

INSPECTION REPORT

St. John's Church of England Primary
Coppull

LEA area: Chorley

Unique Reference Number: 119469

Headteacher: Mrs. C. Cranfield

Reporting inspector: Mrs. C. Worthington

Dates of inspection: 13th – 15th September 1999

Under OFSTED contract number: 707535

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

© Crown Copyright 1998

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Preston Road Coppull Chorley Lancashire PR7 5DU
Telephone number:	01257 791403
Appropriate authority:	The Governing Body of Copull St John's
Name of chairman of governors:	Mr. John Makinson
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Carol Worthington Registered Inspector	Science Information technology Design and technology	Attainment and progress Teaching Leadership and management
Gillian Marsland Lay Inspector		Attitudes, behaviour and personal development Attendance and punctuality Support, guidance and pupils' welfare Partnership with parents and the community
Gordon Alston	Mathematics Art Music Physical education Equal opportunities	Curriculum and assessment Efficiency of the school
Philip Martin	English History Geography Under fives	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

The inspection contractor was:

PkR Education Consultants Ltd.

6 Sherman Road
Bromley
Kent
BR1 3JH

Tel: 0181 289 1923/4/5

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Pages	
MAIN FINDINGS	6	
What the school does well		
Where the school has weaknesses		
How the school has improved since the last inspection		
Standards in subjects		
Quality of teaching		
Other aspects of the school		
The parents' views of the school		
KEY ISSUES FOR ACTION	9	
INTRODUCTION	10	Paragraph
Characteristics of the school		1-3
Key indicators		
PART A: ASPECTS OF THE SCHOOL	13	
Educational standards achieved by pupils at the school	13	
Attainment and progress		4-15
Attitudes, behaviour and personal development		16-19
Attendance		20
Quality of education provided	15	
Teaching		21-28
The curriculum and assessment		29-35
Pupils' spiritual, moral, social and cultural development		36-40
Support, guidance and pupils' welfare		41-46
Partnership with parents and the community		47-49
The management and efficiency of the school	19	
Leadership and management		50-54
Staffing, accommodation and learning resources		55-58
The efficiency of the school		59-64
PART B: CURRICULUM AREAS AND SUBJECTS	22	
Areas of learning for children under five	22	65-73
English, mathematics and science	24	74-108
Other subjects or courses	29	109-135
PART C: INSPECTION DATA		
Summary of inspection evidence	33	
Data and indicators	34	

MAIN FINDINGS

What the school does well

- Above average attainment in science.
- Promotes positive attitudes to learning and good behaviour.
- Good relationships; teachers set a good example, creating a good learning ethos.
- Good attendance.
- Plans well for under fives.
- Good extra-curricular provision.
- Provides well for children's moral and social development.
- Provides good information for parents and involves them well in their children's education.
- Has good links with the local community.
- Good leadership and management by headteacher, governing body and subject leaders.
- Good professional development for staff.
- Efficient running of the school.

Where the school has weaknesses

- The wide range of assessment procedures do not give a clear picture of children's progress through the National Curriculum.
- Insufficient opportunity given to use and apply mathematics in everyday situations.
- Insufficient provision for under fives' outdoor and creative play.
- The application of information technology across the curriculum.
- Above average pupils are not always challenged by the work they are given.
- Lesson objectives are not always clearly communicated to the children, particularly at Key Stage 2

How the school has improved since the last inspection

Improvements since the last inspection have been good; strengths have been maintained. Standards have risen steadily, and in science, have been consistently above or well above national expectation. Leadership and management is now strong. The quality of teaching is now satisfactory overall, with good teaching in much of Key Stage 1. Assessment has improved and the school is now beginning to use baseline and other standard assessments to track pupils' progress. Teachers' knowledge of information technology, art and music has improved, with better progress being made by pupils. Moral and social education has improved.

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
English	C	E
Mathematics	D	E
Science	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Good	Satisfactory
Information technology		Satisfactory	Insufficient evidence
Religious education			
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. Ninety-seven per cent of that seen was satisfactory or better in Key Stage 1, 64 per cent was good or better; 18 per cent was very good. . The best teaching was seen at the end of Key Stage 1 and in science where a high proportion of lessons seen were good or very good. At Key Stage 2, 92 per cent was satisfactory or better, but 8 per cent was unsatisfactory. Teaching of the under fives was good in 40 per cent of lessons seen. Where teaching is good, pupils make good progress.

Religious education was inspected by the Diocesan inspector who was in school concurrently with the OFSTED team.

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 throughout the school. There have been no exclusions.
Attendance	Good. Pupils are punctual to lessons.
Ethos*	Positive ethos throughout the school. Pupils have a good attitude to work. They are keen to learn, and relationships are good.
Leadership and management	Good. The headteacher provides effective leadership and is well supported by her staff and governing body.
Curriculum	Satisfactory, providing a suitably broad range of subjects. Provision for extra-curricular activities is good. Planning for the under fives is good, but the physical and creative areas of the curriculum need further development. Assessment is still not giving a clear picture of children’s progress.
Special educational needs	Children are making satisfactory progress in line with the targets set on their individual education plans. Above average pupils are still not consistently challenged by their work.
Spiritual, moral, social & cultural development	Moral and social education is good. Provision for spiritual and cultural education is satisfactory overall, but opportunities for their development in the curriculum are limited.
Staffing, resources and accommodation	Satisfactory overall; good arrangements for professional development of staff.
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
<ul style="list-style-type: none">• Information about the curriculum.• The Christian ethos.• The help and guidance given.• Homework.• High expectation of behaviour.• The encouragement of parents' active involvement in school life.	<ul style="list-style-type: none">• The discrepancy between boys' and girls' attainment.• Future budget cuts reducing provision for swimming.

The inspectors agree with parents' comments: the things that parents like about the school were found to be some of those the school does well. The school is addressing the issue of boys' and girls' attainment. Budget cuts are in the control of the local authority.

KEY ISSUES FOR ACTION

The staff and governors should take steps to

- ◆ Further improve standards in mathematics and ensure that pupils have more opportunity to use and apply their mathematics in everyday situations (paragraphs 10, 14, 30, 32, 91).
- ◆ Improve the use of assessment to give a distinct representation of children's progress in the National Curriculum (paragraphs 35, 41, 87).
- ◆ Improve the use of information technology as a learning tool in all subjects (paragraphs 12, 26, 30, 110).
- ◆ Improve the quality of teaching at Key Stage 2 by:
 - ◆ ensuring all lessons have clear learning objectives communicated to the children (paragraphs 25, 29, 33, 106).
 - ◆ ensuring above average pupils are more consistently catered for with challenging work (paragraphs 7, 8, 10, 24, 32, 90, 91, 94).
 - ◆
- ◆ Improve the quality of physical and creative development for children under five (paragraphs 71, 72)

In addition to the key issues, the following less important weakness should be included in the governors action plan:

- ◆ To provide more opportunity for children to listen to music from various times and cultures (paragraphs 15, 126).

INTRODUCTION

Characteristics of the school

- 1 St. John's Church of England Primary is a small Voluntary Aided school situated on the outskirts of Coppull, a large village which supports three other primary schools. The 100 pupils on roll are in four classes, each containing children from two different years. Every year, about 16 children enter the reception class where they are placed with the youngest Year 1 pupils. The school building is old – the school celebrated its 125th anniversary this year – but in good repair. There is a field but no separate playground for the under fives.
- 2 Most children come from average home circumstances, but the proportion of children eligible for free school meals is below average. Attainment on entry has risen since the last inspection and is now average; fewer children have special educational needs. Though the current percentage (23.9) is above average, the majority of these children are now in the upper juniors. Most younger children have had pre-school experience and many have attended the playgroup that rents a room in St. John's school.
- 3 The school has a mission statement reflecting its Church of England foundation, and aims to foster learning in a caring Christian environment. The main aims of the headteacher, staff and governors are to improve standards, particularly in mathematics and information technology, and to implement and monitor the government schemes for Literacy and Numeracy. The school is currently working on raising standards in mathematics and information technology. It is monitoring literacy and about to monitor numeracy.

Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7	8	9
	Girls	6	7	7
	Total	13	15	16
Percentage at NC Level 2 or above	School	81(80)	94(80)	100(83)
	National	80(80)	81(80)	85(83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8	9	9
	Girls	7	7	7
	Total	15	16	16
Percentage at NC Level 2 or above	School	94(80)	100(83)	100(85)
	National	81(85)	85(83)	86(85)

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	10	6	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	5	8
	Girls	6	3	6
	Total	12	8	14
Percentage at NC Level 4 or above	School	75(63)	50(62)	88(68)
	National	65(63)	58(63)	69(68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	7	6
	Girls	6	6	6
	Total	12	13	12
Percentage at NC Level 4 or above	School	75(63)	81(64)	75(69)
	National	n/a	n/a	n/a

Attendance

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

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0.07
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	18
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 4 Attainment on entry shown by the current baseline tests is broadly average. By the age of 5 years, most children have achieved the desirable learning outcomes of their pre-statutory schooling in all areas of learning, and are working confidently towards the first level of the National Curriculum in English, mathematics and science. Last year's under fives made especially good gains in reading, and some were well above the level expected for their age.

- 5 At Key Stage 2, the 1998 National Curriculum tests show that by the time children leave school at the age of 11 years, standards of attainment in English are in line with the national average, but well below average when compared with similar schools. In mathematics, 11 year-olds achieve well below average when compared with similar schools. Science tests at the end of Key Stage 2 show attainment well above the national average in 1998, both in the proportion achieving level 4 and level 5. Compared with similar schools, it is above average. Whilst attainment has remained fairly static in English and fluctuated in mathematics, there has been a consistent upward trend in science. Girls do a little better in English than boys, but boys do better in mathematics and science. There is no apparent reason for this, but the school is aware, and taking steps to understand this.

- 6 At Key Stage 1 in 1998, the national English tests results showed 7 year-olds to be above average in reading and well above average for writing in the numbers achieving the expected level (2). In mathematics, the number reaching the expected level was also well above average. This was a year group with a higher proportion of above average pupils and a lower proportion who had special educational needs. The teacher assessment of science in 1998 showed that the number of pupils reaching level 2 was above average for experimental and investigative work, and very high for scientific knowledge and understanding.

- 7 The results show that whilst the school is enabling higher than average numbers of children to the expected level of achievement, it is not consistently driving above average pupils to gain levels above those expected. The disparity between girls' and boys' attainment is insignificant. The upward trend in attainment has continued over the last three years.

- 8 Pupils with special educational needs make satisfactory progress towards achieving the targets set on their Individual Education Plans, but - in larger Key Stage 2 classes - sometimes at the expense of higher ability children, who are not given enough support.

- 9 Current attainment in English shows that pupils have satisfactory speaking and listening skills at the end of both key stages. At Key Stage 1, children speak confidently in sentences about the similarities and differences between two geographical areas, and listen carefully to each other. At Key Stage 2, pupils thoughtfully discuss artefacts in a history lesson, sharing thoughts and ideas. Attainment in reading is in line with the national expectation at both key stages. The introduction of the literacy hour has helped all pupils as they read daily. By the end of Key Stage 1, children have a satisfactory range of methods for reading unfamiliar words, including a knowledge of letter sounds. Pupils at Key Stage 2 read a wider range of books and talk about characters and plots confidently. They identify different styles in biography and the features of play scripts. They efficiently find information from reference books using contents and index pages. Attainment in writing is in line with the national expectation at the end of both key stages. Seven year-olds write in sentences with correct use of punctuation and capital letters. They spell simple words accurately, the few mistakes being phonetically plausible. Above average pupils used joined handwriting. Eleven year-olds write sound arguments for particular points of view, including reasons against constructing a by-pass along a certain route. They enliven their stories with metaphoric description. By the end of the key stage, their work is neat, cursive, legible and accurately punctuated, showing developing maturity.

- 10 Inspection findings in mathematics shows attainment in number and mental mathematics at the expected level in both key stages. Children know their multiplication tables and other number facts, and their mental agility is a great help with written number problems. Mental mathematics is particularly strong in Year 2. By the end of Key Stage 1, pupils can add two digit numbers without carrying figures whilst above average pupils can do this with one carrying figure. They know their two, five and ten times multiplication tables. By the end of Key Stage 2, all pupils are confident with multiplication and division of large numbers. They use brackets and work accurately with money as a decimal. Most pupils can draw and measure angles competently using a protractor. They find the area of simple shapes by counting squares whilst those above average use formulae to calculate areas and perimeters of rectangles. Data handling skills are satisfactory. Pupils' knowledge of shape, space and measures is good.
- 11 Attainment in science is above average compared to similar schools. Average eleven year-olds have a good knowledge of the structure of flowering plants; the more able do their own research of the pollination process, and know the functions of leaves in making food by photosynthesis. Attainment of seven year-olds was observed to be above average. Work scrutinised from the previous year showed that children had a good knowledge of properties of materials, able to identify those which would conduct electricity. Pupils at the beginning of Year 3 devise conditions for testing fairly, with help, the effect of acids on teeth.
- 12 Attainment in information technology showed word-processing and graphics to be about average for children of this age, though progress is slow through Key Stage 2. Little information technology work was seen in this key stage during the inspection, though some satisfactory examples of posters and invitations relating to the 125th anniversary of the school were seen. In Key Stage 1, attainment is as expected at this age and progress satisfactory overall, though pupils in Year 1 were observed making very good progress using graphics software in an art lesson on Mondrian.

Progress

- 13 Pupils make sound progress in speaking and listening, reading and writing throughout the key stages. They listen carefully to teachers and answer questions, learning to speak confidently in all subjects as they get older, in discussing the plots of books they have read with interest. They make satisfactory progress through the commercial reading scheme at Key Stage 1, and a number of above average pupils progress well, already reading books aimed at older children. In Key Stage 2, skills are steadily built upon as pupils proceed on to 'real' books; they read wide variety of books as they get older, and extend their library skills. Pupils progress satisfactorily in writing through well planned lessons and activities. Children in Key Stage 2 extend their basic writing skills acquired in Key Stage 1 to encompass different types of writing, for example, formal and informal letter, structured report writing in science.
- 14 Progress in mathematics is satisfactory throughout the school. Pupils with special needs make satisfactory progress in classes where provision is targeted to meet their needs as identified in their individual education plans. However, the needs of above average pupils are sometimes not met as teachers do not always question them to extend their thinking. Progress is further restricted as teachers do not plan enough opportunities for pupils to use and apply their knowledge and understanding of mathematics in pattern finding and problem solving. Progress seen in science was good in Key Stage 1 and satisfactory in Key Stage 2. Younger children make a good start in reception where they learn to identify different parts of their own bodies. In Key Stage 2, younger children consolidate investigative skills by predicting which substances will be most harmful to teeth. Older children increase their knowledge of the body by extending it to the heart and circulation. Above average children move on to understanding the functions of the heart. Pupils with special educational needs make satisfactory progress at both key stages, particularly when given support in class.
- 15 Pupils make satisfactory progress at both key stages in art, successfully exploring the work of other artists and adopting their style in their own work. Progress in history and geography is also satisfactory at both key stages. This represents an improvement in history at Key Stage 2 since the last inspection. Progress in music and physical education is satisfactory.

Attitudes, behaviour and personal development

- 16 Pupils' attitudes to learning throughout the school are good and have a positive effect on attainment and progress. Pupils show interest in their work and sustain concentration for long periods of time when challenged sufficiently. They listen well and are eager to contribute to lessons. A good example of this was seen during a Key Stage 1 music lesson when pupils were eager to come to the front of the classroom and write on the board. The pupils follow instructions carefully, as was seen in a Year 1 art lesson, when pupils were asked to draw parts of the human face.
- 17 The behaviour of the pupils in and around the school is good; they are polite, courteous and respectful of property. The pupils behave well in the playground and are friendly with the staff who supervise them. The parents' view that the school has a caring ethos and good attitudes to work was confirmed by the inspection. No bullying was seen during the inspection, and parents confirmed that the school deals effectively with incidents when they do occur. The behaviour policy and the progressive scheme of rewards including house points, certificates and the 'shining star' medals and trophies has a positive impact on behaviour. Since the previous inspection there have been no permanent exclusions from the school.
- 18 Relationships throughout the school between the pupils and the pupils and staff are good and contribute to the positive working ethos of the school. The pupils work together well in pairs and groups, contribute to classroom discussions and respect the feelings, values and beliefs of others. A good example of this was seen at a meeting of the Jesus and Me Club when pupils discussed self-esteem.
- 19 The personal development of the pupils is satisfactory. Children under five are becoming used to school, learning to participate in lessons and at play, often showing enthusiasm and delight in their new discoveries. Most children change for physical education lessons without fuss, showing a satisfactory element of independence. Research skills and independent learning children in Key Stages 1 and 2 have improved since the last inspection but still remain underdeveloped. Some higher ability pupils take responsibility as register, table, board and playground monitors, but opportunities for pupils to show initiative in their academic work are still limited. Some pupils participate in inter-school sports competitions, including football and skittleball; Year 6 pupils have the opportunity to experience a residential visit.

Attendance

- 20 Attendance is good and above the national average at 95.9 per cent for the last reporting year. This has a significant effect on attainment and progress. Unauthorised absence was below the national average. The registers are marked in accordance with statutory requirements at the beginning of the morning and afternoon sessions and most pupils are punctual.

QUALITY OF EDUCATION PROVIDED

Teaching

- 21 The quality of teaching is satisfactory overall. Ninety seven per cent of that seen was satisfactory or better. In Key Stage 1, 64 per cent was good or better; 18 per cent was very good. At Key Stage 2, 92 per cent was satisfactory or better, but 3 per cent was unsatisfactory. Teaching of the under fives was good in 40 per cent of lessons seen. Where teaching is good, progress corresponds.
- 22 The school has significantly improved the quality of teaching since the last inspection when the report identified insecure knowledge of some aspects of science, information technology, art and music. Teachers' knowledge and understanding of science has improved dramatically. All science teaching seen at Key Stage 1 was good or very good; in Key Stage 2 it was at least satisfactory. No design and technology lessons were seen during this inspection. The quality of teaching in art is now satisfactory.
- 23 Teachers are now confident in using the structure of the literacy hour, though sometimes introductory periods go on too long. They are now satisfactorily extending the range of big books used, to include

history, geography, religious education and science. They have started to implement the numeracy hour, having taught aspects of it last year.

- 24 There are many strengths in teaching. Most teachers are now confident in teaching the full range of subjects and have at least satisfactory subject knowledge, though music and information technology are somewhat weak for some teachers. Scientific knowledge and understanding is now good. In most lessons, expectation of behaviour is high; expectations of academic achievement are satisfactory for children of average ability and for those with special needs. The most able children, however, are not always sufficiently challenged, particularly in mathematics.
- 25 Planning is good at Key Stage 1 and for the under fives, and satisfactory in Key Stage 2. Teachers plan together effectively, and subject co-ordinators monitor plans to ensure sufficient continuity, using the now established schemes of work. English assessment opportunities are identified in half-termly plans, but weekly and daily plans do not always contain clearly focused objectives which can be easily communicated to the pupils, nor are they always easy to assess in order to plan further lessons.
- 26 Teachers use a wide range of methods involving whole-class teaching, groupwork and practical work, and a satisfactory variety of resources, including some borrowed from local high schools. The library and information technology resource centre was under-used at the time of the inspection, though pupils were seen using computers in classrooms on relevant tasks.
- 27 Relationships between teachers and children are good; teachers know their pupils' capabilities, even where reception children had only been in school a short while. Support staff are generally directed well and mostly give help to pupils with special educational needs rather than others. Consequently, in some large classes, higher ability pupils coast. Most lessons are well paced, and a sound variety of resources are used; the large models of teeth, for example, add great excitement.
- 28 Day to day marking is generally satisfactory. Work is marked with helpful comments and corrections made, though one set of science books with mistakes was seen uncorrected which hindered progress in the current term. Homework is appropriately used for reading and table learning, as well as project work, such as the Victorians, for the older children

The curriculum and assessment

- 29 In the previous report, the areas of weakness highlighted were concerned with a lack of schemes of work, weakness in identifying learning objectives in teachers' planning and unsatisfactory assessment and recording procedures. The school has made good progress in most areas and made significant improvements. However, in a minority of instances further improvements are needed. All subjects have satisfactory schemes of work, but, although teachers' planning and assessment procedures have improved, further improvements are needed.
- 30 The curriculum for under fives is broad and balanced. Appropriate activities are provided in the reception class that effectively cover the six areas of learning. Planning successfully reflects the programmes of study for children under five that are outlined in the Desirable Outcomes. There are shortcomings in outdoor provision. Children under five do not have regular access to an appropriate space for outdoor play, and there is a lack of large climbing and play equipment to further promote the children's physical, creative and social development on a daily basis. For older pupils, the curriculum is broad and balanced and the requirements for religious education are fully met with appropriate provision made for sex education and awareness of drug misuse. The curriculum provides pupils with a sound education that promotes their intellectual, physical and personal development and prepares them well for the next stage of their education. A weakness lies in aspects of mathematics, where pupils are not given enough opportunities to use and apply their mathematical knowledge in pattern finding and problem solving. In music, singing and listening skills are not given enough focus, and in information technology, the school does not teach all the programmes of study in respect of modelling and data handling well enough for the pupils to use them as a helpful tool.

- 31 The school has responded enthusiastically to the National Strategy on the teaching of literacy, and gives high priority to the teaching of reading and writing which are beginning to raise standards. Daily well organised literacy sessions, which adhere closely to the national framework, are taught in each class. Pupils' literacy skills are used sufficiently well in both key stages. The school is effectively implementing the National Numeracy Strategy. An appropriate emphasis is being given to numeracy, and skills are being satisfactorily transferred into other areas of the curriculum, for example, in design and technology, geography and science. The emphasis given to mental arithmetic where pupils are beginning to display satisfactory skills is a strength
- 32 Staff successfully promote equality of opportunity and access for most pupils. However, above average pupils are not always sufficiently challenged, particularly in mathematics. Good procedures are in place for the early identification of pupils with special educational needs and the school is successful in meeting the needs of these pupils. Their assessment is based on teachers' observations and the schools' analysis of standardised reading and number tests. Satisfactory additional provision is made for these pupils through non teaching support in the classroom, but this support is limited, especially for pupils in Years 5 and 6. Pupils at or above stage two of the Code of Practice have Individual Education Plans that contain appropriate targets and are regularly monitored and reviewed. The special needs co-ordinator effectively supports class teachers, and along with outside agencies, all work well together to ensure pupils with receive appropriate support and make satisfactory progress.
- 33 There are sound policies and schemes of work in place for all subjects and these are to be reviewed in a planned programme of development. The quality of curriculum planning is satisfactory and ensures continuity and progression. The school has developed a format for teachers' planning to ensure consistency. Detailed long-term plans are in place, which effectively reflect the schemes of work. Long- and medium-term plans appropriately relate to the requirements of the curriculum the school offers, and are carefully translated into weekly and daily plans. However, short-term plans do not always clearly identify what pupils are expected to learn or how it will be achieved.
- 34 The curriculum is enriched by visits and visitors and by the use of the environment, for example, musicians and people from local industry have visited the school and have effectively shared their expertise with pupils. Trips take place to the local museum, and Hothersall Lodge, and there are residential visits. A good range of out of school activities is available for pupils in a variety of sport, music and drama as well as a seasonal craft club. Almost fifty pupils enthusiastically take part in them and this does much to enrich the curriculum. All members of staff and a number of adults from outside the school are involved. Sports teams take part in competitions with local schools.
- 35 The procedure for assessment of pupils is satisfactory overall. Children are regularly tested in English and mathematics, but these assessments are not effectively analysed by the majority of teachers and consequently, often indicate what pupils have covered - not what they know, understand or can do. In mathematics, cumbersome methods failing to give clear indication of achievement cause some work to be unnecessarily repeated. Although systems of assessment and record keeping are satisfactory in a minority of other subjects, they are inconsistent across the school. The results of assessments are not always used purposefully to plan future work for individual pupils in most areas. The school effectively carries out the end of key stage assessments and carefully analyses these results to set targets for improvement. Samples of pupils' work are kept, for example in writing, mathematics and science; when assigned National Curriculum levels, these help teachers to make reliable assessments of their pupils' attainment. In addition, pupils keep their own records of achievement which are an attractive record of the wide variety of experiences the school provides. Baseline test results for children entering school have begun to be analysed and used effectively to plan sessions to meet the needs of all children. Some sound practice is found for the under fives, where assessment provides an appropriate picture of children's achievements and monitors their progress.

Pupils' spiritual, moral, social and cultural development

- 36 The overall provision made by the school for pupils' spiritual, moral, social and cultural development is sound. This reflects the judgement made at the time of the last inspection, though there have been some improvements in aspects of the provision. It reflects the school's Christian basis and makes a positive

contribution towards pupils' personal development and the ethos of the school. The policy for developing provision of these aspects is good, but has not yet been fully put into practice in the spiritual and cultural areas.

- 37 Provision for pupils' spiritual development is sound. The school takes opportunities in assemblies to encourage pupils to reflect on their own lives and what makes people special. Pupils are encouraged to think about others, including those less fortunate than themselves. They support a number of charities including local hospices and national charities. However, there are few planned opportunities to develop a sense of wonder through lessons, which places some restrictions on pupils' spiritual growth.
- 38 The school's provision for moral education is good. This judgement was also made during the last inspection. There is a consistent approach by all staff towards good standards of behaviour. Pupils clearly know the difference between right and wrong, and understand the value of behaving in a responsible way. Each class draws up a code of conduct which is then displayed in the classroom. This encourages pupils to take responsibility for their own behaviour. The school positively promotes good achievement, effort and behaviour, rewarding these with certificates and the presentation of a 'Shining Star' award to one pupil in each class every week. The school operates a system of dealing with misbehaviour through staged responses similar to that reported in the last inspection. Pupils understand the consequences of misbehaviour and feel that this system is fair. They do not appear unduly anxious or distressed by it.
- 39 The school's provision for social development is good, and an improvement since the last inspection. Relationships between staff and pupils and between the pupils themselves are good, founded on mutual respect. Pupils are encouraged to work co-operatively and many older pupils know how to share tasks in order to complete them effectively. Pupils have daily responsibilities which they carry out willingly. Social awareness is also raised through involvement with community activities and charities. The school organised celebrations for its 125th anniversary and involved the community and past pupils, for instance. Sports teams take part in matches against other schools, and a good range of extra-curricular activities also contribute effectively to pupils' social development. Team spirit and social responsibility are also fostered well during the residential visit that Year 6 pupils make to an outdoor pursuits centre.
- 40 The school's provision for pupils' cultural development is satisfactory, indicating an improvement since the last inspection. Pupils increase their awareness of their own cultural heritage through history when they learn about people and events that have shaped our country. In English, pupils encounter a range of authors and samples of their work, including both prose and poetry. In art, pupils study the work of famous western artists. There has been a visit from the county's music service, during which pupils were introduced to different instruments. However, although different music is played as pupils enter and leave assembly, they have little opportunity to listen actively to it or to learn more about its composer. There has been some improvement in the provision for developing pupils' awareness of our multicultural society. They now learn about some aspects of this through studies of religion, for example, and through traditional tales from non-Western cultures in the literacy hour.

Support, guidance and pupils' welfare

- 41 The school provides satisfactory support, guidance and welfare for the pupils which has a positive effect on their progress and confirms the school's Mission Statement, which aims to provide a caring, loving environment, where everyone is valued as a unique individual. Procedures for monitoring the academic progress and personal development of the pupils are satisfactory, though they are underdeveloped and inconsistent, thus making progress difficult to ascertain. Teachers have their particular methods of assessing personal and social education, for example, but they do not match those of others. Support for pupils with special educational needs, however, has improved since the previous inspection and Individual Educational Plans are used daily by the class teachers.
- 42 Procedures for the monitoring and promoting of discipline and good behaviour are successful. The behaviour and anti-bullying policies are understood by all the pupils. Relationships between the pupils and the staff are good. Good behaviour is promoted and rewarded with house points, certificates,

'shining star' medals and trophies. Incidents of inappropriate behaviour are recorded and parental involvement sought as necessary.

- 43 The school has effective procedures for monitoring and promoting good attendance. Registration meets statutory requirements. The class teachers and headteacher monitor attendance weekly with the support of the educational welfare officer. Certificates are given for good attendance, and this has a positive impact.
- 44 Induction procedures with the local nursery are satisfactorily in place. Links with the local secondary school are well developed; staff liaison and curriculum links, such as the loan of resources, are strong.
- 45 The school's procedures for child protection and promoting the health, safety and well-being of the pupils are satisfactory. The headteacher is the named person responsible for child protection; she effectively supervises the provision, and liaises with outside agencies. Staff are aware of child protection procedures and have received training. The personal, social and health education of the pupils is advanced by the daily curriculum and extracurricular activities.
- 46 Health and safety procedures are detailed within the Health and Safety policy. A whole-school risk assessment has been carried out. Fire precautions are in place and electrical checks are complete. Most of the staff are qualified first aiders which is sufficient to meet the needs of the school. At breaks and lunchtime, the pupils are well supervised by staff and ancillary assistants.

Partnership with parents and the community

- 47 The school's partnership with parents and the local community is good and makes a positive contribution to pupils' learning and personal development. The information provided for the parents by the school is good. The parents are pleased with the information they receive from the school and with the quality of the reports on children's progress which state targets for improvement. The informative and well presented school prospectus meets statutory requirements and has a separate and helpful section for parents of young children about to start school. The Governors' Report to Parents also meets statutory requirements. There are regular newsletters containing topic information and news of forthcoming events. Booklets have been given to parents to explain the numeracy and literacy strategies, and the school has recently issued a good Home/School Agreement.
- 48 The opportunities the school provides for parents to become involved in their children's learning are good. The thriving Parent, Teachers and Friends Association recently raised £700 for numeracy and literacy books, and the latest annual bonfire raised £1000 which contributed to the purchase of computer equipment. Some parents assist in the classrooms, and parents have expressed the view that they feel welcome in school and are able to meet teachers at a mutually convenient time if they have any concerns. Most parents of pupils with special educational needs conscientiously attend regular reviews.
- 49 The school has good links with the community which supports and enhances pupils' learning and has a positive effect on the ethos of the school. The school hosts community events such as fairs, treasure hunts and the annual bonfire celebrations. Links are well established with the church and parish and the vicar leads a weekly assembly. At Christmas, the pupils entertain senior citizens and the local football club provide coaching for the pupils. The school participates in inter-school sports competitions, including football and skittleball, and has access to the local secondary school's information technology facilities. The school is the base for a local playgroup - 'The Rocking Horse Club' - which meets on one afternoon a week. The school has received the donation of a football strip from a local haulage company.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 50 The leadership and management of the school is good; the headteacher is an effective leader. She is well supported by her deputy, staff and governors who collectively provide clear educational direction for the school. At the time of the last inspection, the headteacher was absent and her role in providing educational direction and guidance was judged to be underdeveloped. There has been considerable

improvement. Curriculum planning and assessment is now effectively guided by schemes of work; curriculum co-ordinators now clearly understand their roles and responsibilities in developing their subjects which they monitor by checking continuity in planning and implementation in the classroom. They have non-contact time every half term for this purpose. Standards have risen as a result, particularly in science. However, monitoring of teaching standards in the classroom is still insufficient.

- 51 The governing body is very supportive of the school. Governors take a critically active role in all aspects of school life. They are fully involved in the setting and monitoring of targets in the school development plan. The literacy governor has, for example, monitored the impact of the literacy hour in all classes, and the special educational needs governor plays an active part in the quality assurance committee which regularly monitors standards and reports to the curriculum committee. All governors are invited to curriculum committee meetings and set targets to raise standards and monitor them. Governors' involvement has improved considerably since the last inspection, and they now fully meet their statutory requirements.
- 52 There is now sound provision for education for children with special needs. The special needs governor is very active and frequently in school to monitor provision and to help with support groups. This enables the governing body to be fully informed of progress.
- 53 The quality of the school development plan is good. The headteacher undertook training in this as part of professional development, and the detailed targets are put in order of priority, reflecting the needs of the school. They are reviewed regularly and directed at raising standards. Low national test results in mathematics prompted a drive to improve, which is continuous. Although there are many targets, they are all addressed by the hard working staff throughout the year and the school development plan can now be regarded as a successful working document which is carefully costed and monitored for improved attainment. Finances are carefully allocated and procedures are in place to ensure that development has a positive impact on standards.
- 54 The school implements its stated aims, values and policies well; the ethos of the school is good, the caring, supportive atmosphere reflecting the Christian values which underpin all its activities. There is also a purposeful attitude to work and an eagerness to learn; pupils' attitudes to work are good, and relationships with each other and with staff are good.

Staffing, accommodation and learning resources

- 55 There is a sound match between the numbers, qualifications and experience of teachers and support staff to the demands of the curriculum and the pupils, including those with special educational needs. The staff as a whole have sufficient knowledge and expertise to meet the requirements of the National Curriculum and the learning areas for children under five years of age. The staff have taken part in a number of courses designed to increase their knowledge, understanding and confidence in a number of subjects, including those mentioned in the previous report.
- 56 Effective appraisal procedures are in place and these, linked to priorities in the school's development plan, effectively help to decide the courses to be attended. There have been improvements in this aspect since the previous inspection and the quality of teaching is much improved as a result. The school's procedures for the induction of all new teachers are good. A newly qualified teacher in the Early Years, for example, was also supported by a teacher from the same phase from a different school. Non-teaching assistants also participate in relevant training courses which enhances their value in classrooms. They offer effective support to pupils with special educational needs when appropriate. There is a satisfactory number of appropriately skilled support staff to enable teaching and the day-to-day running of the school function effectively.
- 57 The school, overall, has satisfactory accommodation for the number and most of the ages of pupils at the school and the range of subjects taught. There have been a number of improvements since the last inspection. A prefabricated building has been erected which now provides suitable accommodation for older pupils. The old school house has been converted into an administrative block, giving more available space for pupils. The library is housed in its own room, and is now more useful for study purposes. However, the size of the hall although large enough for assemblies and dining is small.

reducing its value as a resource for physical education. There are good sized playing fields and hard surfaced playgrounds. However, there is no separate play area for children under five, who have the same playtime as other pupils. Although this has positive benefits for aspects of their social development, it restricts their opportunities for physical and creative development. The school is kept clean and well-maintained and provides a pleasant working environment.

- 58 As reported in the previous inspection, learning resources are satisfactory overall. The school has sufficient resources for most subjects and ages. However, there is a shortage of large climbing and balancing equipment for pupils under five years of age which has a negative impact on their physical development. There are sufficient computers for the number of pupils at the school, and the library contains a satisfactory number of reference books which are appropriately coded. Resources are easily accessible for use by teachers and pupils.

The efficiency of the school

- 59 Since the last inspection, the school has addressed the problems highlighted by the report regarding the support given to staff, particularly when they change age groups.
- 60 Overall, finances are efficiently used. Financial planning and control are good. Spending is appropriately managed and controlled by the headteacher and the governors through an effective finance committee. Staff, along with governors, are involved in identifying areas for development which forms the basis for the school development plan. The annual budget is prepared in line with these identified priorities. The main priority was to provide the headteacher with administrative time and preparing for the Literacy and Numeracy hours. This is proving to be effective in the monitoring of the work of the school, and further enhancing pupils' learning resulting in an improvement in standards. Income per pupil is above the national average and although prudent planning has generally controlled expenditure in recent years, spending has not been within the amount of money the school receives, resulting in a gradual reduction of its reserves. The school has agreed appropriate procedures to prevent a further shortfall.
- 61 Specific grants for training are used efficiently for professional development. This has been particularly beneficial in improving the teaching of English and mathematics and improving the overall quality of teaching. Funds for pupils with special educational needs are well spent to provide appropriately for these pupils. The amount of money the school spends on teaching staff is above the national average; spending on resources is in line.
- 62 Administration is highly effective and the organisation is unobtrusive, enabling teachers to work effectively with pupils. Financial administration and control are very efficient. Accounts are audited regularly, and recent recommendations by the auditor have been implemented.
- 63 School fund-raising has provided several valuable items of equipment, for example library books and a computer. Teaching staff are well deployed, and are effective in their role as co-ordinators. Nursery nurses and non-teaching assistants who make a positive contribution to the quality of education ably support pupils. For the under-fives, particularly effective use is made of non-teaching staff who support these children. Accommodation is generally well used, except for the library. Satisfactory use is made of the outdoor areas for games, and opportunities are fully realised, for example in science, and there is a conservation area that is imaginatively used for several subjects. Learning resources are used effectively with the exception of computers in most classes, where they are under-used. Teachers have set up good systems to make resources accessible to pupils in order to develop their independent learning skills; opportunities presented to pupils to develop this aspect are satisfactory.
- 64 Considering the above average amount of money the school receives per pupil, the sound quality of education provided, the average standards achieved and the satisfactory progress, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 65 Children start school in the September of the school year in which they are five. Therefore, some children can be almost a year older than others. All these pupils are in the reception class along with a number of Year 1 pupils. At the time of the inspection, they had only just started school. However, many of them have benefited from pre-school experiences with other children, including attending the playgroup that uses the school premises in the mornings. A small number have had no such provision.
- 66 Tests are carried out to measure children's attainment in language and literacy, mathematical skills and personal development shortly after they start school. At the time of the inspection these tests had not yet been carried out because the children had only been attending school for two full days. However, the results of previous years' tests show that attainment in these areas was generally about average for this age. Children make sound progress overall, and by the age of five, achieve the expected levels of attainment.

Personal and social development

- 67 Children's personal and social development is well catered for. Children are becoming used to the school's routines, such as coming into school or taking mid-afternoon milk, and increasing their confidence in the classroom. They listen to the teacher for the necessary length of time, take part in class activities and play and work alongside each other. Children are eager to take part in class activities, such as pushing a car along the road on a floor map. Some children show wonder and delight at new activities. One girl was thrilled by music making and singing activities, which were new to her. Most children change for physical education and get dressed again after with a fair degree of independence, although there are still some who need a good deal of help.

Language and literacy

- 68 Attainment is similar to that expected of other children of this age, and progress is satisfactory overall. Children listen attentively, for example, when placing model figures in response to the teacher's instructions. However, many are somewhat reticent in speaking in front of the class, being more comfortable in less formal situations such as speaking to the teacher and each other between lessons and at playtimes. They listen to stories and respond enthusiastically when asked questions, such as where the pig is hiding. Most children are aware that books contain stories and talk about the pictures and, in some cases, recognise the characters. They make marks on paper to represent writing, and a few write their names recognisably. They are on target to meet the desirable learning outcomes in this area by the time they start work on the National Curriculum.

Mathematics

- 69 Children recognise and name a number of simple shapes such as circles and triangles. They know some of their properties, for example, a circle having no corners. They use shapes to create pictures and understand vocabulary of position such as 'in front of' and 'beside' when placing objects in relation to themselves. The majority can count up to 10, and in some cases beyond, and recognise these numbers in print. Children are on target to be ready to start National Curriculum mathematics by the time they are five-years-old.

Knowledge and understanding of the world

- 70 Children make simple observations about their immediate locality and show an understanding of it. They know the names of physical features such as hills, fences, ponds and roads, and know these can be represented on maps. Children find out about some of the properties of materials such as sand, water, dough and paint during creative activities. The scrutiny of children's work from the previous year shows that they explore the similarities and differences between objects and learn about the natural world, for

example, the seasons, and record their findings in pictures. They demonstrate a satisfactory knowledge of the names of parts of their bodies when singing an action song.

Physical development

- 71 Children make satisfactory progress overall in physical development, but there are some unsatisfactory elements to the school's provision in this area of learning. During physical education lessons, children move around the hall in a number of different ways, such as running, hopping and skipping with a sound degree of control and co-ordination. They have a satisfactory awareness of space and safety and there are very few collisions. Some pupils are beginning to put a sequence of movements together, for example skipping around the outside of a hoop, jumping in, and skipping around the inside. However, there is a shortage of large climbing and balancing equipment and no easy access to the outside. Children share the playground with the rest of the school at playtimes. Thus opportunities for children's physical development are restricted to the three physical education lessons each week, and few opportunities are available for exploratory play on equipment to aid physical development. Children handle equipment such as musical instruments and paint brushes with increasing confidence. They are on target to achieve the desirable learning outcomes in this area by the time they are five.

Creative development

- 72 Progress in this area is sound overall, but there is some lack of opportunities for pupils to take part in creative or guided play as a result of the restrictions of space and, sometimes, adult support. Children paint pictures with differing degrees of ability. Some have the co-ordination and understanding to produce recognisable pictures, but others who have not had the same pre-school opportunities are less controlled. They learn songs with accompanying actions, and listen to and repeat recorded songs. Children use percussion instruments such as tambourines with an appropriate degree of control to add effects to their singing. They are enthusiastic and reasonably tuneful songsters. Children should achieve the desirable learning outcomes by the time they start work on the National Curriculum.
- 73 The overall quality of teaching for the under fives is sound, with some good practice. This is an improvement since the last inspection. The class is taught by one teacher in the mornings and another in the afternoon. There is also a small number of Year 1 pupils in the class. Teachers' planning is good and liaison between the two teachers is very good in helping to ensure that the activities planned for the children build on what they have already learned. Lessons and activities for the children under five and the pupils at the start of Key Stage 1 are planned around common themes. The curriculum and medium- and short-term planning for the under-fives is well focussed on the desirable learning outcomes for the areas of learning linked to the theme. These are usefully cross-referenced to the Programmes of Study in the National Curriculum. A scrutiny of previous planning shows that there is a smooth transition to the National Curriculum throughout the year. The teachers are well supported by the nursery nurse and parent helpers when these are available. Overall, they have a satisfactory understanding of the demands and challenges of the age group. Teachers make satisfactory use of the resources available and plan activities of a suitable length so that pupils benefit from the lesson but do not become tired. They manage pupils well, showing patience and understanding and make good use of praise, explanation and encouragement.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 74 Overall, pupils' attainment in English is in line with the national average, but well below the average compared with similar schools. Inspection findings agree with the results of National Curriculum tests at the end of Key Stage 2 in 1998. Standards of attainment are also similar to the national average at the end of Key Stage 1. Compared with similar schools, attainment in reading was below average and was above in writing. However, the results of the tests at the end of Key Stage 1 in 1998 show that attainment was above the national average. The proportion reaching higher levels was above the national average in reading, and well above in writing. There was a higher proportion of above average pupils in this group of children and fewer pupils with special educational needs than might be expected. Over the three years from 1996 to 1998, the performance of pupils at Key Stage 1 was better than the national average in reading and writing. There were no national figures for comparison in 1999 at the time of the inspection, but there was an improvement on last year in the school's results. This continues a rising trend. National Curriculum test results show that girls are doing better than boys at both key stages, but particularly at Key Stage 2 over the three years from 1996 to 1998. The school is aware of this and is considering ways to improve the situation. The inspection team noted little significant difference in attainment of boys and girls during the inspection. Levels of attainment at both key stages are similar to those reported in the previous inspection.
- 75 By the end of both key stages, pupils' speaking and listening skills are satisfactory.
- 76 Key Stage 1 pupils make sound progress as they listen to and answer teachers' questions, for example, when learning the sounds that two letters make. Older pupils talk confidently in sentences about the similarities and differences between two different geographical areas, and listen carefully to each other. There are few planned opportunities to develop and practise these skills at Key Stage 2, though 'hot seating' in history gives pupils a chance to speak on the spot, and the sharing assembly offers a different platform for this kind of performance; pupils' progress is steady. They listen carefully to teachers and make sound contributions to class discussions. They answer questions sensibly when given the opportunity to do so, for example, in assembly when looking at the headteacher's favourite shoes. Pupils in Year 6 thoughtfully discussed artefacts in a history lesson and shared their thoughts and ideas.
- 77 Attainment in reading is in line with national standards at the end of both key stages. The introduction of the literacy hour has helped all pupils to make sound progress as they practise reading daily.
- 78 At Key Stage 1, pupils make sound progress as they work through a commercial reading scheme that matches books to their prior attainment. Progress is good for a number of above average pupils at Key Stage 1 who are already reading materials aimed at older pupils. Pupils read every day during the literacy hour; they look carefully at the way words are built up and at the sounds that letters and groups of letters make. By the end of the infants, they have a satisfactory range of methods for reading unfamiliar words, including a knowledge of letter sounds. They use pictures and the story to assist their reading and read aloud with a satisfactory degree of fluency. Some pay attention to punctuation and expression in order to make their reading more interesting.
- 79 Pupils continue to make sound progress at Key Stage 2 as they build on and consolidate their skills during quiet reading, the literacy hour and other lessons. They continue with the reading scheme and extend this to 'real' books which are matched to their prior attainment. Older pupils read a wider range of books, mainly by modern authors, and talk about characters and plots confidently. Pupils read and identify different styles of writing, for example informal and formal letters on the same subject, and identify difference in style between biographies and autobiographies and the features of play scripts. Older pupils efficiently find information from reference books using contents and index pages. They have a good understanding of how to use the new cataloguing system to find books on particular subjects in the library.
- 80 By the end of both key stages, attainment in writing is in line with national standards.

- 81 Pupils at both key stages make sound progress as they extend their writing skills through a series of well-planned lessons and activities. By the age of seven, pupils write in sentences correctly punctuated with capital letters and full stops. Some above average pupils use exclamation marks and are beginning to understand that speech marks go around the words spoken. They spell simple words accurately, and the few spelling mistakes they make are phonetically plausible. Above average pupils used joined handwriting. Pupils write for a sound range of different purposes, including news, letters, for example letters to Santa, instructions and stories of a reasonable length with beginnings, middles and ends. Pupils continue to make sound progress at Key Stage 2 as they practise these skills and learn new ones. They extend their range of writing and use a wider range of punctuation, including more accurate use of speech marks. They write detailed accounts of visits, for example, to a Tudor Hall as part of their work in history. Pupils write sound arguments for particular points of view including the reasons against constructing a by-pass along a certain route. When writing letters, they distinguish between formal and informal letters, for example when complaining about the quality of books and service at a library. They enliven their stories and other writing with descriptions, and after lessons on metaphors and similes, use these figures confidently. By the end of the key stage, their work is neat, cursive, legible, accurately punctuated and shows developing maturity. The standard of science writing is very good at both key stages, and a strength of the school.
- 82 Pupils with special educational needs at both key stages make similar progress to their classmates as they work towards appropriate targets detailed on their education plans. They receive sound support from teachers and learning support staff.
- 83 Pupils respond well during English lessons which is an improvement since the last inspection. They are eager to take part in introductions to the lessons and make useful contributions in class discussions, for example, when discussing an extract from ‘The Turbulent Term of Tyke Tyler’ about who is involved in the scene. Pupils at both key stages take pride in their work and try to make sure it is as neat as possible. The vast majority of pupils work well independently during group work in the Literacy hour, thus developing their own skills of this kind of study and allowing the teacher to focus on one group. Most pupils like reading and consider it a worthwhile and enjoyable activity.
- 84 Overall the quality of teaching is good, and good teaching was observed at both key stages. The quality of teaching is never less than sound and there were examples of good teaching at both key stages. The literacy strategy is implemented well. In the best lessons, teachers plan work that is well matched to pupils’ prior attainment thus helping all groups of pupils to make appropriate progress. Shortcomings in teaching are evident when teachers do not share learning objectives with the class, making some pupils unsure of where lessons are leading. When objectives are shared, pupils are clear about what they are meant to be doing and their work is more focussed. Progress is better in these lessons. There are, however, too few planned speaking and listening activities. The school has moved away from the ‘routine written tasks’ and worksheets mentioned in the previous report and pupils now use their writing skills for relevant and challenging tasks. Good teaching uses questioning effectively in order to help pupils to organise their thoughts, inform others and test pupils’ understanding, for example, when discussing the meaning of prefixes. Teachers’ marking is up-to-date and contains useful comments and areas for development, particularly for older pupils. Teachers set useful homework, including reading, spelling and practice of work done in lessons. This homework makes a useful contribution to pupils’ progress.
- 85 The National Literacy Strategy has a positive impact on pupils’ progress and has widened the range and type of literature and work they do. Pupils make satisfactory use of their literacy skills in reading and writing in other subjects, such as report writing and recording in history and science, and when comparing places in geography at Key Stage 1.
- 86 Curriculum planning is sound. There is a good English policy and the school uses the County guidelines for teaching as well as the plans outlined in the National Literacy Strategy. This is an improvement since the last inspection when the planning was unsatisfactory. The Literacy hour is supplemented by extended writing sessions to help to develop pupils’ writing skills.
- 87 The school measures pupils’ attainment using a range of tests including assessment of their classwork, and non-statutory national tests at the end of each year. Pupils’ work is compared against a portfolio of

assessed work at different levels. However the value of these samples is reduced because they have not been recently updated. Although assessment procedures are sound, pupils' attainment and progress are not clearly recorded against the learning objectives detailed in the National Literacy Strategy or the National Curriculum Programmes of Study. An accurate picture of pupils' attainment and progress cannot therefore be seen, neither can the effectiveness of the school's curriculum and teaching strategies be correctly measured.

- 88 English is co-ordinated by the deputy head who satisfactorily monitors the subject. She has successfully implemented the Literacy hour which she and the literacy governor have monitored.

Mathematics

- 89 1998 National Curriculum test results show that by the end of Key Stage 1 the proportion of pupils achieving the expected level 2 and above was well above the national average. The proportion of pupils attaining a higher level was also well above the national average. By the end of Key Stage 2, the proportion of pupils achieving the expected level 4 and above was well below the national average. When compared with similar schools the results are above average at Key Stage 1 and below at Key Stage 2. In Key Stage 1, trends over time indicate that standards have gradually risen from 1996 to 1998 and been maintained in 1999. In Key Stage 2, standards rose from 1996 to 1997 but fell in 1998; most recent results indicate a substantial improvement. Pupils' attainment, by the end of both key stages is in line with the national expectation. Inspection findings reflect the most recent 1999 results. Last year, the school has embarked on the Numeracy Strategy and gave greater emphasis to developing mental strategies for pupils which has helped raise standards. The cohort of pupils in Year 2 who took the test contained a lower number of pupils with special needs; that in Year 6 had more.
- 90 There has been satisfactory improvement in the weaknesses identified in the previous inspection. However, there are times when the most able pupils are not stretched enough, and still too few opportunities for pupils to apply what they have learned to practical situations.
- 91 Across the school, pupils' attainment in number and mental mathematics is in line with national expectation. They know their multiplication tables and other number facts and their mental agility is a great help with written number problems. Mental mathematics is particularly strong in Year 2 where all pupils answer with speed and accuracy, and are able to explain their methods and see relationships and patterns in number. Overall, progress for the majority of pupils is satisfactory throughout the school. Pupils with special needs make satisfactory progress in classes where provision is targeted to meet their needs as identified in their individual education plans. However, the needs of above average pupils are not fully met at times as teachers do not always question them sufficiently as they work to further extend their thinking. Progress is further restricted as teachers do not plan enough opportunities for pupils to use and apply their knowledge and understanding of mathematics in everyday practical situations.
- 92 By the end of Key Stage 1, pupils add two digit numbers without carrying figures whilst above average pupils do this with one carrying figure. They know their two, five and ten times multiplication tables. The majority of pupils round numbers to the nearest ten mentally, whilst below average pupils do this with the aid of a number line. Pupils' understanding and use of appropriate mathematical language related to number are particularly well developed. They measure accurately using standard units of length, and recognise right angles in two-dimensional shapes. Below average pupils can accurately sort using one criterion.
- 93 At Key Stage 2, pupils in Year 3 show development of their knowledge of number, shape and measurement. They add and subtract two digit numbers with two and three carrying figures whilst above average pupils also multiply and divide two digit numbers by one digit. They understand simple bar and block graphs and interpret information from them. In Year 4, pupils can use the standard measure of degrees as a measure of turn in angles. They understand the term area and perimeter and can calculate the area of rectangles. In Year 5, pupils find the area of rectilinear shapes, accurately measure angles to the nearest degree and have a good understanding of quadrants. They can plot information they have collected on block graphs deciding on an appropriate scale to represent their results.

- 94 By the end of Key Stage 2, all pupils are confident with multiplication and division of large numbers. They use brackets and work accurately with money as a decimal. Below average pupils multiply decimals with one decimal place whilst above average pupils use all four operations to two decimal places. Most pupils draw and measure angles competently using a protractor. They effectively calculate mentally simple fractions and percentages of quantities. They use simple language of probability and above average pupils apply their knowledge of mode, median and mean in simple contexts. Most pupils find the area of simple shapes by counting squares whilst those above average use formulae to calculate areas and perimeters of rectangles. They are also successfully developing their own methods for solving problems, and can explain their reasoning. However, at times, teachers do not always question pupils effectively as they work in order to further challenge their thinking. Data handling skills are satisfactory. Pupils' knowledge of shape, space and measures is good.
- 95 Pupils' attitudes to mathematics are good. They concentrate well and listen attentively, the majority staying on task in lessons even when the pace is slow or when the task is undemanding. Pupils are always polite and helpful to each other. They co-operate well when involved in group tasks and talk easily about their work with each other and the teacher. They organise themselves sensibly, tidy away without fuss and respond maturely when jobs are given to them. They are keen to share ideas and findings, and respond enthusiastically when challenging activities are presented to them. The behaviour of the majority of pupils is good.
- 96 The quality of teaching is at least satisfactory. It is often good in Key Stage 1. Teachers have a sound knowledge and understanding of the mathematics curriculum and place appropriate emphasis on mental mathematics that is built into every lesson. In good lessons, learning objectives are clearly focused and teachers use searching effective, questioning techniques which challenge pupils' thinking and builds on their understanding. Good lessons have pace and show high expectation of pupils. They are well balanced between introduction and consolidation of concepts and the opportunity for pupils to be actively involved in practical activities, using and applying their mathematical reasoning and methods in a variety of contexts. Relationships are good and teachers regularly praise pupils' efforts and achievements. Teaching was particularly good in Year 2, for example, where pupils were using money to work out how much they had in their moneybox. Their learning was enhanced when they were asked to explain their methods and explore different ways they could calculate the answer. Another example in Year 2, showed the teacher encouraging the children to see connections and patterns in numbers by challenging them to add three numbers together.
- 97 The scheme of work is being adapted to meet the requirements of the National Numeracy Strategy, which the school is effectively implementing. Assessment tasks are set each term and moderation of work has begun, but there is no formal assessment and record system used consistently to guide planning or to give a clear picture of pupils' attainment. Mathematics is satisfactorily co-ordinated throughout the school and staff work as a mutually supportive team to secure appropriate standards of effort and attainment. The subject meets statutory requirements and there are adequate resources to teach the subject.
- 98 Numeracy skills are enhanced in the rest of the curriculum by, for instance, time lines in history and graph work in geography; data handling is used in science, and measurement in design and technology. Not enough use is made of information technology to help progress, although mathematical language is stressed with vocabulary lists for each year in order to support progress in literacy.

Science

- 99 Pupils' below average attainment was a key issue in the time of the last inspection. Since then, a great improvement has been made. The results of the national tests for the end of Key Stage 2 in 1998 were well above the national average for pupils achieving the expected level (4), and the higher level 5. When compared with schools of a similar intake and above, Coppull St. John's is above average. Attainment has risen dramatically over the past three years. Boys' attainment is slightly higher than girls'. Though there is apparently no reason for this, the school is aware and attempting to remedy the anomaly.
- 100 Results of teacher assessment at the end of Key Stage 1 showed attainment to be above average for investigation work, and very high for knowledge and understanding of science. Results in 1999 are even higher. Targets were exceeded; scrutiny of children's work showed much evidence of well above average

numbers achieving level 4 and 5. Observation of lessons in the current Year 6 revealed that standards are about average at the beginning of the year, with work being studied to revise and consolidate in order to build on last year's gains: in Key Stage 1, work in class was observed to be above average.

- 101 By the age of 11, most pupils have a good knowledge of the structure of flowering plants; the more able do their own research of the pollination process, and know the functions of leaves in making food by photosynthesis. Work in books show that above average pupils identify balanced and unbalanced forces when considering falling objects, taking into account the relative effects of gravity and air resistance. They predict how the mass of a candle changes when it is burnt, whilst below average pupils recognise this as an irreversible change, predicting that the candle cannot be recovered into its original shape, compared with chocolate, which can be melted, cooled and re-shaped.
- 102 Attainment in Year 2 was observed to be above national expectation both in books from last year and in the one lesson seen, where the children, with a little help from their teacher, successfully devised a method of testing and recording an investigation into the effects of exercise on their bodies. Work scrutinised from the previous year showed that they had a good knowledge of properties of materials, identifying those which would conduct electricity, and that they were beginning to use classification keys effectively to categorise 'minibeasts'. Pupils just beginning Year 3 show they have a satisfactory knowledge of how to carry out a scientific investigation, able to devise conditions for a fair test, when prompted.
- 103 Progress seen during the inspection was good in Key Stage 1 and satisfactory in Key Stage 2. Younger children make a good start in reception where they learn to identify different parts of their own bodies and the words representing them. Younger Year 1 children look more closely at features of living creatures such as themselves, by observing each other's eye colour, and with help, making a pictogram to show the numbers of each colour in the class. In Key Stage 2, younger children consolidate investigative skills by predicting which substances will be most harmful to teeth, and helping their teacher set up a fair test of their predictions. Older children increase their knowledge of the body by extending it to the heart and circulation, distinguishing between arteries and veins in their own bodies. They describe the circulation of the blood from heart to lungs, and from heart to the rest of the body, able to detect their own pulse and derive a fair test to determine the effect of exercise on their heartbeat. Above average children move on to understanding the functions of the heart. Pupils with special educational needs make satisfactory progress at both key stages, particularly when given support in class. Sometimes older children do not finish their work correctly.
- 104 Pupils' attitudes to learning in science are good. All ages enjoy science and show great interest in it, particularly when it pertains to their own bodies. From an early age, they work well together in pairs and small groups, amicably sharing equipment and showing courtesy to each other and to their teachers. Behaviour is good throughout the school, even when passive – watching rather than being actively involved in practical work – they do not misbehave. Many children are self-reliant and keen to further their own learning, but are not always given sufficient opportunities to do so.
- 105 The general quality of teaching is satisfactory, though all teaching seen in Key Stage 1 was good. A very good lesson was seen in Key Stage 1 where pupils were given very good direction which allowed them freedom to devise a fair test when investigating the effects of exercise on their own bodies.
- 106 Teachers have good subject knowledge and have worked hard since the last inspection when pupils' lack of achievement was judged to be as a result of teachers' low expectations. Teachers now have high expectation which enables pupils to make good progress. Planning of work is generally good in Key Stage 1, though in Key Stage 2 lessons do not consistently use clear learning objectives, shared with pupils, which can be assessed and used to plan subsequent lessons. Work is not always planned to meet the needs of all pupils in mixed ability classes containing two year groups. In one such class of juniors, children had to draw a diagram of the human heart, which was above the capability of most of them. In reception and Year 1 however, planning is meticulously detailed. There are separate learning objectives for both years, yet all are able to come together for some part of the lesson so that older pupils can set an example in listening.

- 107 Generally teachers use appropriate methods and a variety of activities – groupwork, teacher demonstration, paired work – in lessons, but whole class activity where pupils can undertake their own investigation work does not enhance learning, since concentration inevitably drops. Marking, is generally up-to-date and with helpful comments, but some unmarked work was seen containing mistakes. Homework was not observed to be given, but evidence shows it was given last year when open-ended research tasks enabled above average children to shine.
- 108 The science curriculum follows the National Curriculum and is well planned into the Local Authority scheme of work. The very able co-ordinator monitors plans and teaching of the subject regularly, as current funds allow her some time to do this. Assessment is thorough and able to be used in planning; good attention is paid to the assessment of investigative skills, using material from the scheme of work. Resources are good and well used, supplementing from the local High schools with large pieces, such as a skeleton, giving pupils a good idea of the inner structures of the body. Science makes a significant contribution to literacy by the use of big books in the literacy hour and also by the attention given to well structured scientific writing which is a considerable strength of the school.

Information technology

- 109 At the time of the last inspection, pupils were judged to have limited experience of the impact of information technology in society, and attainment was judged below that expected. Since then, great effort has been made to modernise the provision with parents and local high schools making a significant contribution to resources. A Government backed scheme of work has been satisfactorily adopted.
- 110 Attainment in word-processing and graphics is about average for children of this age, though progress is slow through Key Stage 2. Very little information technology work was seen in this key stage during the inspection. Children from the current Year 6 were able to talk about their work, and some satisfactory examples together with some from the previous Year 6 were displayed – posters and invitations relating to the 125th anniversary of the school – showing satisfactory use of their word-processing and graphics work to produce eye-catching displays. These pupils were seen using CD-ROM material from their classroom computer, usefully extending their work in history and science. Pupils describe the major types of software used in their work, including databases, but they were not so sure about modelling and control, or the use of sensors, though there was evidence in planning that this has taken place in geography and science. Children have satisfactory keyboard and mouse skills. There was little evidence of information technology being used as a tool across the curriculum as a matter of course.
- 111 Attainment at Key Stage 1 is in line with expectation for children of this age. Displays of work show satisfactory use of graphics by Year 2 pupils in particular, to produce pictures in the style of Mondrian to enhance their art work. There was evidence of satisfactory coverage of the programme of study for Key Stage 1. Progress is satisfactory. Pupils in reception learn to use the computer and improve alphabet knowledge by finding letters in the alphabet maze. They become confident in the use of tape recorders to follow stories in their reading books.
- 112 Too few lessons were taught to provide a secure judgement about the teaching of information technology, but one showed it as a very good element of an art lesson in which the teacher, using Mondrian's 'Broadway Boogie-Woogie' as a focus, demonstrated the use of software very competently so that children had no difficulty following it, going on to use the software themselves afterwards. Teachers have varying expertise. There was heavy reliance on the previous co-ordinator who has recently left. The new co-ordinator, whilst showing enthusiasm and vision for the development of the subject and demonstrating good expertise in her own planning sheets, has yet to become established since she is only part-time.
- 113 The scheme of work is in line with the nationally recommended scheme, and when fully implemented will make for satisfactory progression of knowledge and skills. Significant improvement has been made in resources with modern computers in every classroom, but further improvement is needed in the resource centre where there are unreliable machines, making it difficult for children to use them without help.

OTHER SUBJECTS OR COURSES

Art

- 114 The previous inspection revealed an insufficient attention being given to developing pupils' key skills and a lack of teacher knowledge and expertise; pupils were judged to have limited knowledge of well-known artists. As a result the progress made by pupils was unsatisfactory. There has been a good improvement in pupils skills mainly due to the scheme of work which outlines for teachers which skills are to be taught and when; and pupils knowledge of artists is sound.
- 115 At both key stages progress is satisfactory. Pupils use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, models and collage work. The progress pupils make is satisfactory. They successfully explore the work of other artists, for example Mondrain, and successfully adopt their style in their own work as, for example, in Year 2. At Key Stage 1, pupils' skills in observational drawing are in line with that expected for pupils of their age. In painting flowers after careful observation, they show accuracy and detail and an ability to appreciate texture and tone. In Year 2, pupils successfully experiment with colour mixing with paint and understand light and dark shades in producing large pictures of flowers. At the beginning of Key Stage 2, pupils record their own experiences with reasonable accuracy and attention to detail. They can effectively make their own patterns based on examples they study of Picasso. By the time pupils leave the school, the standards achieved are at the level expected for their age, having made satisfactory progress. This was evident in colourful drawings representing 'Landscapes.' Pupils displayed appropriate observational skills in pencil drawings of pillars in the Parthenon.
- 116 The teaching is satisfactory. In the lessons seen, the teacher showed appropriate subject knowledge and had high expectations of pupils. Good use is made of visual stimuli and the teacher demonstrates the technique effectively. As pupils work, the teacher effectively intervenes, encouraging pupils to think in depth about their work. Resources are satisfactory.

Design and Technology

- 117 Although there were a few examples of work from last year - a good set of plans of the school drawn up for the 125th anniversary, 4 model cars with electric circuits for lighting and some model houses – they were not sufficient to form a judgement about progress since no design and technology appeared on the timetable this half-term, it being blocked with art for alternate half-terms. A Government backed scheme is being satisfactorily introduced to ensure continuity and progression. Resources are satisfactory for its implementation

Geography

- 118 Only one lesson of geography - at Key Stage 1 - was seen during the inspection but scrutiny of pupils' work, display and teachers' plans as well as the lesson observation indicate that pupils are making satisfactory progress. Pupils with special educational needs and above average groups of pupils also make satisfactory progress.
- 119 During Key Stage 1, pupils observe and recognise geographical features such as mountains, hills and rivers in their own area, and identify these on maps. They compare their own area to a contrasting area they have read about in a story book. They find similarities and differences and record them in writing and pictures. At Key Stage 2, pupils make useful comparisons of their own locality and a seaside location. They identify common features such as churches and schools, and differences such as souvenir shops and arcades; they provide appropriate explanations for these features. Pupils have a sound knowledge of the locations and some of the features of tropical rainforests, and of the threats posed to them by human activity. They consider the impact of road building in their own locality and use their literary skills soundly when writing descriptions and arguments.

- 120 Pupils' response is satisfactory overall. Pupils listened attentively during the lesson observed during the inspection, and were eager to make their own contributions, waiting their turn to speak. They settled quickly to their individual tasks and completed a good amount of work during the lesson. The scrutiny of pupils' work shows that they pay due care and attention to presenting their work accurately and neatly.
- 121 Teaching is satisfactory overall. Teachers have a firm understanding of the subject and how to teach it. They plan relevant and interesting activities and use the immediate and wider locality soundly. At Key Stage 1, teachers have good expectations of the work of which pupils should be capable, including observing and recording features of the area that they like or dislike. Teachers at Key Stage 2 ensure that the subject is given due importance, despite the 'slimming down' of the National Curriculum. At both key stages, teachers emphasise the importance of pupils' applying their literary skills in their work.

History

- 122 Very few history lessons were planned to take place during the inspection. It is therefore not possible to make a secure judgement about the quality of teaching. However, from scrutiny of pupils' work and an examination of display and teachers' planning, all pupils at both key stages make satisfactory progress. This marks an improvement since the last inspection when pupils in Key Stage 2 were making unsatisfactory progress.
- 123 By the end of Key Stage 1, pupils compare the past and present during topic work, for example, looking at toys and homes from the past. They gain an understanding that things were different and that while some things change over time, others remain the same. Pupils at the end of Key Stage 2 know some events and people that have shaped this country. They know about the lives and customs of invaders such as the Vikings through their study of this period, which included a 'Viking Day' when the school was visited by a re-enactment group. Pupils learn about the Tudors and visit a Tudor Hall to find out more about life in those times. They know about some of the social and industrial issues of Victorian times and use models of ancient Greek artefacts to develop enquiry skills.
- 124 Pupils enjoy history lessons and work well together when investigating artefacts. Work from previous years show that children are motivated to produce detailed and informative descriptions and drawings. Younger pupils in Key Stage 2 were visibly impressed when the teacher revealed a portrait of Queen Elizabeth I in all her finery.
- 125 There is insufficient evidence to make a judgement about the quality of teaching. However, plans indicate that teachers have a sound knowledge of the subject. They plan lessons with clear objectives. The school makes good use of visits to places of historical interest such as Gawthorpe Hall and a toy museum, and visitors to the school, such as drama groups representing the Vikings. Recently the school hosted its 125th anniversary celebrations and pupils and teachers dressed as Victorians, thus bringing their studies to life. The subject makes a sound contribution to pupils' cultural development.

Music

- 126 At the end of both key stages, most pupils acquire the skills and experiences expected of them in performing, composing, listening and appraising. Standards have improved since the last inspection. During Key Stage 1, pupils learn to sing tunefully, with good diction and rhythm, from a limited range of songs and hymns. Pupils generally listen attentively to music chosen for assemblies, but in lessons there are not enough opportunities to hear a range of music from different times and cultures. When playing instruments, pupils can keep to a steady beat, add a simple accompaniment and recognise the changes in tempo.
- 127 During Key Stage 2, pupils sing more confidently with satisfactory control, tone, tempo and rhythm in a variety of well-chosen songs. Pupils sing unaccompanied in two parts with expression and a good awareness of phrasing. Singing is closely linked to collective worship and special religious services. Pupils demonstrate a reasonable sense of ensemble when playing together in class although they need a good deal of support to accompany a song with complex rhythms. They listen with satisfactory concentration to the music in assemblies and are beginning to understand the language and structure of music. A third of pupils play violins or recorders accurately and read notation.

- 128 Progress is satisfactory at both key stages for all pupils including those with special educational needs. Although pupils increase the repertoire of songs they have learned from memory, not all classes sing regularly. Personal study and research into aspects of music are underdeveloped because of the shortage of reference materials in the library. Recently, resources have been improved to enable pupils to use the computer.
- 129 Pupils have positive attitudes to music and respond particularly well in those lessons where staff are confident and have planned challenging work. They apply themselves well, listening attentively to explanations and performances. They participate with enthusiasm in singing and other music making activities. They listen attentively and sustain their concentration well particularly well in playing instruments or when actively engaged in rhythm work. However, occasionally, where there is little structure or purpose in the tasks, pupils soon become restless and respond with inappropriate behaviour.
- 130 Teaching is mainly satisfactory, as observed in lessons. Generally, teachers show a secure subject knowledge, teaching their classes with confidence, enthusiasm and satisfactory skills. On the whole, teachers' planning is sound indicating clear learning objectives and on occasions, lessons are linked to other subject areas. Some tasks are still planned without considering how musical skills should be taught and developed. There is little challenge or pace to the lesson and this results in some inappropriate behaviour from a minority of pupils. Although hymn practice is normally planned weekly, it did not take place during the inspection.
- 131 The Headteacher is currently the co-ordinator; a music specialist will take up the post in November. Resources are satisfactory.

Physical education

- 132 During the inspection, only games lessons were seen. Progress for all pupils, including those with special needs, is satisfactory.
- 133 At Key Stage 1, pupils move games equipment with due concern for the safety of others. They move their bodies in a controlled way, improving their skills in jumping and running. They have satisfactory skills in throwing and catching a beanbag. Across Key Stage 2, pupils were observed developing confidence in throwing and catching a ball with accuracy, and could understand the rules of a game of handball. They showed satisfactory control of the equipment and used the space around them well. In Year 6, all pupils are proficient in dribbling, passing and controlling a football. They co-operate well with one another and increase their skills during the lesson. Pupils have the opportunity to swim during Key Stage 2. However, due to restrictions in the budget, this is now limited to one term.
- 134 Pupils clearly enjoy lessons and respond well to instruction. They show an awareness of safety rules and work positively together supporting one another's efforts. Those working outside on the playground respond well to all the teachers' instructions and concentrate well on the warm up activity, trying hard to develop new ways to move.
- 135 In both key stages, teaching is sound overall. Teachers make appropriate use of warm up and cool down activities. They give clear explanations and choose pupils appropriately to demonstrate and evaluate their skills. They focus clearly on the lesson aims. Teachers and pupils dress suitably.
- 136 Resources for the subject are satisfactory. The indoor accommodation is adequate, though some equipment remains in the hall, reducing the available space. The school has ample grassed areas and marked courts on tarmac areas to support formal games. A number of sports clubs are available, and the school takes part in competitive games with other schools.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 137 A team of four inspectors, including a lay inspector, visited the school for a total of ten days. Before the inspection, the Registered Inspector held a meeting for parents which 12 attended. An analysis was made of 100 questionnaires completed by the parents.
- 138 During the inspection, a total of 38 hours were spent observing 29 lessons, reviewing children's work and discussing it with them. Inspectors heard samples of three representative pupils from each year read aloud and reviewed all the available written work of these pupils. Assemblies, registration periods, extracurricular activities, play and lunchtime arrangements were also observed. All teachers were seen at least once and most several times. Interviews and discussions were held with members of the governing body, the headteacher, teachers with curriculum and other responsibilities, and non-teaching staff. Informal discussions were also held with many pupils. Behaviour in the playground, around the school and at arrival and departure times was observed.
- 139 A large amount of documentation provided by the school was analysed both before and during the inspection, including the school prospectus, the Governors' Annual Report to Parents, minutes of governors' meetings, financial statements, the School Improvement Plan and the previous report.
- 140 During the week of the inspection, religious education and collective worship were inspected under Section 23

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 – Y6	100	0	16	4

Teachers and classes

Qualified teachers (YR – Y6)

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

4.5

Number of pupils per qualified teacher:

22:1

Education support staff (YR – Y6)

Total number of education support staff:

4

Total aggregate hours worked each week:

22

Average class size:

25

Financial data

Financial year:

1998/1999

	£
Total Income	181575
Total Expenditure	177645
Expenditure per pupil	1776
Balance brought forward from previous year	13400
Balance carried forward to next year	17330

PARENTAL SURVEY

Number of questionnaires sent out:

75

Number of questionnaires returned:

43

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	58	40	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	29	2	0	5
The school handles complaints from parents well	32	56	5	5	2
The school gives me a clear understanding of what is taught	40	51	5	2	2
The school keeps me well informed about my child(ren)'s progress	42	49	5	0	5
The school enables my child(ren) to achieve a good standard of work	48	45	5	0	2
The school encourages children to get involved in more than just their daily lessons	37	51	9	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	56	2	5	2
The school's values and attitudes have a positive effect on my child(ren)	49	42	9	0	0
The school achieves high standards of good behaviour	52	40	2	5	0
My child(ren) like(s) school	60	37	2	0	0