curricular links.

86.The Quality of Teaching is never less than sound and sometimes good.

87.Skills are well planned and systematically taught, however the application of skills to locality studies is strongest i work on the locality of the school, other localities are not used in the same way.

88.Locality studies require further development. As yet no alternative locality has been identified at Key Stage 1. At Key Stage 2 efforts to link with a school beyond the United Kingdom have not proved easy. The school, rightly, is maintaining an effort to forge such a link.

89.Information Technology, which ought to make a major contribution to geographical work, is poor and requires urgent attention.

6.7 ART

90.Art is present an area which is being developed. The standards of achievement of pupils. A minority achieve less than the national expectation. Most pupils achieve levels appropriate for their abilities. Art is most often used to support other curriculum areas and is not fully developed to include all aspects of art within both keys stages. These include three dimensional work, the use of malleable materials and work involving the study of the work of artists and the history of art. Observational drawing is of a high standard.

91.The quality of learning is good to sound across the school. Teachers are often involved with pupils in their tasks, provide guidance and show enthusiasm. Some teachers make links between pupils' work and that of other artists. The is usually good planning along with good management and organisation of resources. Where teaching is less sound planning is often insufficient and is not informed by information about individual learning needs.

93.The curriculum needs to be fully developed with a scheme of work which covers all aspects of art within the National Curriculum programmes of study. Its implementation should be monitored to ensure that there is continuity and progression across the key stages.

6.8 MUSIC

94.Music has been an area of high priority with a high funding allocation during the last two years. Overall the standards of achievement of the pupils are at the national expectation with some

pupils achieving beyond it. Most pupils achieve at levels appropriate to their ability and some pupils achieve at higher levels. High standards are achieved in the skills involved in rhythm and pitch, listening skills, performance and composition using voices and instruments and some pupils are able to recognise and use notation. Where pupils do not achieve levels appropriate to their ability levels they often lack the opportunities to develop and enrich their musical experience.

95. The quality of learning varies across the key stages. In Key Stage 1 it is consistently good whereas at Key Stage 2 the musical experience of some pupils, both within lessons and in other activities, promotes good learning but for others their experience is more restricted. The time allocated to music is sufficient but not enough to extend pupils' full learning potential. Pupils who partake in extra-curricular activities and experience musical activities in connection with other subjects, e.g. science, enjoy an enhanced quality of learning.

96. The quality of teaching varies from good to sound but some shortcomings exist, particularly in the quality of the planning, the level of challenge presented to pupils and the matching of activities to pupils' individual needs. The policy is in line with National Curriculum attainment targets but is not fully implemented throughout the school and does not provide teachers with enough detail and information. Resources support the teaching very well. Investment has been made in buying a variety of instruments including some used to allow pupils to take advantage of instrumental teaching.

97. Standards and quality in music are good overall and the resources so far have proved to be value for money. The policy and the scheme of work need to be developed further by staff to include guidance for the non-specialist and more detailed recording system to provide evidence of individual pupil's performance. Expertise within the school should be used for the benefit of both the staff and the pupils. All pupils should have opportunities to extend their musical experience by making links with other curriculum areas and in organised activities which enrich individual development.

6.9 PHYSICAL EDUCATION

98. At both key stages the substantial majority of pupils achieve the national expectation and are achieving appropriate levels for their abilities. On occasions higher standards are achieved. At both key stages pupils are able to plan, perform and evaluate gymnastic activities. They perform with imagination and due regard to safety. At Key Stage 2 standards in swimming are good.

99. The quality of learning in both key stages is always sound and sometimes good. Pupils respond with enthusiasm to the opportunities presented and can take responsibility for the organisation of equipment. They are familiar with and adhere to established routines in both gymnastics and in swimming. All pupils are appropriately dressed for the activity.

100. The quality of teaching at Key Stage 1 is good and is sound at Key Stage 2, although the full range of activities specified in the National Curriculum was not observed. Games lessons were not inspected. The school makes use of a local sports hall to develop these activities at Key Stage 2. There is no programme for the teaching of dance. Extra curricular activities during the year include a variety of games activities. Soccer for boys and girls took place during the period of inspection.

101. The teaching of physical education is limited. Full use is made of the small school hall for Key Stage 1 pupils. The use of the college sports hall overcomes a difficulty for Key Stage 2 pupils but a programme of physical education activities with single age groups is being tried in the school hall. Small games equipment is insufficient. Additional large mats are also required.

102. There is a policy for physical education but this needs to be developed to ensure planned coverage of all National Curriculum physical education activities at both key stages. Assessment of pupils' work is carried out but records vary in quality and are not always focused on the different elements of the subject.

7.0 FACTORS CONTRIBUTING TO THE FINDINGS

7.1 QUALITY OF TEACHING

103. The quality of teaching is usually sound and often good. In more than 9 out of 10 lessons the quality of teaching was at least sound. Differences exist between key stages. In Key Stage 1 all teaching observed was sound or better. More than half of these lessons had good features. In Key Stage 2 approximately 9 out of 10 lessons were at least sound. Appropriately 1 in 10 lessons at Key Stage 2 had shortcomings in important areas.

104. In Key Stage 1 the consistency of the quality of teaching is a contributory factor to the overall standards of achievement. Key features include clear exposition by the teacher, higher expectations of pupils, clear open-ended questioning, challenging activities, praise and recognition of achievement, clear aims for lesson, pace, and appropriate support and guidance to improve pupil achievement.

105. In Key Stage 2 the quality of teaching is more variable than in Key Stage 1. Good teaching mirrored the qualities of teaching at Key Stage 1. In the minority of lessons with shortcomings the following features were evident:- a lack of differentiation in learning activity, slow lesson pace, aspects of planning. These features have a clear effect on the quality of pupils' learning in Key Stage 2. There is a need for the school to focus on these differences and to build on the strengths identifiable in both key stages.

106. In both key stages teaching staff displayed appropriate knowledge and understanding in the range of subjects taught. Teacher planning is variable in content and depth. The best planning identifies clear

learning objectives for the range of pupils and includes the organisation for learning, assessment procedures, resources needed, and the role of support staff/helpers. There is a need to consider long and short term planning procedures.

107. There is currently no whole school policy on marking. There are inconsistencies in marking across classes and key stages. Some marking occurs with the pupil and the impact is immediate, in other situations pupils ignore comments in their books, including praise. 'Marking' is identified in the School Development Plan as an area requiring attention.

7.2 ASSESSMENT, RECORDING AND REPORTING

108. The school complies with the statutory requirements relating to assessment, recording and reporting. There is a policy based on sound principles. Teachers assess and record pupils' work using tick lists of National Curriculum criteria. Narrative comments on pupil progress and attitudes are recorded on individual pupil profiles. Some comments are of good quality but many are insufficiently focused to provide a comprehensive picture of individual pupil achievements. Consistently in the frequency in which teachers record comments has yet to be achieved.

109. Teachers assessments are not always used to promote higher standards. In both key stages the collection and retention of evidence is done by means of an individual pupil progress book and at Key Stage 1 a Record of Achievement folder is also used. This Record of Achievement folder contains evidence of pupils' out of school achievements and it is the school's intention to introduce this folder progressively at Key Stage 2. This should be done as soon as possible.

110. A school portfolio of work in the core subjects is being produced for moderation purposes. This has the potential to be the focus for developing consistency in assessment, recording and reporting across both key stages.

111. The school's arrangements for reporting to parents meet legal requirements. Parents' meetings to discuss pupil progress are held twice yearly and are well attended. The school keeps records relating to pupils with special educational needs. Assessments and reports from the outside support teachers should supplement those kept by the school.

7.3 QUALITY AND RANGE OF THE CURRICULUM

112. The school provides a curriculum that is broadly based and includes all the subjects of the National Curriculum and R.E. The curriculum is planned through a two yearly cycle of topics that reflects a scientific, historical and geographical balance. Mathematics and English are also taught as separate subjects. Currently technology, science, PE and art require further development to offer broad and balanced learning experience for pupils. The creative, aesthetic and cultural dimensions of learning are

sometimes under developed, particularly creative work and drama in English are also taught as broad and balanced learning experience for pupils. The creative, aesthetic and cultural dimensions of learning are sometimes under developed, particularly creative work and drama in English and dance in PE. Opportunities to find out about the traditions and life styles of other cultures are limited.

113.A full review of the curriculum has been initiated. Priorities have been established within the School Development Plan. There is a need to consider how far the present topic cycle allows for full delivery and consolidation of the different subject requirements appropriate to the abilities of the pupils.

114.At present there is no whole school or separate key stage overview of learning and some inconsistencies exist in time allocations to subjects within key stages. The school has made a start on analysing the use of time.

115.There are weaknesses in both long and short term planning. Currently there is not a consistent whole school approach to planning. Planning is taking place but is variable in depth, range and quality. Assessment is under used to inform future planning and to develop effective learning opportunities.

116.Pupils benefit from a curriculum that is enhanced through visits out of school, visitors into school, involvement in local events such as the Barrowford show, and visits to local industries and community homes. These opportunities should be maintained and developed to offer a breadth of experience and widen understanding for pupils. A programme of extra curricular activities including a residential visit for older pupils contributes positively to the range of learning experiences and opportunities.

117.Under fives make a smooth transition from home to school and settle quickly into school life. A well planned pre-school induction programme that includes home visits is in place. The curriculum is appropriate. Opportunities for outdoor play for these young pupils are limited but the school does its best within the resources available to meet the needs of these pupils.

118.The Governing Body is fully informed of curriculum matters and plays a supportive role in developments. A curriculum committee has recently been established.

7.3(II) EQUALITY OF OPPORTUNITY

119.The school information brochure states clearly that each child is viewed as an individual and all will be encouraged to reach their full potential. A school policy is in existence. It refers to the cultural, racial, disability and gender aspects of equality. However the policy makes no reference to equality of opportunity in relation to ability as detailed in the curriculum aims. A monitoring system is in place for the present policy.

120.Mixed groups of pupils work well together, share responsibilities around school and are able to participate together in most extra

curricular activities. Girls and boys have equal access to a broad range of curriculum resources and materials.

121. Staff are aware of the need to meet the needs of two age groups in a class and the work planned recognised the different curriculum and development needs of the groups. However the teaching and learning opportunities do not always cater appropriately for the most able in the class. Tasks set sometimes lack challenge and teacher expectations do not always place sufficient demands on this group of pupils.

122. Thought should be given to reviewing the policy on equality of opportunity highlighting the ways in which most able will be encouraged to make the greatest possible progress. The policy should also consider ways of experiences to widen pupils' perceptions of society and their understanding of faiths and cultures other than their own, particularly those represented in the local area.

7.4 PROVISION FOR PUPILS WITH SPECIAL EDUCATION NEEDS (SEN)

123. The school identifies 19 pupils as having special educational needs. Two pupils have statements of special educational need. A satisfactory system is established for teachers to communicate their concerns about individual pupils to the SEN co-ordinator.

124. Procedures for final assessment, statementing and review are followed systematically. Parents are consulted at regular intervals.

125. The co-ordinator is aware of the required role and there is a policy which takes note of the Code of Practice. The identification of pupils with special educational needs is done by the use of informal diagnostic procedures involving the co-ordinator and teacher assessments of pupils' work. There is a need to formalise this identification procedure using appropriate diagnostic materials to support the judgements of teachers, to assist the co-ordinator materials to support the judgements of teachers, to assist the co-ordinator in fulfilling her role and to develop this work to meet the requirements of the Code of Practice. The role of the co-ordinator requires review. Present practice will not meet the requirements of the Code of Practice.

126. Additional classroom support is provided at Key Stage 1 and pupils are withdrawn for short periods at Key Stage 2. Statemented pupils have support as required by their statements. There is an appropriate rationale for the deployment of support staff.

127. Standards of achievement of pupils with special educational needs are sound in most cases. Programmes of work are matched to children's abilities.

128. In an environment where relationships are good and children are valued, learning is sound.

129. Resources for special educational needs are inadequate. Opportunities to use information technology in this work are not being taken.

130.The governors are aware of their legal requirements in special educational needs and are seeking to develop the Code of Practice. The named governor for this aspect works closely with the school.

7.5 MANAGEMENT AND ADMINISTRATION

131.The general aims of the school, as identified in the School Development Plan, are broadly based and appropriate. They reflect a higher priority placed on the needs of all pupils to experience a broad curriculum in a caring environment.

132.The great majority of the school's aims are well met through the day to day work of the school. Plans for future curriculum development are sound but the mechanisms for ensuring that the outcomes are effective are still being developed.

133.The governing body demonstrates a strong commitment to the school and expresses clear support for and confidence in the headteacher and staff.

134.The management of the school is effective. There is a long term vision of where the school is going. There remains a need for this vision to be kept under review in the light of budgetary considerations. There is a need too for the refinement of systems designed to facilitate development, such as the responsibilities and roles of the curriculum leaders. Curriculum plans would be better implemented if curriculum leaders could more effectively influence the work of other teachers.

135.The routine administration of the school is efficient. New computer systems have been installed and are operated effectively. The school has invested wisely in office equipment which have enhanced the efficiency of the school administration. In doing so care has been taken to ensure value for money.

136.The school copes admirably with the challenge of availability to callers. This school copes admirably with that challenge. Teaching and non-teaching staff work as a team to support each other and to meet the needs of pupils.

7.6 RESOURCES AND THEIR MANAGEMENT

7.6(I)TEACHING AND SUPPORT STAFF

137.The school is well staffed with full and part time teachers. The headteacher does not have a specific class based teaching responsibility. The non-teaching staff provide appropriate support to the school. There is non non-teaching assistance for Key Stage 2 classes. All staff display a high level of commitment to the school.

138.There are four teaching bases staffed with three fulltime and two part time teachers. The present deployment of staff provides some support for pupils with special educational needs. The headteacher has a teaching responsibility that includes some music teaching and

cover for curriculum activities, staff absence and in-service training. Job descriptions are in place for all teaching staff but not all non-teaching staff currently have job descriptions.

139. All teaching staff have a range of curriculum co-ordination responsibilities. These have recently been re-negotiated and agreed in the light of curriculum strengths, skills and experience. The range of responsibilities as a co-ordinator is clearly detailed in job descriptions. However curriculum co-ordinators are currently having insufficient influence on the work of colleagues and on the quality of learning and standards of achievement. There is no scheduled non-contact time for co-ordination to take place. Opportunities to see teachers' plans, observe pupils, work alongside other teachers to monitor and evaluate learning and teaching are very limited. There is a need to consider the role of the co-ordinator and how staff can effectively carry it out.

140. The professional development of teachers is well managed through a Staff Development Co-ordinator. In service activities are linked to the School Development Plan. A system of appraisal is in place for teaching staff, some appraisals have been completed and others are currently in hand. Objectives for development are set as part of this process. Training needs arising from appraisal are handled by the Staff Development Co-ordinator. This process is being managed effectively.

141. A Staff Handbook is being compiled and when complete should improve the understanding of school organisation, routine, and the work of the school.

7.6(II) RESOURCES FOR LEARNING

142. Resources provision is satisfactory overall and sufficient to meet the needs of the present curriculum apart from the class library provision, software for IT, design technology, art, physical education and resources for pupils with special educational needs. There will be a need to monitor resources carefully as the review of the curriculum is undertaken.

143. Resource purchase is lined to priorities in the School Development Plan. Co-ordinators plan resource purchase carefully in order to obtain the most appropriate resources to maximise pupils' learning. Storage of resources is designed to ensure that resources are easily accessible to pupils and staff. Equipment is well maintained and pupils demonstrate care when using, collecting and clearing away books and equipment.

144. Good use is made of local resources to give support and breadth to pupils' learning. Many visitors from the local community come into school to talk or demonstrate to the children. Visits to local landmarks, field centres and business help to increase the pupils' understanding of their locality past and present.

7.6(III) ACCOMMODATION

145. Efficient use is made of the available accommodation. The school is housed in buildings over 150 years old. Many schemes of internal and external modernisation and modification have taken place. The overall site is cramped and there is very little unused space inside or outside the school.

146. Accommodation is adequate for pupil numbers, but space for independent work, group activities and resource storage is limited. One classroom does not have a sink or water supply. Access to some teaching areas and resources is via other classrooms. The hall is small and barely sufficient for PE activities and is the route to toilets, some cloakrooms and visitor access. Disruption to pupils' learning and teaching is minimised through good use of the available space, well planned routines and the self control and respect shown by pupils when moving about the school.

147. A single office is shared by the clerk, headteacher and staff.

148. The school is clean and well maintained. The governors, staff, and pupils accept responsibility for the school environment. All areas of school are enhanced by displays of pupils' work, including photographs. These are variable in quality and quantity. There is limited use of commercial pictures/photograph artefacts and aesthetic display.

7.7 PUPILS' WELFARE AND GUIDANCE

149. The school aims to provide a safe, orderly and constructive environment. Through its organisational procedures it is achieving this. The implementation of the discipline policy has affected positively the behaviour of the pupils ' both within classes and in the playground, making the school environment safer. There are established procedures for dealing with illness, accidents and contacting and informing parents. Written records are kept concerning all accidents involving both staff and pupils. Several members of staff have received first-aid training. There is a health and safety co-ordinator and a school safety committee.

150. The governors have recently developed a health and safety policy which has not yet been fully implemented. They have also set up a health and safety committee. The governors need to monitor the implementation of policy and ensure all staff are aware of its implications.

151. The school has established a very effective induction procedure for the Reception pupils which enables them to settle into school feeling secure and ready to learn. There is close co-operation with parents in this process to ensure that individual needs are met. Transfer of pupils to high school involves visits, parents' meetings and transfer of records. The High schools and the pupils are positive about these procedures.

152. The effectiveness of health and sex education within the school is inconsistent. Health and sex education are intended to be taught throughout the school within science based topics and by response to pupils questions. However planning is not detailed. There is some good work but continuity and progression through the school are not evident. The use of visits and visitors to school is discussed and planned in connection with on-going topics. There are no formal staff guidelines for the organisation of educational visits. These should be drawn up.

7.8 LINKS WITH PARENTS, AGENCIES AND OTHER INSTITUTIONS

153. The school has good links with parents and the community and keeps parents informed by regular newsletters. Parental activity within school in reading practice is helping to raise pupils standards of achievement. There is a high level of parental involvement in school activities. The Friends Association is successful in raising additional funds and is guided by the headteacher on spending priorities. An effective link with parents at pre-school and Reception enhances the integration of pupils into school life. The school has strong links with other schools and mainstrains accurate records for pupils transfer. There are no curriculum links. Links with the local business community have been developed including two projects through the local Education/Business Partnership Scheme. Links with local business play a significant role in curriculum content planning and delivery. Throughout all links there is a maintenance of a good level of supervision and pupil behaviour.