

INSPECTION REPORT

St Joseph's Catholic Primary School
Brighouse

LEA area: Calderdale

Unique Reference Number: 107559

Headteacher: Mr David G Gott

Reporting inspector: Mrs J Ann Sharpe 18101

Dates of inspection: 15 - 18 November 1999

Under OFSTED contract number: 706867

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Finkil Street Brighthouse West Yorkshire HD6 2NT
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Leslie Wilkinson
Date of previous inspection:	29 April to 2 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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J A. Sharpe Rgl	Art	Attainment and progress
	Music	Teaching
	Under-fives	Leadership and management
	Equal opportunities	
D. Lloyd, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
N. Hardy	English	Pupils' spiritual, moral, social and cultural development
	Design and technology	
J. Gibson	Science	The curriculum and assessment
	History	
	Geography	
	Special educational needs	
M. Shepherd	Mathematics	Staffing, accommodation and learning resources
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MAIN FINDINGS

What the school does well

Standards in national tests for eleven-year-olds in English and mathematics are high, and pupils' attainment in information technology is better than usually seen by this age.

- The headteacher and governors provide strong and informed leadership in helping the school to improve.
- More than half the teaching in Key Stage 2 is good or very good.
- Teaching in the nursery is very good and all the children do well.
- Provision for pupils' spiritual and social development is good.
- Pupils with special educational needs are fully involved in the life of the school and helped to do as well as they can.
- Pupils have good attitudes to school, attend regularly and usually behave well.
- The very good links with the community improve the quality of education for pupils.

Where the school has weaknesses

Weaker areas in teaching and the curriculum are not always found and dealt with quickly.

- I. Teaching is improving more quickly in the nursery and Key Stage 2 than it is in the reception class and Key Stage 1.
- II. The curriculum has too few opportunities for pupils to practise speaking and listening and to work in practical ways, such as investigating and experimenting.
- III. Lessons in the reception class take too little account of the learning needs of four-year-olds, and of what they can already do.

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

How the school has improved since the last inspection

Teaching has improved overall, but not as evidently in Key Stage 1, where there are not enough good lessons and too many unsatisfactory lessons. Standards in design and technology and physical education are now closer to what they should be, and in information technology, standards have risen, especially by the end of Key Stage 2. These subjects now meet requirements. The leadership of the curriculum has improved considerably, and teachers play a much more active part. Further work is needed, however, to make sure that the influence of the senior management team and subject leaders results in planned improvements. The school development plan has improved, and this is now quite successful in helping the school to move forward. Arrangements for homework are clearer, and almost all parents now feel satisfied.

National test results have risen in English and mathematics by the end of Key Stage 2, faster than the national trend. In 1999, results exceeded governors' targets. Standards in Key Stage 1 reading tests have also risen, and more pupils now do better than expected for their age. The headteacher has kept a close eye on all national developments, and has addressed many new initiatives for improving the school. The national strategies for literacy and numeracy have been put into place, and plans for the school to become part of the National Grid for Learning are in hand. Music is no longer the strength that it was due to reasons beyond the control of the school. Overall, the rate of improvement is good and the school is well placed to continue to improve.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	A	<i>well above average</i> A
Mathematics	A	A	<i>above average</i> B
Science	B	B	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The inspection finds that most of the five-year-olds achieve what is normally expected for their age in language, literacy and numeracy and in their personal and social development. At seven, standards are above average in reading, and average in writing, mathematics and information technology. Test results rose in 1999, particularly in reading. At eleven, standards in English, mathematics and information technology are above average. In science, standards are average, although more pupils achieved a level higher than expected for their age in the 1999 tests. Pupils in Key Stages 1 and 2 do best with those aspects of their work that are tested, and do not do as well with speaking, listening and practical and investigative work. Handwriting and presentation are not always as neat and careful as they should be in both key stages. At eleven, standards in swimming are high. Standards in the work covered for other subjects at both key stages are about as expected nationally.

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· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	good
Mathematics	good	satisfactory	good
Science		unsatisfactory	satisfactory
Information technology		satisfactory	good
Religious education		n/a	n/a
Other subjects	good	satisfactory	satisfactory

Teaching is satisfactory or better in 92 per cent of lessons. In 43 per cent it is good or very good, but this is almost all in the nursery and in Key Stage 2. Eight per cent of teaching is unsatisfactory, and in Key Stage 1, almost one in four lessons are unsatisfactory. Teaching in Key Stage 1 lags behind Key Stage 2. This is because teachers' expectations of pupils are lower, and they use too few methods and styles of teaching to enable pupils to achieve what they are capable of.

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	Almost always good in lessons and around the school, but minor problems are not always dealt with quickly in some classes.
Attendance	Above national average and very little lateness.
Ethos*	A firm commitment to raising standards. Good relationships, and everyone works well together for the good of the pupils.
Leadership and management	Very good leadership by the headteacher and governors. More work needed with increasing the part played by staff with management responsibilities.
Curriculum	Satisfactory overall, and the curriculum for English, mathematics and information technology is good. Pupils have too few opportunities to work practically. There is too great a leap for children under five when they start full-time school.
Pupils with special educational needs	Well managed provision helps pupils to make good progress towards the goals set for them.
Spiritual, moral, social and cultural development	Good provision for spiritual and social development and satisfactory provision for moral and cultural development.
Staffing, resources and accommodation	Enough teachers, classroom assistants and space for the curriculum to be taught. Satisfactory resources, but poor in the reception class. No facilities for the disabled in the main building.
Value for money	Satisfactory. Governors link spending closely to improving standards. Financial planning and control are good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>IV. Children like coming to school.</p> <p>V. There is a family atmosphere and staff are approachable.</p> <p>VI. The attitudes and values taught are the right ones for their children.</p> <p>VII. Parents welcome being encouraged to play a part in their children's education.</p> <p>VIII. The school achieves high standards of work and behaviour.</p>	<p>IX. A small minority of parents would like to see how well their children are doing, and a few are not happy with the class.</p>

Inspectors largely agree with parents' positive views of the school. The school has already responded to parents' request for more information about the curriculum. Pupils' annual reports vary in quality from class to class and better information could sometimes be given about how pupils could improve. Parents' views about homework vary. Inspectors find that provision is good. Where parents find that there is too much homework, staff are happy to find ways to overcome problems. Inspectors find that pupils' behaviour is good overall, but a few minor problems are not dealt with quickly enough by some teachers.

· **KEY ISSUES FOR ACTION**

In order to raise standards even further, staff and governors should:

X. Continue to extend the work of the senior management team and subject leaders in making sure that planned improvements are seen through to practice, and that weaknesses in teaching and the curriculum are corrected. To assist with this, make sure that the school development plan prioritises a manageable number of targets in order that everyone can concentrate their efforts on improving a few things at a time.

(See paragraphs 65, 66, 68, 102, 111,118, 123, 125, 126, 136, 141)

XI. Improve further the quality of teaching, particularly in Key Stage 1, by raising teachers' expectations about what pupils can do. This will include making sure that teachers use the range of teaching methods and styles that help pupils to do as well as they can.

(See paragraphs 10, 11, 14, 16, 17, 31, 32, 97, 99, 113, 114, 116, 117, 118, 131,135)

XII. Ensure that curriculum plans cover all the required work, and that pupils have more practical opportunities for learning skills and gaining understanding as well as knowledge. This should include more planned opportunities for speaking, listening, and investigating in other subjects, particularly mathematics and science.

(See paragraphs 10, 11, 12, 16, 23, 31, 32, 33, 40, 93, 96, 97, 106, 110, 111, 113, 114, 115, 131, 138, 140, 154, 155)

XIII. Improve the education of children under five in the reception class by:-
sharing the expertise of nursery teachers;

making better use of the assessment information from the nursery and from baseline tests in order to plan what children need to do and learn next; and

improving resources and the physical and visual stimulation of the classroom.

(See paragraphs 15, 30, 37, 41, 63, 71, 72, 82, 83, 84, 87, 89, 90)

In addition to these key issues, the school should also address the following less important points:

XIV. Improve handwriting and presentation in both key stages.

XV. Make sure that pupils' behaviour is managed consistently in all classes.

XVI. Continue to develop methods of ensuring the accuracy and reliability of teachers' National Curriculum assessments in English, mathematics and science.

XVII. Make sure that pupils' annual reports are of a consistently high quality, and that

they tell parents where their children could do better.

INTRODUCTION

Characteristics of the school

1 St Joseph's is a Voluntary Aided Catholic Primary School, taking pupils from three to eleven. The school is in the Brighouse parish, about a mile from the centre of town. Being the only Catholic Primary School in Brighouse, pupils from Catholic families attend from quite far away, and about a third travel to school by bus. Pupils are from a wide range of social backgrounds, including both private and council owned homes. The 305 girls and boys on the registers include 99 who attend the nursery part-time. The school is bigger than most primary schools, but a little smaller than at the time of the last inspection in April, 1996. The school has a newly constituted governing body.

2 The nursery serves the wider community of Brighouse. It caters for 104 children living in Calderdale, including the 12 places reserved for children with special educational needs. There are separate admissions policies for the nursery and the main school, and children transfer to one of nine local primary schools. Only about a third of the children who attend the nursery transfer to the school's reception class. Seven pupils in the whole school have statements of special educational needs; this is above average. A further 32 pupils are on the special needs register; this is below average. The number of pupils with statements and on the special needs register has increased since the last inspection. Nine pupils are known to be entitled to free school meals, which is below average. Almost all pupils are white and have English as their first language.

3 Children start nursery in the September following their third birthday and join one of the two nursery classes part-time for a full school year. Those who transfer to St Joseph's the following September are gradually introduced to full-time school and are taught in the reception class. During the inspection, 19 children in the reception class were still four. When children start nursery, their attainment varies, but it is overall typical for children of their age. When children transfer to the reception class, their attainment varies from year to year. The recent baseline assessments indicate that this year's intake is typical for children of their age. The number of children with special educational needs who transfer from nursery to school is rising, and the current reception class has 22 per cent on the special needs register.

4 The school's aims are published in the prospectus, and the mission statement is based on the Gospel values of trust, respect, tolerance, honesty and forgiveness. The school development plan has many targets, but the main developments are religious education, mathematics, English and science, all which are being given greater emphasis in the curriculum. Governors have set targets for national test results at the end of Key Stage 2 in English and mathematics for each year until 2002.

5 The inspection of religious education and collective worship was undertaken prior to this inspection, and the findings are reported separately.

6 **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	21	12	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	20	19	19
	Girls	11	11	11
	Total	31	30	30
Percentage at NC Level 2 or above	School	94 (83)	91(83)	91(91)
	National	82 (80)	83 (81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	20	19
	Girls	11	11	11
	Total	30	31	30
Percentage at NC Level 2 or above	School	91 (91)	94 (97)	91 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	15	17	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	12	14
	Girls	14	15	14
	Total	28	27	28
Percentage at NC Level 4 or above	School	88 (86)	85 (94)	88 (74)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	12	13
	Girls	15	16	15
	Total	28	28	28
Percentage at NC Level 4 or above	School	88 (94)	88 (94)	88 (94)
	National	68 (65)	69 (65)	75 (72)

• **Attendance**

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

		%
Authorised Absence	School	4.5
	National comparative data	5.7
Unauthorised Absence	School	0
	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		13.1
Satisfactory or better		91.8
Less than satisfactory		8.2

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

7 A key issue in the last report was to improve standards in design and technology, information technology and physical education. Staff and governors have addressed concerns, and by the end of both key stages, pupils now attain the standards expected nationally in design and technology and physical education. Standards in information technology have improved considerably in Key Stage 2, and most pupils do better for their age than is usually the case in other schools.

8 In the 1999 national tests for eleven-year-olds in English and mathematics, pupils' attainment was well above average and well above similar schools. The proportion of both girls and boys attaining the expected level 4 or above and the higher level 5 was well above average and well above similar schools. Test results since 1996 indicate that standards are rising faster than the national trend, and in 1999, test results exceeded the targets set by governors. In the science tests, pupils' attainment was above average and above similar schools, both for the proportion attaining level 4 or above and those attaining level 5. Test results from 1996 indicate that the overall trend of standards in science is upwards. Pupils' combined attainment in English, mathematics and science for the three years from 1996 to 1998 is well above average.

9 In the 1999 reading tests for seven-year-olds, the proportion of pupils attaining the expected level 2 or above, and the proportion attaining level 3, was well above average and well above similar schools. This represented an improvement on 1998, particularly in the proportion of pupils attaining level 3; almost half the pupils attained this higher level. Prior to this, since 1996, standards had dipped a little overall. In 1999, pupils did not do as well in the writing tests, even so, their attainment was a little above average and a little above similar schools. The 1999 results represented a small rise in the proportion of pupils attaining both level 2 or above and level 3, but far fewer pupils attained level 3 than did so in reading. In the 1999 mathematics tests, pupils' attainment was a little above average and a little above similar schools.

10 Standards overall in Key Stage 1 tests are not rising as quickly as they are in Key Stage 2, and this is because teachers do not always expect enough of their pupils and they use a narrow range of teaching methods that sometimes prevent pupils from doing as well as they could.

11 The inspection finds that by the end of Key Stage 2, pupils' attainment is above average overall in English, including literacy, and in mathematics, including numeracy. It is average in science. These judgements differ from the 1999 test results because pupils do best in the work that is tested, and they do not do as well with speaking and listening and with planning and carrying out their own investigations in mathematics and science. Pupils' attainment is above national expectation in information

technology, well above expectation in swimming, and about as expected in the work they cover in art, design and technology, geography, history, music and physical education. The high standards in swimming are due to the very good teaching by staff at the baths, and to the importance that the school attaches to helping all pupils to learn to swim. The improved standards in information technology are due to the emphasis that teachers now give to helping pupils to learn specific skills and then to practise them in other subjects.

12 By the time pupils leave the school, most listen carefully, discuss their work and explain their answers to questions, using specialist vocabulary. They read a variety of kinds of print with confidence, expression and understanding, and write in detail and with feeling, using correct grammar, punctuation and spelling, but their handwriting and presentation is not always as good. In mathematics, they calculate quickly and accurately both on paper and in their heads, and can explain how they have arrived at their answers. Although they sometimes use mathematics in other subjects, such as design and technology and geography, they are not as good at planning and carrying out their own mathematical investigations. Pupils leave the school with a good level of scientific knowledge in the areas they have covered, but they are not as competent with planning and carrying out their own experiments. This is because some teachers do not place enough emphasis on this aspect of the work as an integral part of all other work in science.

13 The inspection finds that by the end of Key Stage 1, pupils' attainment is average in English, mathematics and science, although it is above average in reading. It is in line with national expectation in information technology and about as expected for their ages in all the work seen in other subjects. These judgements differ from test and teacher assessment results because, as with Key Stage 2, pupils do best in those areas of their work that are tested, and they do not do as well with practical work in mathematics and science.

14 By the time pupils are seven, most listen well to stories, their teachers and each other. Although they know the words associated with each subject, they are not as good at explaining things. Most can read simple books confidently and with expression. They do well with reading new words by looking at the sounds that letters make. Most pupils write a few sentences, but their handwriting is not always as good as it should be. They write down their ideas in English and in other subjects, and their grammar, spelling and punctuation are about as expected for pupils of their age. In mathematics, most pupils add and take away quite accurately using numbers at least to 20, and can make up sums of money by selecting the right coins. In science, pupils have a good level of knowledge, but their understanding of science is limited by the kinds of work they are given. Pupils' attainment is about as expected nationally in the work they cover in all other subjects.

15 When children start nursery, their attainment is typical for their age. They make very good progress in each area of learning, and this is due to very good teaching. Not all children transfer to the reception class, but a high proportion of those who do have special educational needs. Their attainment on entry to school varies from year to year, but baseline assessments of the current class indicate that overall their attainment on entry to school is typical for their age. Children make satisfactory progress in the reception class, and by the time they are five, most attain the national goals. They usually behave well, can look after their own belongings, work with different adults and children and take part in lessons and activities in different parts of the school building. Most can listen and have started to learn to read and write. Most can count at least to ten, recognise smaller numbers and write them correctly. Children's progress in the reception class is limited by a lack of clear procedures in the school for ensuring that children progress smoothly from the national goals for five-

year-olds towards the National Curriculum subjects.

16 Pupils make satisfactory progress throughout Key Stage 1 and good progress throughout Key Stage 2. Pupils in Key Stage 2 make greatest strides in English, mathematics, information technology and swimming; this is where teaching is at its best, and where the school's efforts to raise standards have been most effective. In all other subjects, pupils make satisfactory progress. Although pupils' progress is satisfactory overall in Key Stage 1, and higher attaining pupils made good progress with reading last year, pupils' progress in lessons is too often limited by either unsatisfactory teaching, as in science, or by a limited variety of teaching styles.

17 The attainment of pupils with special educational needs is often below or well below national average, but they usually make progress at least at the same pace as other pupils in their class, and this is often good. This is most evident in those lessons where they benefit from additional support in order to meet the targets set for them in their individual lesson plans. The fact that they are well integrated, and helped to be successful alongside other pupils makes a significant contribution to their progress. Also, support staff understand pupils needs very well, and their caring and positive attitudes do much to help the pupils to do well. Pupils make very good progress in the nursery, and this encourages parents to want their children to stay at St Joseph's. Higher attaining pupils are often stretched, for example in literacy and numeracy lessons in Key Stage 2, but this is not always the case. There are times when brighter pupils in both key stages, but particularly in Key Stage 1, could make even greater progress given more challenging and interesting work.

18 Boys and girls in the school make progress at a similar pace. Staff and governors are keen to ensure that this is so, and they take action when problems are found, for example, additional resources now encourage boys to read as much as girls. In Key Stage 2, the school's work in literacy and numeracy is helping pupils to speed up the progress they make.

19 In the last report, pupils' progress was judged to be generally sound in both key stages, but not always as good as might be expected. Although there is still some evidence of slower progress, overall the situation has improved, but the most significant improvement is in Key Stage 2. Standards are likely to continue to rise in Key Stage 2, but in Key Stage 1, they are likely to continue to lag behind unless the weaknesses in teaching are addressed fully.

· **Attitudes, behaviour and personal development**

20 The good standard of behaviour and relationships found at the time of the last report has been maintained. This positive position is likely to remain due to the importance that everyone concerned with the school attaches to meeting the school's aims.

21 By the time they are five, most children attain the national goals set for them in their personal and social development. They are well settled into the routines and expectations of full-time school and their behaviour is good.

22 Pupils' attitudes to learning are good overall. More than half the parents who returned the questionnaire strongly agree that their children like school. Most pupils are interested in their work, keen to answer questions in lessons and settle quickly to their work. They are happy and confident to explain what they are doing. In a few lessons, a minority of pupils do not pay enough attention to their teachers, and there is a constant low buzz of talking when pupils should be listening. This occurs when teachers do not respond quickly and firmly enough to minor difficulties, or when work is insufficiently challenging.

23 Pupils in Key Stage 2 can take some responsibility for their own learning. Pupils in Year 6, for example, undertake research both at school and at home. They are confident to use the library, CD-Rom or the Internet to find information. Other pupils in Key Stage 2 study at home as part of their work in literacy. Throughout the school, with the exception of the nursery, however, the curriculum in some subjects provides too few opportunities for pupils to learn to enquire, investigate and explore in practical work with other pupils, and this limits their personal and social development. Pupils in all classes have regular homework in several subjects, and this is usually completed without fuss.

24 Over half the parents who returned the questionnaire, and most who attended the meeting, think, rightly, that the school achieves a high standard of behaviour. Behaviour in and around the school is almost always good; pupils move quietly and sensibly around the building and are considerate of others. There is no pushing or jostling in the small cloakrooms, and pupils willingly stand back for adults and pupils in wheelchairs to pass. In the dining hall, behaviour is civilised and orderly, and in assemblies, pupils pay attention, concentrate and are not distracted at all. Outside, pupils play together happily; older pupils help younger ones by tying shoelaces, buttoning coats and leading their games. Pupils are very caring towards those with special educational needs and enjoy spending time with them in the playground.

25 Exclusion has never had to be used as a sanction for poor behaviour. The few instances of difficult behaviour, that have caused concern to a minority of parents, mainly involve those pupils who benefit from extensive support from adults in the school and from support agencies. This means that any problems are minimised.

26 Relationships throughout the school are almost always good. Pupils are polite, courteous and friendly towards each other, to staff and to visitors. When given the opportunities, they work well together in pairs or groups. Pupils with special educational needs play as full a part as possible in the life of the school, and those with disabilities are particularly well cared for by other pupils. All pupils listened and watched with interest, appreciation and delight to a performance by a signing choir from a school for hearing impaired pupils.

27 Pupils accept willingly their opportunities to take responsibility. Older pupils act as monitors in the corridors and help in the library, and pupils in all classes are able to help their teachers with routine tasks. Those pupils in Year 6 who supervise tables at dinner time show their growing maturity through thoughtful concern for the needs of younger pupils. On a wider scale, a range of national and international charities benefit from pupils' fund-raising efforts.

· **Attendance**

28 Since the last report, pupils' attendance has shown a slight improvement. Overall, attendance figures are above the national average, and there are still no unauthorised absences. Parents are aware of the importance of sending their children to school regularly and on time, and know that they must notify the school of reasons for any absences. Pupils welcome the reward certificates offered for good attendance, but they also enjoy coming to school and look forward to their daily activities. Attendance registers are completed promptly, efficiently and in accordance with requirements. There are very few recorded instances of lateness.

· **QUALITY OF EDUCATION PROVIDED**

· **Teaching**

29 Teaching across the school, although variable between key stages, is satisfactory overall. More than nine out of ten lessons were satisfactory or better. Almost half were good or very good, with more than one in ten being very good. Unsatisfactory lessons were seen in both Key Stage 1 and Key Stage 2, although the greatest proportion was in Key Stage 1, where about a quarter of the sample of lessons seen was unsatisfactory. There was very little good teaching in Key Stage 1. In Key Stage 2, teaching is good overall; more than half the lessons were good or very good, and only 6 per cent of the lessons were unsatisfactory. This has a good effect on school standards, especially in English and mathematics.

30 Teaching for children under five is good overall, as well as in the individual areas of learning. It is consistently good or very good in the nursery, where teachers are particularly skilled with planning the right activities for children to make very good progress. No opportunities for learning are overlooked, and children become eager and confident learners who enjoy the many new challenges they have each day. This is a strength of the school, and it helps children to make a very good start to their education. Teaching is satisfactory in the reception class in each area of learning, but the change to a more formal style of teaching from that in the nursery is too sudden. The teacher is keen, rightly, for the children to begin to learn to read, write and work with numbers, and she helps them to make a start with this, but other important areas of learning are given insufficient attention as part of the day to day planned work.

31 The previous report found teaching to be unsatisfactory in almost one in five lessons, and although improvement is seen overall, this is not so in Key Stage 1. The school has tackled quite successfully the weak features of teaching in the last report by improving lesson planning, and this is now good in Key Stage 2, very good in the nursery and satisfactory elsewhere in the school. There remain, however, lessons where teachers are still not clear enough about what pupils are intended to learn, and where time is not all used to best advantage. Examples of weak teaching in Key Stage 1 are found in English, science, and design and technology, and pupils' previous work confirms that teaching in Key Stage 1 is not improving as quickly as it should, especially in science. Teachers in Key Stage 1 expect too little of pupils, and use a narrow range of teaching methods that prevent pupils from showing what they are capable of. They have yet to adapt their teaching fully to the range of demands of the National Curriculum.

32 Teaching in English, including literacy, and mathematics, including numeracy, is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers give sufficient time to teaching these subjects and have a positive attitude towards teaching the National Numeracy and Literacy Strategies. In 1999, test results in reading at the end of Key Stage 1, improved, and this was due to the efforts of teachers in increasing the proportion of pupils attaining a level higher than expected. In both key stages, teachers do not yet provide enough opportunities for pupils to increase their ability to speak and

listen in all subjects and plan their own mathematical investigations. Similarly, in other subjects, those aspects of the curriculum that require teachers to use a wider range of methods of teaching are given less attention than they should have. This means that pupils do not always do quite as well as they could.

33 Teaching in science is satisfactory in Key Stage 2, but unsatisfactory in Key Stage 1; a weaknesses in both key stages is that pupils have too few opportunities to learn to plan and carry out their own experiments. Teachers lack sufficient knowledge of the science National Curriculum, especially in Key Stage 1, and this results in a low level of work being given to pupils, with too much attention to learning facts by colouring and completing simple work sheets. Good teaching in information technology in Key Stage 2 has resulted in improved standards since the last report. Some improvement is seen in Key Stage 1, but this is not as great as in Key Stage 2. Teachers concentrate on teaching skills, as well as providing opportunities for pupils to practise using information technology in other subjects. Swimming in Key Stage 2 is very well taught by staff at the baths, and this helps pupils to attain high standards and to have very good attitudes towards healthy exercise and keeping themselves safe. Teaching is satisfactory overall in both key stages in all other subjects.

34 Pupils with special educational needs are well taught, although teaching helps pupils to make best progress in those lessons where they have additional support. Pupils make progress at the same pace as other pupils in their class at other times. Support teaching is well organised and managed, and teachers work well with the support assistants to help pupils to attain the targets set for them in their individual education plans.

35 Teachers' subject expertise is strongest in literacy, numeracy and information technology in Key Stage 2. Teachers are in the early stages of putting the National Numeracy Strategy into place, and some are still finding the best ways to do this. Although teachers often manage their classes well, not all expect highly enough of pupils in terms of behaviour, and although there are no examples of a more serious lack of discipline, some teachers do not check pupils quickly enough. This means that the atmosphere of some lessons is spoiled.

36 Teachers give regular feedback to pupils to help them to improve, including marking their work. They make good use of opportunities for homework in both key stages and many subjects, and this helps pupils to have good attitudes towards their education. It prepares the oldest pupils well for the next stage of their education. Provision for homework has improved since the last report, and this is now good in both key stages.

· **The curriculum and assessment**

37 The curriculum for children under five is good overall. In the nursery it takes very good account of the national goals, giving high priority to personal and social

development, language, literacy and mathematics. Children benefit from many enjoyable, interesting and stimulating activities both indoors and outdoors. This helps them to make very good progress, and prepares them very well indeed for full-time school. The curriculum for children under five in the reception class takes some account of the national goals, but the main focus is often the National Curriculum and more formal lessons. Consequently, children have a sudden change in the ways in which they are expected to learn. It is not always clear that they have had all the experiences they need in order to benefit fully from formal lessons, such as literacy and numeracy. Children in the reception class have some opportunities to choose play activities, but these are not planned to make sure that they provide challenges beyond what they did in the nursery. Children in the reception class do not have an outdoor curriculum from which to continue to make progress in each area of learning.

38 The curriculum in Key Stages 1 and 2 is broad, relevant and meets requirements. This is an improvement since the last report when requirements for information technology and design and technology were not met fully. All pupils have equal access to lessons and provision for pupils with special educational needs is good overall. This is because it helps them to make good progress towards the targets set for them in their individual education plans. Health education includes sex education, drugs education and personal and social education. Environmental awareness is promoted strongly, and pupils of all ages have participated in a number of interesting environmental projects that have attracted awards. Extra-curricular provision is satisfactory and includes some opportunities for pupils to take part in competitive sport.

39 The time allocated to each subject has been calculated carefully for each year group. Plans are sometimes overlooked, however, and the amount of time available is reduced when activities, such as assemblies and singing practices, over-run, and when teachers are not rigorous enough about how lesson time is spent. Literacy and numeracy have high priority each day, and the benefits of this are beginning to show in improved standards in English and mathematics, especially by the end of Key Stage 2. The national strategies for literacy and numeracy are in place, and where new national guidance is available for other subjects, this has either been adopted or being considered. Schemes for other subjects have been introduced. Medium term curriculum plans show that there are opportunities for pupils to practise and improve skills in information technology, literacy and numeracy in most subjects.

40 Since the last report, the curriculum issues have been addressed reasonably successfully. Policies and schemes of work are now in place for most subjects, and lesson plans take better account of what pupils have already learned and what they need to learn next. The curriculum, although generally balanced between subjects, sometimes lacks balance within them. In English, for example, there is a lack of planning for speaking and listening, and in mathematics and science, pupils do not spend enough time experimenting and investigating. In several other subjects those parts of the curriculum that require teachers to use more practical and investigative teaching methods are given less attention, and this limits pupils' potential progress. Although a lot of useful work has resulted in improved planning since the last report, a lack of clarity about what pupils are intended to learn and which parts and levels of the National Curriculum the work covers is still evident in some lessons.

41 Procedures for assessing children are very good in the nursery. Finding out what individual children can do is part of the day-to-day work of all adults. They use this information very well when deciding what children need to learn next. Baseline assessments, completed in the reception class, provide a general picture of what children can do when they start school. This information helps teachers to judge pupils' progress by the end of the school year. Other assessments of children in the reception class follow the procedures for Key Stage 1, and day-to-day observations of children at work and play make only a small contribution to planning future learning goals for children of differing levels of attainment.

42 In Key Stages 1 and 2, procedures for assessing pupils are good. Both statutory and optional national tests are used to assess pupils and to predict their attainment at the end of each key stage. The information is used well by governors when setting targets for standards in national tests in English and mathematics. Class records of assessments are very helpful when pupils move to another class, and these also enable teachers to see at a glance what rate of progress each pupil is making. Teachers assess their own and their pupils' achievements by looking back on weekly plans and recording their observations, and this is sometimes very helpful when planning the next few lessons. Assessment information is not used well enough, however, to set shorter term learning targets for the pupils of differing levels of attainment in each class, or to make decisions about the best teaching method for pupils to achieve these. This was a weakness in the last report, and although there have been clear improvements, still more could be done to make sure that enough progress is expected of all pupils. Procedures for ensuring the reliability of teachers' National Curriculum assessments are still in the early stages, and levels in English, mathematics and science are still to be agreed. There are no procedures for ensuring the accuracy of teachers' assessments in speaking and listening.

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Pupils' spiritual, moral, social and cultural development

43 The good provision found at the time of the last report has been maintained. Provision for the personal and social development of children under five is good overall, although it is very good in the nursery. This is because nursery staff are well aware of what is expected of children under five, and ensure that the curriculum provides an extensive variety of opportunities every day for children to do as well as they possibly can.

44 Provision for pupils' spiritual development is good; a caring and supportive atmosphere is evident throughout the school. The daily acts of collective worship meet requirements. Whole school and class assemblies often provide good opportunities for quiet reflection and reverent worship. The use of music helps pupils to understand that assemblies are a time to think more deeply about their lives, and stories help them to think about their own place in the world. Lessons in religious education provide opportunities for pupils to learn about what people of other religious faiths believe and how they worship. Pupils respond positively and are helped to relate what they have

learned to their own experiences and beliefs. Through educational visits and visitors, and through lessons in subjects such as English, music, art and geography, pupils experience a sense of awe and wonder about the world around them. They understand clearly one of the main values taught by the school, namely that *actions speak louder than words*. This was displayed well when pupils reacted very positively to a visit from pupils who attend a local school for the hearing-impaired.

45 Provision for pupils' moral development is satisfactory. They gain clear guidance and understanding about what is right and wrong through assemblies, the curriculum and through the largely positive relationships between pupils and adults. Teachers ensure that pupils know the school rules, and usually remind them about what is acceptable behaviour. As a result, most pupils react positively to rules, and behaviour is usually good. The assembly themes, such as honesty and truthfulness, and the rewards given for good behaviour, help pupils to consider carefully their own actions towards others.

46 Provision for pupils' social development is good. The curriculum provides plenty of opportunities for pupils to grow in self-confidence and independence. Most pupils respond in a mature fashion, taking responsibility for their own learning whilst being sensitive to, and appreciative of, other pupils' work. They are encouraged to raise funds for local and national charities and worthy causes. Older pupils are expected to take special responsibility for younger ones by looking after them at play times and dinner times. Pupils see the ways in which adults support and care for those with special educational needs, and they adopt the same caring attitudes themselves. A satisfactory range of extra-curricular activities and educational visits, including a residential visit for older pupils, helps pupils to increase their ability to get along well with others.

47 Provision for pupils' cultural development is satisfactory. It is promoted in a variety of planned and spontaneous ways. Pupils celebrate major Christian festivals and this helps them to understand their significance in people's lives. Lessons in art, music, geography and history help pupils to learn to appreciate the richness and diversity of their own and other cultures. Pupils experience live music and theatre, and through their own work in art and music, they add to the cultural richness of the local community. As yet, however, most of their experiences of culture in subjects such as English, art and music, have been of people from white groups in our society.

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

48 Since the last report, the school has maintained its good provision for promoting the health, welfare and general well-being of the pupils, and this still has a good effect on the standards they attain. Procedures for keeping an eye on pupils' educational progress have improved, particularly by recording and watching carefully to see that their performance in national and other school tests continues to rise each year as fast as it should. The agreed policy for assessing pupils makes it clear what is to be

assessed and when. Reports for parents and discussions with them about their children's progress often help both parents and pupils to understand how well pupils are doing and what they need to do to improve. This is inconsistent between classes, however, and not all parents feel as well informed. Pupils' personal development is watched carefully on a day to day basis, and the straightforward policy for pastoral care ensures that all staff are aware of their individual and shared responsibilities for pupils' welfare.

49 The school rules are known and understood by pupils, and most appreciate the rewards given for effort and good behaviour, such as an entry in the Golden Book. Sanctions that can be used for poor behaviour are an effective deterrent outside, but this is not always the case in lessons, and a few teachers do not ensure that all pupils listen as well as they should. Arrangements for encouraging good attendance are successful, and this has a positive effect on pupils' attainments.

50 Through assemblies, lessons in personal and social education and through its Christian ethos, the school successfully encourages kindness, understanding and tolerance. Well over half the parents who returned the questionnaire or attended the meeting strongly agree that the attitudes and values taught by the school are the right ones for their children. During the inspection, there was no evidence of any bullying, and both staff and pupils feel that this is rare. The headteacher and governors responded to a few concerns about bullying expressed by parents through a recent school questionnaire. The policies for both behaviour and bullying were reviewed through discussions with all staff. When concerns are brought to the attention of staff, they are dealt with swiftly and in accordance with the policy.

51 The school promotes a healthy lifestyle through the health education programme, and by, for example, encouraging pupils to eat raw carrots instead of sweets at the end of meals. The extra-curricular Fit Kids, team sports and swimming all encourage pupils to enjoy energetic physical exercise. The programme ensures that pupils are made aware of dangerous drugs and that sex education is taught sensitively through religious education and personal and social education lessons. The school nurse is a regular visitor, three staff are trained in first aid, and there are suitable arrangements for dealing with minor accidents and medicines.

52 The policy for health and safety is detailed and covers every occasion where pupils could become at risk. Staff are particularly careful in organising educational visits and usually follow safe practices in lessons, for example ensuring that the floor has been properly cleaned before beginning physical education. Arrangements for child protection reflect the procedures set out by the Local Education Authority, and these are appropriate.

53 Provision for supporting pupils with special educational needs is very good. Support staff and voluntary helpers are asked to work where assistance is most needed, and good liaison with external agencies ensures that advice and practical help is always at hand.

Partnership with parents and the community

54 Since the last report, the school has maintained its positive and fruitful partnership with parents and has further improved the links with the community. These now make a very good contribution to pupils' education.

55 The information provided for parents is good. The prospectus, newsletters and other communications with home contain relevant details and are written in a straightforward style which is easy to follow. Meetings for parents to discuss their children's progress with teachers are held twice yearly, and they are timed to allow parents a choice of attending either daytime or evening. There have been special meetings for parents to explain the new literacy and numeracy hours, and, in response to a request for more information about lessons, the school now sends home a termly summary of topics to be studied in each class. Pupils' annual reports vary in quality; some give helpful information and set targets for further improvement, whilst others bear out some concerns expressed by parents that teachers tend to make positive comments but do not refer to any weaknesses.

56 Parents are very supportive and appreciate the efforts of staff. More than half of those parents who returned the inspection questionnaire or attended the meeting strongly agree that they are encouraged to play an active part in the life of the school, and that the school is approachable. Attendance at parents' meetings is good, and many parents also take advantage of the informal opportunities they have to talk to teachers at the start and end of each school day. A number of parents help regularly in classrooms, and provide valued support with activities such as baking, reading and computing, while others run the school bank or accompany pupils on educational visits. The Parent Teacher Social Committee organises fund raising events, and a considerable sum of money is raised to provide additional equipment and resources that could otherwise not be afforded.

57 Parents are encouraged to help their children at home. Useful booklets give guidance about how to help at all stages of their children's education. As a result, most parents supervise homework of various kinds, listen to their children reading, help them to learn their multiplication tables and help them to research their class topics. Some parents contribute well to the curriculum, for example, a hairdresser gave a demonstration, an estate agent talked about his work and a grandparent described experiences during World War Two.

58 The excellent links with parents of children in the nursery help children to make a very positive start to their education. Parents of pupils with special educational needs feel that they are kept well informed and involved at all stages of their children's education.

59 The extensive links with the community are a strength, and they help children to gain greater awareness of the world outside school. Pupils sing at the ceremony in Brighthouse when the Christmas lights are switched on. They perform plays and concerts for parents and church parishioners, and collect and distribute Harvest gifts in the community. Regular visits to places of educational interest make lessons more meaningful, and a residential visit to Kettlewell for older pupils helps them to become more independent and socially aware. Pupils take part in many environmental projects, such as recycling, tree planting, litter collections and painting murals, in conjunction with local and national organisations. As well as supporting pupils' learning in subjects such as science, geography and art, these projects help pupils to learn to respect and appreciate the world around them. A former teacher visits regularly, and during the inspection provided a great deal of additional adult help with information technology.

60 Unusually for a primary school, St Joseph's has forged a considerable number of links with industry, all of which benefit the pupils in terms of additional expertise and equipment. A link with a local bank has provided furniture and televisions, as well as help in classrooms and a worthwhile link for the headteacher with the local business community. Links with the Training and Enterprise Council and the Local Education Authority provide grants towards improvements to the school grounds.

· THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

· Leadership and management

61 Since the last report, the headteacher and governors have ensured that all the main weaknesses in the school have been tackled, although some weaknesses in teaching, the curriculum and subject management are still evident. Test results at the end of Key Stage 2 in English and mathematics have risen, and weaknesses in standards in information technology, design and technology and physical education have been addressed successfully.

62 Overall, the school is well led and managed. Governors play an important and valued part in this; they understand their responsibilities and meet them very well. Governors are committed fully to helping the headteacher and staff to raise standards. They take part in training to make sure that they keep abreast of national educational developments, and have a good understanding about them. They delegate responsibilities to committees, including a school improvement committee, and all governors keep themselves well informed through attending regular meetings. They are closely involved in the life of the school and have a very good overview of all aspects of the school's management, including the complex financial and staffing matters and initiatives, such as changes in literacy, numeracy and information technology.

63 Governors understand the particular circumstances of the school and its pupils, and take these into account when setting targets for raising standards in national tests.

They are well aware of their responsibilities towards pupils with special educational needs, and ensure that these needs are met through well managed provision. They make sure that the school provides equality of opportunity, but have yet to find ways to ensure that provision for children under five in the nursery and reception classes is of a consistently good quality. Although a teacher has overall responsibility for children under five, recent efforts have concentrated on ensuring that provision for children in the nursery is very good, and the school does not yet have a clear enough picture of how best to cater for the needs of children who start full-time school when they are still four. New national guidance is now available, but the school has been slow to put existing guidance into practice.

64 The headteacher is dedicated to the school, and works very hard to keep on top of his many and increasing responsibilities. He ensures that parents have confidence in the school, maintains a high level of presence and is approachable to everyone. He ensures that the school is managed well on a day to day basis. Relationships between all those concerned with the school are good, and there is a positive climate for learning. The headteacher is very well informed about current national educational developments, and is keen to see each of these being addressed in the school. Although standards in national tests are rising by the end of Key Stage 2, he is not complacent, and continually seeks ways to raise them even further. He keeps governors very well informed about important matters, including test results, and involves everyone in making decisions. Policies are in place for all important matters in the school, and the school's aims are seen in practice.

65 The annual budget leaves little money for awards to staff for additional responsibilities, and the headteacher has delegated thoughtfully. He has set up a senior management team with responsibility for seeing that agreed initiatives are put into practice throughout the school. Since the last report, the amount of checking and finding out about how well the school is doing has increased considerably, and this has become more systematic. The views of parents are sought in order to find out what the school could do better. National test results are looked at closely to find out how well groups of pupils are doing and what their weaknesses are. The headteacher ensures that the quality of teaching and the curriculum are checked both formally and informally, but the work of the senior management team and subject leaders is not always successful in providing a strong lead to other staff. Consequently, the written policies and plans are sometimes better than is actually seen in practice. Since the last report, subject leaders have responded well to their increased responsibilities, and much has been achieved. More work is needed, however, in making sure that all is as it should be, and that best use is made of the expertise in the school.

66 A key issue in the last report was to improve the quality of the school development plan. Progress has been good; the current plan has many strengths and contains all the features that it should. Although, since the last inspection, areas for further improvement have now been prioritised, there are a lot of targets and these are not yet in a clear order of priority and time scale. This makes it difficult for everyone to focus time, attention and opportunities for checking progress on a small number of targets at any one time. Consequently, some improvements are not taking place as quickly and effectively as they should.

67 New management policies for raising achievement, setting targets and monitoring and evaluating the school's progress have been agreed by staff. These policies provide a very good basis for addressing the school's current weaknesses, including any remaining weaknesses in teaching and the curriculum. The headteacher is determined to work with governors and staff in order to see these policies put into place fully. The school is likely to be able to continue to improve at a good pace.

Staffing, accommodation and learning resources

68 Overall, provision makes a satisfactory contribution to standards in the school. Although some classes are bigger than others, sufficient qualified and suitably deployed teachers and support staff meet the needs of the curriculum for pupils of all ages. The previous report asked for the role of subject leaders to be developed further, and all subjects and other major areas of school life now have a teacher with responsibility for overseeing progress. Teachers take these responsibilities seriously, and support colleagues well informally. As yet, however, their influence is still often limited because, when checking on provision, not all problems are found and put right; for example, weaknesses in some of the lesson plans and lack of attention to some areas of the curriculum.

69 The work of support staff makes a valuable contribution to standards. This includes efficient school administration, good quality nursery nurse support, effective classroom assistance and sensitive support for pupils with special educational needs. Lunch time supervisors and the caretaker complete the team, and everyone works co-operatively together for the good of the pupils. This contribution is further improved by the work of parent helpers, voluntary helpers and students. In some areas, for example, information technology, their contribution is particularly successful.

70 Staff training is a priority in the school development plan, and the grant for this is used appropriately. Training covers a broad range of needs, including training for governors, senior staff, teachers and support staff. A special needs support assistant, for example, has been awarded a national qualification. Arrangements for the teaching staff to be appraised meet requirements and follow the Local Education Authority scheme. In addition, the headteacher observes teachers at work in their classrooms and interviews them about their professional development. Some teachers have opportunities to watch other teachers in their classrooms, and all teachers are used to being watched by other professionals. Staff attend courses organised externally as well and training days planned within the school. The school is currently working towards an Investors in People award, and has already received a positive initial judgement. The headteacher ensures that he keeps well up to date professionally with national educational developments by taking part in extended training for headteachers. This is helping him to give a strong lead to governors and staff with taking the school forward with the many new challenges that face schools today. The newly qualified teacher has a mentor, and is released from teaching to attend an induction course. Although arrangements for professional development are good, they

have not yet been successful in addressing fully some of the weaknesses evident in teaching and the curriculum.

71 The accommodation is sufficient to enable the curriculum to be taught, although some classrooms, including the reception classroom, are small for the number of pupils. Corridors are narrow and cloakrooms are quite small, and this presents greatest concern for pupils in wheelchairs. Although the nursery has a toilet for disabled children, the main school building does not, and the few steps in the school cause difficulties for staff, who do their best to ensure that pupils are not disadvantaged by inadequate facilities. Governors are aware of this concern and have already sought help to address it. The nursery accommodation indoors and outdoors is very good, and this contributes greatly to the progress the children make. Children in the reception class, however, do not have the access they should have to an outdoor area, and this limits the work they can cover in each area of learning. The physical separation of the nursery and the reception class makes it more difficult for teachers to ensure that children under five have a continuous education. This slows children's progress when they transfer to the reception class. The new library and the multi-purpose parents' room are proving to be valued assets to staff, parents, visiting professionals and pupils. The buildings are welcoming and attractive overall, but the quality of presentation of classrooms and displays adds more to pupils' education in some classes than it does in others.

72 Resources for learning are generally sufficient to enable the curriculum to be taught. A focus for spending has recently been literacy, although the library continues to need even more books. Resources for numeracy have improved as a result of funds set aside by governors, and a donation from the Parent Teacher Social Committee has been well received. Staff are preparing for access to the National Grid for Learning, and anticipate that resources for information technology will improve even further. Resources for children under five in the reception class are poor, and this results in a sudden change to the quality of the visual and practical surroundings for children who transfer from nursery to the reception class. More resources are needed for science investigations, but this is not the main cause of the weakness in standards. The school has a limited range of resources for helping pupils to learn about cultures other than their own. Since the last report, the weaknesses in resources for design and technology and information technology have been addressed, and otherwise provision has largely been maintained.

· **The efficiency of the school**

73 Overall, the school's level of efficiency is good. Since the last report, the governors and headteacher have maintained the strengths, and have addressed fully the weaknesses found in the school development plan. They know what the school's priorities are and allocate funds and resources carefully to enable these to be achieved. They keep a careful eye on the budget, and understand the constraints that limit the decisions they can make. A major part of the school's income is allocated to paying staff and to maintaining and servicing the building, and very little is left for governors to

make choices about spending. The long term spending forecast takes account of anticipated changes to the number of pupils in the school, and governors wisely keep a small contingency for emergencies. Governors find out how well they are doing with using school funds by looking closely for improvements in national test results. They receive regular reports from staff about the curriculum, and visit the school often to see for themselves to what extent the funds they allocate to resources and training are benefiting the pupils.

74 The generous donations of the Parent Teacher Social Committee increase the amount of money available for spending on resources, and this is put to good use. The exciting and imaginative outdoor play equipment in the nursery and the new books for the refurbished library, are just two examples. Additionally, successful bids for external grants have allowed work to be done on improving the school grounds.

75 The funding for pupils with special educational needs is properly spent on support assistants and resources, and governors set aside an additional sum to ensure that extra support is available where it is most needed; this has a good effect upon pupils' progress. Funds for staff training are linked as closely as possible to the school development plan, given that the grant for this purpose does not credit the budget until much later than the period it is intended to cover.

76 Staffing, accommodation and learning resources are used appropriately. The expertise of the teacher with responsibility for the nursery is put to very good use in improving provision for the youngest children, but this does not yet extend fully to provision for children under five in the reception class. Staff who provide additional support in classes are deployed to good effect in most lessons in helping pupils to improve, especially when working with pupils with special educational needs. During the inspection, children with special educational needs in the reception class, including a pupil with a physical disability, were helped to take part fully in their movement lesson, and made good progress. Nursery nurses support teachers and children in the nursery very well, and this has a marked effect on children's progress.

77 The additional support accepted from parents, voluntary members of the community and staff from external support agencies makes a particularly strong contribution to pupils' education. The practical skills of the caretaker enable savings to be made on routine maintenance. A member of the support staff has painted illustrations and words on the library walls, and this gives pupils a strong message about the enjoyment of literature. The level of use of the accommodation is satisfactory, although even better use could be made of the indoor surroundings in order to stimulate interest and encourage higher standards. The nursery accommodation is very well presented and educationally challenging, and this makes a strong contribution to children's success.

78 Routine financial control and school administration are good. The recent financial audit was complimentary about the practices and systems used; the few minor recommendations have now been attended to.

79 When taking account of the quality of education provided, pupils' progress and the standards they attain, as well as the way in which income and resources are managed, the school gives satisfactory for money. This was also the judgement of the last report.

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

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

80 When children start nursery in the September following their third birthdays, their attainment is variable but overall typical for their age. About ten per cent of the children each year have special educational needs. Only about a third of the children transfer to St Joseph's reception class the following September, and this includes an increasingly higher proportion of children with special educational needs. Children's attainment on entry to school varies from year to year, but the attainment of those children starting full-time school in September 1999 is overall typical for four-year-olds. The results of the school's baseline assessments, undertaken shortly after children started in the reception class, indicate that attainment varies, but it is overall about as expected for children of this age in language, literacy, mathematics and personal and social development. During the inspection, 19 children in the reception class were still four.

81 In personal and social development, children make good progress overall and this helps most children to attain the national goals by the time they are five. Children in the nursery make very good progress. This is because of the constant opportunities they have to become totally absorbed in what they are doing and to respond to an ever increasing number of new challenges. They learn to work in a wide variety of activities and become more confident to talk, explore, experiment and take responsibility for themselves and their equipment.

82 Children in the reception class make satisfactory progress. They settle well to the routines and expectations of full-time school, and learn to work in more formal ways, such as taking part in the literacy hour and attending school assemblies. During the inspection, they sat still and watched intently when pupils from a school for the hearing impaired performed using signing. They learn to dress themselves following physical education lessons and to find their way around the school at dinner times. By the time they are five, most behave well, respond sensitively to religious events and have personal independence. They can work with different adults and in different sized groups of children. They can make choices about which activities to join, but not all activities, such as playing in the sand and working with construction toys, provide enough challenge to enable them to extend their ability to persevere and have a sense of personal achievement. This results in a small amount of poor behaviour which has to be checked by the teacher. Children's response to their personal and social lesson, however, was excellent. They listened well, thought carefully before answering questions, and expressed their feelings and opinions well. The school has maintained the good attitudes of children under five found at the time of the last report.

83 In language and literacy, most children attain the national learning goals by the time they are five. They make good progress overall, although they make greatest strides in the nursery. This is due to the strong emphasis that nursery staff place on listening and taking part in challenging talk in all the areas of learning. An example is where children learn to use words associated with mathematics when practising

threading pasta, and they practise talking to each other when making up their own stories about Cinderella. Children in the reception class make satisfactory progress in their literacy lesson with learning to recognise and name letters and with learning to read simple words in books. The children who worked closely with the class teacher in a science lesson about how materials change with heating made good progress with learning to listen carefully to questions and to answer these using new words. Children's progress is not as good, however, when they choose activities for themselves, and lesson planning does not show how they are intended to improve their talking and listening. They made good progress with learning to listen carefully and to talk about happy and sad times during story time. By the time they are five, most children listen well and can talk about their experiences. They handle books correctly, recognise a few letters and words and write some letters for themselves correctly.

84 Children make good progress overall with mathematics, and most attain the national goals by the time they are five. They make very good progress in the nursery where they learn to count correctly and with understanding through number rhymes and songs. They learn to use the words associated with mathematics through activities that encourage this, such as making sequencing patterns and pretending to measure when making Cinderella's coach. Children make satisfactory progress in the reception class. By the time they are five, most can count at least to ten, for example, they count the musical *beats* when listening to a recorded broadcast. Their previous work and discussions with them show that by the time they are five, most children recognise smaller numbers, write them correctly and record their ideas about mathematics in different ways. Although they have opportunities to work with practical apparatus and understand language such as *add, more, altogether, and shapes*, they are not as good at solving mathematical problems in their everyday play, and there is too little planned expectation for them to do so.

85 Children's knowledge and understanding of the world grows at a good pace overall, and most attain the national goals by the time they are five. They make very good progress in the nursery, where teachers ensure that children have the breadth of experiences they need to enable them to learn to look closely, talk, explore living and growing things, use a wide variety of tools and equipment and begin to question how and why things happen. Children in the reception class make satisfactory progress when learning to compare what happens when butter is spread on bread and hot toast and find out what happens when hot water is added to jelly cubes. By the time they are five, children can talk about their families, where they live and some of the buildings in the locality. They can use equipment and tools, such as sand tools, scissors and percussion instruments for the purposes intended. Although they show interest in the computers, and know that they need to use the mouse to operate the program, they are not always clear about what else to do, and they do always have enough help and guidance with this.

86 Children make good progress with physical development and most attain the national goals by the time they are five. Children in the nursery make very good progress both indoors and outdoors. They learn to move around the spaces confidently and safely, and work with a good range of equipment that helps them to continue to extend the range and quality of the movements, such as pushing, pulling,

aiming, climbing and balancing. At snack time, they learn to carry milk and plates of biscuits carefully to their seats. Supervised activities, such as threading with needles, ensure that children make very good progress with movements that require finer physical skills. Children in the reception class make satisfactory progress overall. They made satisfactory physical progress in their movement lesson, although in this lesson, they made good progress with creative development. They learned to move more confidently and imaginatively in the school hall, showing an awareness of space and others, for example, they were very careful to avoid bumping into a child's wheelchair. Although children move around the playground energetically at playtimes, they do not have a regular outdoor curriculum to support their work in any area of learning.

87 Children make good progress overall in their creative development, and by the time they are five, most attain the national goals. Children in the nursery make very good progress with learning to work creatively with a very wide range of materials and equipment. Their autumn pictures using seeds and other natural materials, their play in the Cinderella imaginative play corners and their response to an opportunity for the two classes to join together for musical activities, show how well they are doing. Children make satisfactory progress overall in the reception class. During the inspection, they made good progress with learning to listen and respond sensitively to a story. They enjoyed following a taped broadcast and responding imaginatively with physical movements suggested by the music. Children with special educational needs tried hard to join in and used their bodies as creatively as possible. By the time they are five, children enjoy listening to stories and singing together. They draw, occasionally paint, make models and express their feelings well through talking. They have too few opportunities to explore and work with a wide range of materials which stimulate their own creativity and help them to continue to express their own ideas.

88 Since the last report, teaching has improved and it is now good overall in all the above areas of learning. In the nursery consistently good or very good teaching ensures that children make very good progress. The portfolios of photographs, children's records, teachers' planning documents and the physical presentation of the indoor and outdoor spaces all show that nursery teachers have a very good knowledge and understanding of how young children learn. They pay very good attention to helping children to learn by talking with them and introducing new words in each area of learning. They expect highly of the children, who respond by wanting to please the adults who work with them. All adults work closely together, and a normal part of their every day work is finding out how well the children are doing and what each child needs to learn next. They work very well with parents and involve them as much as they can in helping their children to settle in nursery and to do well. A particularly strong feature of their work is the very good provision they make for children with special educational needs. Teachers work co-operatively with support agencies, and parents are so delighted with their children's progress that they want them to continue at St Joseph's school. This gives all children a very good start to their education.

89 Teaching in the reception class is satisfactory in each area of learning. Lessons take account of the national learning goals, but planning gives more attention to the National Curriculum. Lesson plans do not always show how children are intended to attain the national goals for five-year-olds before they begin work in the National

Curriculum, for example in science. This has been a dilemma for the school, and the teacher is keen to find the best way to plan lessons so that she leads children into the National Curriculum successfully. The current method of teaching does this too suddenly for many children, and the reception room does little to assist a smooth transfer from nursery to school. There are too few suitable resources, activities and planned structured practical experiences to stimulate and excite children to want to learn as purposefully as they have become accustomed to doing in the nursery.

90 The teacher has assessed all the children in the first weeks in school as required, and has access to very good information about their strengths and weaknesses. This information could be used more successfully to decide what children need to learn next. Nevertheless, the teacher has ensured that all children are settled into the life and routines of school, and most have made a start with learning to read, write and understand numbers. The class has a high proportion of children with special educational needs, and the teacher works well with support staff in order to meet the targets set in their individual education plans.

ENGLISH, MATHEMATICS AND SCIENCE

English

91 In the 1999 national tests for eleven-year-olds, 88 per cent of pupils attained the expected level 4 or above. This was well above national average, and well above similar schools. The proportion of pupils attaining level 5 was also well above both national average and similar schools. Test results were very high in 1998, but fell back slightly in 1999. Test results since 1996 indicate that girls do a little better than boys. Whilst this is also the national trend, boys in the school did better than girls in the 1999 tests, and in the 1998 tests, boys did considerably better than boys nationally. Governors and staff have made a concerted effort to make sure that girls and boys do equally well. Standards in national tests are rising at a faster rate than the national picture. Governors have set realistic targets for test results for each year until 2002, and the 1999 results exceeded the target.

92 In the 1999 tests for seven-year-olds, 94 per cent of pupils attained the expected level 2 or above in reading. This was well above national average, and well above similar schools. Almost half the pupils attained level 3, and this was well above both national average and similar schools; it represented a large increase from 1998 in the proportion of pupils attaining at a level higher than expected for their age. In the writing tests, 91 per cent attained level 2 or above, and 12 per cent attained level 3, and these results were a little above the national average, and better than similar schools. Test results showed very little improvement overall from 1996 to 1998 in both reading and writing, but the 1999 results were better. In most years, girls did better than boys, as is the national trend, but in 1998, boys did better than girls, and girls did not do as well as other girls nationally.

93 The inspection finds that attainment is average by the end of Key Stage 1 and above average by the end of Key Stage 2. Pupils do better in tests than they do with speaking, listening and extending their writing skills. This is because teachers do not plan sufficient opportunities for pupils to improve their speaking and listening skills in an increasingly wide range of ways, or for pupils, other than the oldest pupils, to write more lengthy, varied and in-depth pieces of work. These areas are not as well covered by the National Literacy Strategy, and the school has yet to find ways to make sure that they are always given sufficient attention in the curriculum.

94 In speaking and listening, by the end of both key stages, pupils' attainment is in line with national expectations. By the end of Key Stage 2, pupils listen well and remember the new words they learn in each subject. Some give reasons for their answers and present arguments in a mature way. They discuss their ideas about different texts in literacy lessons, and listen well to the views of others. By the end of Key Stage 1, most pupils listen well to stories, their teachers and each other. When discussing their visit to a local museum, for example, many pupils used a wide range of vocabulary. Some pupils, however, still find it difficult to expand on their ideas, and they do not have enough opportunities to do so as part of day-to-day planned lessons.

Drama was not planned during the inspection, and lesson plans indicate that little time is given to this area. In the 1998 teacher assessments at the end of Key Stage 1, pupils did much better in speaking and listening than they did in reading and writing, but teachers have no method of making sure that their assessments are accurate and reliable.

95 In reading, by the end of both key stages, attainment is above average. By the end of Key Stage 2, most pupils can read different texts accurately, confidently and with expression. They show a good level of understanding when they refer to what they have read when answering questions. Their knowledge of how books are compiled and how to find information is good. Their ability to use the school library and CD-Rom to find and read information is as expected for pupils of their age. By the end of Key Stage 1, most pupils read easier books with confidence and expression. Although some still use the pictures for clues when they encounter new words, most do well with using their knowledge of how letters build into words and the sense of what they are reading. Pupils enjoy talking about books, and can be beginning to be able to talk about characters and the main events in stories.

96 In writing, pupils' attainment is above average by the end of Key Stage 2. Although many pupils write in a legible and joined style, they do not always present their writing as carefully as they should, and the standard sometimes falls below acceptable levels. The majority, however, plan, draft and revise their own writing. They can write in detail and with feeling, for example, about the plight of a boy during World War Two. Their writing is often lively, imaginative and organised well. By the end of Key Stage 1, pupils' attainment is about average. Most pupils write letters legibly, but their handwriting skills are under-developed. Most write at least a few sentences, and communicate their ideas in interesting and imaginative ways. Most use capital letters and full stops in the right places, and spell simple common words correctly. For average and lower attaining pupils, the breadth of their writing is often limited by a lack of opportunities to write for enjoyment and for reasons that they understand.

97 Overall, pupils make good progress in Key Stage 2 and satisfactory progress in Key Stage 1. In speaking and listening, pupils' ability to listen more carefully and to discuss the texts they study in literacy lessons increases as they move from class to class. Pupils in Year 5, for example, made good progress with learning to use a mature style of speech when discussing the order of events at a football match. In Key Stage 1, pupils make good progress in reading and satisfactory progress in writing. They learn to use different methods of reading new words, and to read more accurately and expressively from a widening range of books. They become more confident by reading at home regularly. Pupils in Key Stage 2 make good progress in reading. They learn to read a wider range of literature, including poetry. They practise regularly both at school and at home, and gradually acquire a love of books. In writing, many pupils in Key Stage 1 have a quite narrow experience in writing, which concentrates heavily on completing work sheets, with relatively few opportunities to learn to write by themselves and in all subjects. Pupils in Key Stage 2, however, especially those in Year 6, learn to write in an increasing variety of styles, and their progress is sometimes very good. Pupils improve their ability to write stories and complete more complex factual writing using good grammar, punctuation and spelling. Work completed since September

shows a good rate of improvement in Key Stage 2.

98 Higher attaining pupils make good progress with learning to respond to challenging and interesting work, but the work of average and lower attaining pupils is too often taken from published text books. Pupils with special educational needs make good progress overall in both key stages. On those occasions where additional help is available, they are helped to attain the targets set by their individual education plans. They grow more confident to express their ideas through speech, and become much more skilled with learning to use letter sounds when reading and writing words.

99 Pupils' attitudes are good overall. In Key Stage 1, most listen carefully to stories, offer answers to questions eagerly and settle well to their work. In Key Stage 2, most pupils listen to others in discussions, concentrate well, show interest and work hard. In occasional lessons a few pupils spoil the otherwise purposeful working atmosphere by distracting others, and teachers do not always check this as quickly as they need to. Nevertheless, most pupils behave well. During the inspection, opportunities to work co-operatively in groups, including discussing practical work in other subjects, were limited, and some pupils did not have a chance to show what they can do.

100 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2, although there are some good features in most literacy lessons. Teachers understand the importance of teaching literacy, give enough time and attention to it and know enough about the subject. They have put the National Literacy Strategy into place quite successfully, and this is helping to raise standards, especially in Key Stage 2. Many teachers, particularly in Key Stage 2, question pupils well in order to find out what they know and to encourage them to think before they answer. They set homework regularly, and this helps pupils to have good study habits. Most teachers make good use of computers in their classrooms to help pupils to learn to record their ideas and present them in different ways. Teaching is occasionally unsatisfactory in Key Stage 1, and this is where the teacher does not have a clear enough plan to show what pupils are expected to learn, and the teaching and learning time is not all used to best effect. This means that pupils do not learn enough.

101 Teachers involve parents in literacy work successfully through both homework and helping in classrooms. Parents help to gather information about their children's progress with reading, but they need more help to know how they should record what they find out.

102 Since the last report, standards have risen, especially by the end of Key Stage 2, and teaching and progress in Key Stage 2 have improved. Lesson planning has improved, largely because of the introduction of the National Literacy Strategy. A subject leader supports colleagues well and checks planning, but weaknesses are not always being found and dealt with as quickly as they need to be. A new governor for literacy has recently been appointed who is also a member of the school improvement committee. The school is now well placed to continue to improve in the future. The new library is becoming a useful addition to the school's resources, and pupils are

learning how to make good use of it. The recent decorations in the library room do much to give pupils good attitudes towards books and literature.

• **Mathematics**

103 In the 1999 national tests for eleven-year-olds, pupils' attainment was well above average and well above similar schools. Eighty-five per cent attained level 4 or above and 41 per cent attained level 5; this was well above average and well above similar schools at both levels. When taking account of national test results since 1996, standards in the school are rising faster than the national trend, and girls and boys are doing just as well. Governors have set targets for test results for each year until 2002, and in 1999, results exceeded their target.

104 In the 1999 tests for seven-year-olds, pupils' attainment was a little above average and a little above similar schools; ninety-one per cent attained level 2 or above and 21 per cent attained level 3. When taking account of test results for the three years from 1996 to 1998, pupils' attainment is average, but the proportion of higher attaining pupils rose a little in 1999, and this increased the average score. In 1998, the teacher's assessments of higher attaining pupils was below average in *using and applying mathematics*. Although the relative performance of girls and boys varies from year to year, overall there is little difference between them.

105 The inspection finds that by the end of Key Stage 2, pupils' attainment is above average. This judgement differs from national test results because pupils do not do as well with planning and carrying out their own mathematical investigations, and this is not tested. Also, pupils do best in the areas that are tested, and the curriculum places strong emphasis upon these. Pupils have a good knowledge of numbers and most can use this to make accurate and quick mental calculations. They explain how they have arrived at their answers, often involving complex calculations. They understand what *perimeter* means and can work out the perimeter of compound shapes. Most can calculate the area of shapes, and express this correctly. Pupils work with fractions, percentages and decimals, and some show a good understanding of the value of small numbers within larger numbers. They understand some of the ways in which mathematical information can be interpreted, and record information using charts and graphs. A high proportion of pupils are confident to use mathematical vocabulary when explaining and recording their work.

106 By the end of Key Stage 1, pupils' attainment is average. They work quite accurately with numbers at least to 20. They add, and sometimes take away numbers, understand what *sets* of objects are and know some multiplication facts. They name common two-dimensional shapes and know some of the features of these. They can measure things using arbitrary and standard units for measuring. Pupils know how to gather and record information, for example, about their favourite colours. They can use their knowledge of numbers when selecting coins to make up sums of money, but are not as good at using mathematical knowledge and skills in practical investigations. This accounts for the difference between national test results in 1999 and inspection

findings.

107 Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Throughout Key Stage 1, pupils grow more confident to work with increasingly larger numbers. In Year 1, they learn to apply this to working with money, and learn to measure things in a variety of ways. In Year 2, pupils learn to multiply smaller numbers and their understanding of larger numbers grows at a steady pace. They learn more about geometrical shapes by counting the number of sides and corners. Pupils of all levels of attainment, including those with special educational needs, progress at the same pace.

108 The good overall progress throughout Key Stage 2 is evident in the improved test results and teacher assessments at the end of Year 6. Higher attaining pupils are often challenged and continue to make good progress, although lower attaining pupils sometimes need more time to grasp new ideas before moving on to new work. Pupils in Year 3 make good progress with learning to understand multiplication and division when solving problems about money. In Year 4, pupils learn to make more complex mental calculations involving multiplication and division, and in Year 5, pupils learn to estimate and measure accurately both smaller objects and longer distances, using a variety of measuring equipment. In Year 6, all pupils make good progress with learning to calculate the area and perimeter of shapes. They make progress as part of their work in other subjects, for example, when learning to measure and weigh accurately in order to make containers in design and technology, and when finding places using co-ordinates in geography. They also learn to use information technology to record information in graphs.

109 Pupils' response is good in both key stages. They enjoy mathematics and are keen to answer questions and show their work to others. They concentrate and persevere with problems and are prepared to think hard and to explain their answers. Most pupils present their work carefully in exercise books. Pupils usually behave well, but a few can be noisy and careless about their manners at times. When this happens, it is usually because teachers do not set and keep consistently high standards of behaviour. Nevertheless, most pupils remain interested in their work and stick at it.

110 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers are still at the stage of finding out how to take best advantage of the recent guidance found in the National Numeracy Strategy, and some rely quite heavily on published teaching materials when planning lessons. This sometimes leads to lessons that do not have enough mental challenge or opportunities for pupils to get involved in practical work. Although the mental mathematics part of lessons are at least satisfactory, some teachers do not make best use of the time at the end of lessons for helping pupils to consolidate and extend what they have learned. In Key Stage 2, teachers have a good knowledge and understanding of mathematics. This results in good quality lesson plans and a clear and challenging purpose for lessons, which they later explain to the pupils. Teachers plan the right questions to ask and expect highly of their pupils to answer these, using correct mathematical terms. They help pupils to know how well they are doing during their discussions with them and through marking their work. After lessons, they record what went well and where pupils need further help, and this helps

them to make sure that future lessons address problems. All teachers set regular homework, and this has a positive effect upon pupils' learning.

111 In previous years, teaching has focused strongly on published text books and materials. Staff have recently taken part in training in order to adopt the National Numeracy Strategy, and they have worked closely with an external consultant. The school's governor for numeracy has played a valuable part in supporting staff with the necessary changes to teaching and with providing new resources. The subject leader has only recently accepted sole responsibility, and knows that further training is needed. Although she is able to pinpoint the next step forward for the school, she does not yet have much opportunity to find out directly how well teachers are doing with teaching mathematics and where most help is needed. Since the last report, standards in national tests have risen, but particularly in Key Stage 2. Teachers have made a positive start with putting the new national guidance into place, and the method used for teaching numeracy is good in Key Stage 2. The differences between the key stages in teaching, pupils' progress and their attainment are still evident, with pupils in Key Stage 2 doing better than pupils in Key Stage 1.

• **Science**

112 The results of the 1999 national tests for eleven-year-olds were above average and above similar schools; 88 per cent attained level 4 or above, and 31 per cent attained level 5. Girls and boys did equally well. This represents an improvement on the previous year, particularly in the proportion attaining the higher level. Test results since 1996, show a rising trend, although there was a small dip in the 1998 results. In the 1999 teacher assessments for seven-year-olds, 91 per cent attained level 2 or above and 9 per cent attained level 3. Although the proportion attaining level 2 or above was similar to the national average, fewer pupils attained level 3, and higher attaining pupils did not do as well as in similar schools. Girls and boys did equally well. Teachers' assessments since 1996, indicate that standards are fairly constant.

113 The inspection finds that by the end of Key Stage 2, pupils attain average standards. Most pupils have a good level of knowledge of the work covered this term, such as the life cycle of plants and the human body, but evidence from previous work and discussing this with pupils shows that they are not as advanced with experimenting and investigating. Although higher attaining pupils remember previous work in Year 5 and understand the need to make their experiments fair, most are not as clear as they should be about how this can be applied to their own investigations. This relative weakness in pupils' attainment accounts for the difference between national test results and inspection findings; practical investigative work is not tested.

114 The inspection finds that by the end of Key Stage 1, pupils attain average standards. Due to a staff absence, it was not possible to see a lesson in Year 2. Previous work and a discussion with pupils shows that they have a good level of knowledge, for example about living and non-living things, the growth of plants, the dispersal of seeds and the forces needed to push and pull things. Previous and current

work shows that pupils' understanding and skills, however, are limited by the kinds of work they are given to do. They have too few opportunities to work practically and to learn to investigate for themselves.

115 Pupils in both key stages makes satisfactory progress overall, although they make good progress in Key Stage 2 with gaining scientific knowledge. Pupils in Years 4 and 5 make good progress in all areas of science because their teachers make sure that they understand what they are intended to learn, and provide practical investigative work for pupils to test out their own ideas and answer challenging questions. Examples are where pupils in Year 4 experiment to find the best materials for keeping things hot and cold, and pupils in Year 5 find out about the effects of friction on moving objects. Pupils in these classes learn to record their findings in a variety of interesting ways that also enable them to practise their literacy and numeracy skills. Pupils in Year 3 make good progress with learning how to care for their teeth and with recording, through careful writing, what they find out. Progress is occasionally unsatisfactory, however, in both key stages, when lessons take too little account of the guiding principles of the National Curriculum. Pupils with special educational needs make good progress when their work is carefully matched to their particular needs and when teachers plan practical work. Otherwise, they make progress at the same pace as other pupils in the class.

116 Pupils' attitudes are good overall. When given the opportunities, they enjoy practical work, and are enthusiastic about finding things out for themselves. They use equipment sensibly, share it with others and work co-operatively. Where pupils' enthusiasm is not as great, this is usually when lessons put too much emphasis on demonstrating and watching and not enough on experimenting.

117 Teaching is unsatisfactory in Key Stage 1, and although it is variable in Key Stage 2, it is satisfactory overall. A new nationally approved scheme of work is in place, and this provides guidance to help teachers to make sure that the pupils' work takes account of what they already know. Some teachers, however, still plan too few lessons that help pupils to learn to investigate scientific ideas, even though this work forms an integral part of the scheme. This weakness leads to an occasional unsatisfactory lesson in Key Stage 2. There is a lack of understanding of the subject, especially in Key Stage 1, where this concern leads to a wider range of weaknesses, including poor planning and low expectations of pupils. The practice of filling in missing words and copying words on worksheets results in unreliable assessments because the majority of answers are the same. Marking often focuses on presentation rather than pupils' progress in science. All the features of teaching are at least satisfactory in Key Stage 2, where teachers use homework well to help pupils to have good attitudes towards science. Three-quarters of the lessons in Key Stage 2 were good. These lessons were presented in lively and interesting ways, pupils were clear what they were asked to do and learn, and teachers challenged them further by asking them to explain the results of their experiments.

118 Since the last report, a policy has been agreed and a new scheme of work has

been adopted. The concerns about lack of opportunities for practical work and over-reliance on worksheets are still evident in some classes. A subject leader now supports other teachers, but strengths and weaknesses in the subject are not yet always being identified and used to help the school to improve. The school improvement committee has analysed the results of national tests in a detailed way, and found that a weakness in pupils' attainment in Key Stage 2 is their lack of knowledge of the vocabulary of the subject. This was seen being addressed well in Year 6, where the teacher provided a word list for the topic being taught. In 1998, there was quite a large difference between test results and the class teacher's assessments at the end of Key Stage 2, and the school has only just started to put together samples of levelled work to help teachers in both key stages to make sure that their assessments are always accurate. Although test results have risen by the end of Key Stage 2, the rate of school improvement has been steady, and there has been no improvement in teaching in Key Stage 1.

OTHER SUBJECTS

Art

119 Few lessons were seen due to class timetables, educational visits and a staff absence, and judgements take account of a discussion with pupils in Year 6 as well as the small amount of previous art work seen in all classes.

120 By the end of Key Stage 2, pupils talk about their work using the words associated with art correctly, and showing the level of knowledge and understanding expected for pupils of this age. They can talk about previous work throughout the key stage when they worked with a satisfactory variety of art materials, but their ability to talk about work with three-dimensional art materials is not as good, and they have limited knowledge and understanding of the work of other artists and craftspeople. In the lesson seen, pupils' attainment was below expectation, and this was because what they were asked to do did not provide an opportunity for them to improve their ability to experiment, explore materials and express their own ideas and feelings. Pupils' work in sketch books and on display indicates that they can use drawing materials to record what they see, and this work is close to the standard expected by this age. Pupils can use information technology to record their artistic ideas to the standard expected by the end of Key Stage 2.

121 By the end of Key Stage 1, pupils can record their ideas using a satisfactory variety of two-dimensional art materials. They record what they remember and imagine about Bonfire Night using wax crayons and paint, and they illustrate their writing using crayons. They use paint to print with leaves, but their pictures on display show no more skill than the printing done by children in the nursery.

122 Pupils' attitudes to art are good in both key stages. Pupils in Year 6 remember previous work and talk about it with enthusiasm. They recall their work in Year 5 about

'pointillism', and can explain what this means. Pupils in Year 5 show great interest in their work when using sketch books and sketching pencils. They try hard when experimenting with pencils to try to record what they see in still life arrangements. Some of the work seen on display in the school, however, does not show that pupils have the amount of opportunities they should have to develop their own artistic ideas in ways that challenge their thinking and help them to know how to improve their own work. Pupils in both key stages take part in local painting and designing competitions, such as 'Build a Better Brighthouse', and they have been successful on several occasions. Winning entries from a competition last year are displayed in the school, and the paintings are of a good standard.

123 There is too little evidence to make overall judgements about pupils' progress. An outline plan for the work to be undertaken in each year group is in place, and this provides a little guidance to help teachers to ensure that pupils make progress. Teachers' planning, however, is not yet checked carefully enough to make sure that lessons follow the guidance about the National Curriculum, and that work continues to provide new challenges as pupils progress from year to year. Pupils in Year 5 made good progress with learning to experiment with different grades of sketching pencils and with recording accurately what they see. Pupils in Year 6, however, made slow progress in their lesson. This was because the lesson plan did not take proper account of the guidance in the National Curriculum, and although many enjoyed the work, it did not help them to make the progress needed in their understanding of how to record their own ideas and observations about perspective.

124 Teaching is satisfactory overall in both key stages, although it is variable between classes. Previous work shows that not all teachers have a sufficiently detailed knowledge and understanding about the art National Curriculum; this resulted in unsatisfactory teaching in Year 6. Teaching is good in Year 5, however, where pupils respond well to the high expectations of them to listen, observe, think, experiment and improve their work. Pupils of all levels of attainment, including those with special educational needs, were helped to make good progress. Art has not been a school development priority recently, and teachers are awaiting new national guidance before making any changes. Some of the work on display indicates that, given pupils' good attitudes, teachers do not always take sufficient advantage of this to enable them to do as well as they could.

125 Since the last inspection, a policy has been agreed and teachers now record in their lesson plans what they want pupils to learn. Although the amount of checking and finding out about how well teachers and pupils are doing has increased, this has not yet resulted in any significant improvements to teaching and standards, and weaknesses are not always being corrected.

Design and technology

126 Since the last report, the school has tackled successfully the low standards and most of the unsatisfactory teaching. The policy and work plans have been reviewed,

and the curriculum now has satisfactory breadth and balance. Resources are improved, and these are now adequate. A subject leader supports staff well, although there has not yet been much opportunity for her to find out directly how well teachers are doing in their classrooms. Consequently, her influence on standards and teaching is not yet as great as it could be. The school is now likely to continue to improve at a steady pace.

127 By the end of Key Stage 2, pupils work with a range of materials, including food, wood, fabrics and construction kits. They have a secure understanding of how products are designed, and can modify them in the light of what they find out about their finished items. Pupils have designed games and have drawn up rules for these to be played. In order to complete their work, they have designed boxes to hold their games. This involved investigating box nets and making and decorating boxes so that others are encouraged to play the games. Pupils know how to evaluate their work and can suggest improvements. They can extend their basic skills in order to design more complex models. They make good use of what they have learned in mathematics, science and art. Pupils work carefully, measure accurately and cut safely and with precision.

128 By the end of Key Stage 1, most pupils know that before beginning to make things, they must plan and draw how they want the finished item to look. When making puppets, for example, they select materials, but they rely heavily on the teacher's ideas when designing. A few know that items can be taken to pieces to find out how they are made and how they work. Previous work shows that they can work with textiles and that they can complete neat sewing.

129 Pupils, including those with special educational needs, make satisfactory progress across both key stages and in most lessons. Pupils in Year 1, for example, make paper dolls and improve their ability to roll, cut, stick and join materials. Pupils in Year 5 learn to make good quality designs for reflective clothing, arm bands and bags. They learn to test the usefulness of these and write about what they had done and found out.

130 Pupils all show positive attitudes. They remember and talk with enthusiasm about previous work, using the new words they have learned. They are able to judge the success of their own work, especially the older pupils, and give careful and sensitive consideration when choosing the best materials to use. In Key Stage 1, pupils are capable of responding to more challenging, interesting and varied work than they are sometimes given.

131 Teaching has improved since the last inspection, and this is now mainly satisfactory. Although most teachers in Key Stage 2 are secure in their knowledge and understanding of the National Curriculum, this is not as evident in Key Stage 1. A small amount of unsatisfactory teaching is still seen, and this arises where the teacher expects too little of the pupils in terms of exploring materials and experimenting with their own ideas. In such lessons, pupils make slow progress. Teachers manage practical lessons well, and usually plan to have a good balance between listening,

making things and helping pupils to improve their work.

Geography

132 By the end of Key Stage 2, pupils attain the standards expected nationally in their study of places. In Year 6, they study the effects of tourism in Calais, and pupils can identify some of the advantages and disadvantages of living in a tourist area, such as in employment, entertainment and facilities. They can use the evidence they find in photographs when discussing Calais and make suggestions about what it is like geographically. Although they understand and use simple co-ordinates when pin-pointing places, they are not yet very familiar with four or six-figure co-ordinates. No lessons were seen in Key Stage 1, but current work shows that pupils in Year 2 can complete a published worksheet about the features of places, such as buildings, but most are not challenged by the low level of this work.

133 Pupils in both key stages, including those with special educational needs, make satisfactory progress overall, although this is variable between classes and lessons. Pupils in Year 3, for example, make good progress with learning to interpret plans using co-ordinates, but some of their previous work is too easy for pupils of their age. Most pupils in Year 4 make satisfactory progress when studying hot countries. They learn about the connections between human population and water sources. In their lesson, however, some pupils spend too much time colouring in maps to enable them to make the progress they could. Although pupils in Year 5 learn about European cities, some of their previous work is not very different to what they were asked to learn in Year 3. Pupils with special educational needs benefit from additional adult support, and in Year 3, the teacher planned an oral activity that matched a pupils' particular learning needs well.

134 Pupils' attitudes are satisfactory overall. Pupils In Year 3 enjoyed their lesson and were enthusiastic when answering questions. In some lessons, a few pupils become restless and chatter inappropriately when they have to listen for too long, but most concentrate well and get along well with each other when they are asked to complete work in groups.

135 Teaching is satisfactory in both key stages, but a weakness arises because teachers rely on a narrow range of teaching methods for helping pupils to learn. Too much work is planned around text books and second hand resources in Key Stage 2 and unchallenging worksheets in Key Stage 1. Teachers in both key stages show that they have enough geographical knowledge to teach the subject, but their lesson planning does not take enough account of the need for pupils to understand the purpose of what they are doing and to increase their geographical skills in a wide variety of ways. Teachers plan to introduce the new nationally approved scheme for teaching geography next year, however, and this provides good guidance to help them to put right any weaknesses.

136 Since the last report, the satisfactory position has largely been maintained. A subject leader now oversees the work of the school, including looking at some lesson planning, and this is an improvement. The level of checking and finding out, however, is still insufficient to spot where further improvements are needed.

History

137 By the end of Key Stage 2, pupils attain the standards expected nationally in the periods of history they study. In their topics about Britain since the 1930's and World War Two, for example, they show the level of knowledge and understanding expected for pupils of their age, such as the differences between the lives of young people then and now, and the use of air raid shelters for protection. Most pupils can write sensitively, showing some understanding of what it might have been like during an air raid. By the end of Key Stage 1, pupils can spot similarities and differences between then and now by watching a television programme about kitchens in the more recent past. They listen and answer questions about the evidence they have seen, showing that they understand the link between the past and the present and how things change over time.

138 Pupils in both key stages, make satisfactory progress. Younger pupils learn to use resources, such as photographs of people to order time. They understand what is meant by *the past*; either yesterday or a long time ago. Pupils in Year 5 learn to use CD-Rom to find information about the past. Pupils in Year 6 gain a good factual knowledge about the past by listening to a talk by a visitor who lived through the war. They learn to use this first hand evidence when writing their own ideas about the past, and teaching helps them to make good progress with learning the words associated with this period of history. Pupils with special educational needs are helped to take part fully in lessons, and through modified work, make the same progress as others in the class. Higher attaining pupils make satisfactory progress, and they sometimes have tasks which challenge their thinking further, such as in Year 6 where they learn to create a news sheet about the past using a computer. Pupils' progress is not always as good as it could be, given their good attitudes, and this is when teachers ask them to spend time completing simple worksheets and written exercises that do not challenge them to use resources in order to find out about the past for themselves.

139 Pupils' response is good overall, but this is especially so when they helped to show empathy with people of the past. They usually behave well, but a few pupils disrupt the working atmosphere by chatting when they should be listening, and not all teachers address this well enough. Pupils can work together co-operatively when they have the opportunities, such as when working in small groups on computers.

140 Teaching is satisfactory overall in both key stages. Teachers usually plan work that matches pupils' ability to complete it successfully, such as where higher attaining pupils in Year 5 have to find and select information about the different beliefs of Ancient Greeks. Teachers sometimes rely too heavily on information books as sources of evidence, however, and they do not always give pupils enough opportunities to

select from a range of kinds of evidence in order to make deductions about the past. Teaching is occasionally good, as in Year 5 where pupils are very clear about what they are expected to learn, and they respond very well to their teacher's high expectations of them in terms of both their behaviour and their work. The teacher helps them to make good progress with learning to research and to use what they find out to in order to make historical comparisons. The weakest aspect of teaching is found most evidently in Key Stage 1; the methods of teaching used are quite narrow, given that pupils need to learn to investigate as well as learn facts.

141 Since the last inspection, the school has agreed a policy and put work plans into place. A subject leader now has responsibility for finding out how well these are being put into place. She looks at lesson plans, but weaknesses in the curriculum are not always being found and dealt with through this process.

Information technology

142 There were few opportunities to see lessons, and judgements take account of observing pupils working by themselves or with voluntary helpers. Also, much evidence was available in the school's portfolio of previous work, lesson plans, work saved on disks and discussions with pupils and teachers.

143 By the end of Key Stage 2, most pupils attain higher standards than pupils in other schools. Many have computers at home and are proficient in using them in a variety of ways. They save text, pictures, spreadsheets and graphs in their own directories. In English and other subjects, they write text directly on the screen, showing sound keyboard skills. They can change and correct the text when necessary. Pupils understand how a computer can be programmed to control operations and manage data. They use CD-Rom to gather information in various subjects, and are beginning to be able to use the Internet to research topics. Pupils understand some of the ways in which people can use a computer to communicate, for example, in making contact with other schools using electronic mail.

144 By the end of Key Stage 1, most pupils' attainment is in line with national expectations. Most name correctly the main parts of computers and other equipment, and know some of the purposes of these. They use a mouse to click on icons and select from menus. They work with a variety of simple programs to draw, and to practise working with letters, words and numbers. They can use the keyboard to write and save simple sentences, and in some cases print these. They are starting to understand how the movements of a device can be controlled through programming.

145 Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. This is most evident in the samples of work that have been collected and organised into a portfolio. In Key Stage 1, pupils become more confident to work with technological equipment, such as a mouse, a keyboard and different programs. In Key Stage 2, pupils build up their own portfolios of work, and learn to save these first on disks and later in directories. They learn to make good use of computers to record their ideas and their work in various

subjects, and learn about the potential in their lives for use of the Internet. Some pupils are able to complete homework on computers, and this makes a good contribution to their progress

146 Pupils' response to new technology is good. Many pupils, particularly in Key Stage 2, take a keen interest in information and communications technology. They pay close attention to adults, take part in discussions eagerly and enjoy their work. They treat expensive equipment with care and respect. They work co-operatively with other pupils and the visiting adults who often help them.

147 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2, where it is particularly well organised. In both key stages, teachers know what skills pupils need to learn and keep detailed records of their attainments. Teachers' own expertise is variable, but it is at least satisfactory and often good. Where teachers are not as secure with this, their direct teaching pays too much attention to performing simple tasks and too little attention to helping pupils to learn about the uses of technology both at school and in the outside world. In Key Stage 1, teachers are not very good at managing pupils in order to get the best out of them. The quality of opportunities for direct teaching is improved significantly by volunteer helpers, who take small groups of pupils in turn to practise skills, as well as checking how well they are doing. Many volunteer helpers have strong expertise, and enjoy good relationships with the pupils they work with. This helps pupils to learn at a good pace. Pupils with special educational needs sometimes have access to this good quality support, for example in literacy.

148 A recently retired subject leader has ensured that teachers have good written guidance about what pupils need to learn, and this takes account of the expertise offered by the Local Education Authority. The school's method of teaching includes opportunities for pupils to learn new basic skills, as well as completing work that enables them to practise these in meaningful ways. This allows pupils' progress to be checked continually so that problems can be found and dealt with. The method works well, and is a positive feature of the teaching, especially in Key Stage 2. The headteacher and new subject leader are preparing for the forthcoming access to the National Grid for Learning.

149 A key issue in the last report asked the school to ensure that the subject met requirements, and this has been dealt with fully. It also asked for an improvement in standards that were barely sound. The school has made good progress and standards have risen considerably by the end of Key Stage 2. Although there remain a few shortcomings in the subject, work in information technology is a relative strength when compared with other primary schools. The school is now likely to be able to continue to improve at this good pace.

Music

150 Few lessons were seen due to class timetables, educational visits and the absence of the specialist music teacher. Judgements take account of a discussion with

pupils in Year 6.

151 By the end of Key Stage 2, pupils talk about previous lessons using the specialist words associated with music with understanding, such as *rhythm, notes and beat*. They lead the singing of the whole school in assemblies and their singing is of the standard expected for pupils of their age. They know that when learning new songs they must practise using a good breathing technique, and can explain what this means. They have little knowledge of how to use computers as part of their work, but can explain how to use CD-Rom to find out about famous composers. Pupils remember composing their own rhythms in Year 5, but have a very limited knowledge and understanding of the broader aspects of the National Curriculum such as experimenting with sounds, appraising music and working together to compose and find ways to represent their musical compositions. About a quarter of the pupils pay to learn to play violins, keyboards or guitars during additional music lessons, but these were not seen.

152 By the end of Key Stage 1, pupils can sing a range of songs to the standard expected for their age. They join in with singing more complex songs with older pupils in assemblies. In the lesson for all pupils in Key Stage 1, a few show that they can hold percussion instruments correctly, and play these to accompany songs, keeping to a steady beat.

153 Many pupils in both key stages have good attitudes. Most try hard to join in with singing in assemblies and their singing is often enthusiastic. Pupils in Key Stage 1 are confident to come to the front of the hall to perform simple tasks for others. All pupils in Year 3 are learning to play the recorder and many seem to enjoy this, but they take a long time to settle down, and the teacher does not correct them quickly enough when they blow too hard and when they do not listen as carefully as they should. Nevertheless, many can already follow simple printed music and put their fingers on the holes correctly. Pupils in Year 4 remember the words they learned in previous lessons, such as the names of printed notes. Pupils in Year 6 speak of their disappointment that there is no longer a school orchestra. Many pupils are proud and confident to perform to a large audience, for example at the ceremony in Brighthouse to switch on Christmas lights, and during the presentations for parents at Christmas.

154 There was insufficient evidence to make overall judgements about pupils' progress. Although many pupils in Key Stage 1 made satisfactory progress within a limited range of work in their joint singing lesson, such lessons do not provide enough musical challenge for many, particularly those in Year 2. The teacher does not pay enough attention to improving the quality of pupils' singing. Teaching in such a large group provides too few opportunities for pupils to learn to experiment with sounds and to make progress across the breadth of the National Curriculum. Pupils in Year 3, including those with special educational needs, make satisfactory progress with learning to play the recorder, and this helps many to learn to perform well for pupils of their age.

155 Teaching is satisfactory in both key stages. The subject leader, who undertakes

much of the teaching in the school, and several other teachers, have a good level of personal technical knowledge and skill. Their knowledge and understanding of the full National Curriculum, however, is not as strong, and this results in some lessons with too little emphasis on aspects such as listening, exploring, appraising and composing in different kinds of music. The lesson plans in Year 4 are evaluated in detail following lessons, but pupils are not checked quickly enough when they do not listen as well as they should.

156 Music was judged to be a strength of the school at the time of the last inspection, but this is no longer the case. A policy has been put into place, but this is left to individual teachers to ensure that it is put into practice; not all weaknesses are being identified and corrected. Since the last inspection, a charge for instrumental lessons has been introduced and this has resulted in a fall in the numbers of pupils who can learn to play them. The emphasis on literacy and numeracy has reduced the amount of attention given to musical activities.

Physical Education

157 The inspection of this school, included a focused view of swimming which is reported below. By the end of Key Stage 2, pupils attain standards that are well above the national expectations in swimming. Almost all can swim at least 25 metres, and most are confident, competent swimmers with a good understanding of how to keep themselves and others safe in the water. Most move in the water using a variety of positions and swimming strokes. They rest in the water, float, and jump in the pool safely. Many dive in from a sitting position and some from a standing position. About two-thirds have some understanding of life-saving skills.

158 Swimming tuition is provided by Local Authority staff at Brighthouse baths. Class teachers act as observers, although they take a keen interest in how well their pupils are doing. The quality of teaching is very good. Teachers are well qualified for teaching swimming, and have very good personal skill and expertise. They ensure that all pupils, including those with special educational needs, make very good progress in line with graded swimming skills to which they work. Teachers know pupils very well. They keep records to help them to know what each pupil needs to concentrate on next. All teaching and learning time is used to very good advantage; none is wasted because both teachers work together and are very clear about what pupils are going to do and learn. They give firm guidance and set high expectations that pupils will behave well and try their hardest. Consequently, pupils have very good attitudes, and many attend the out-of-school swimming club and take part in local competitive galas.

159 The method of organising the two weekly sessions at the baths is very effective. Pupils in Year 3 attend for a full year, and the second weekly session is allocated to pupils in Years 4, 5 and 6 for one term each year group. Any non-swimmers from Year 3 continue to have lessons until they can swim, and there are no examples of non-swimmers by the end of Year 6.

160 The swimming curriculum ensures that all pupils have an equal chance to do

well. Arrangements for finding out how well they are doing ensure that they continue to make good progress. The highest attainers, who often benefit from lessons outside the school's provision, continue to improve in their lessons. Swimming forms a major part of the school's curriculum for physical education, and this helps pupils to have very good attitudes towards healthy exercise, competitive sport and safety in the water. The school's budget includes funds to cover all costs, and provision has not changed in recent years. Pupils have to use the pool at the same time as members of the public, but during the inspection only one other person used the pool.

Other aspects of physical education

161 By the end of Key Stage 2, pupils play team games, such as football and hockey, and show a satisfactory level of skill with sending, receiving, striking and travelling with a ball. When taking part in extra-curricular sport, they move confidently and with good physical control. Due to school timetables, it was not possible to see a lesson in Year 2. Pupils in Year 1 can find a space in the gym and use this confidently for warming up exercises and when travelling in different directions in response to the teacher's instructions. Most can control a ball by dribbling, and some are skilled with throwing and catching. They made satisfactory progress with this in their lesson.

162 Most pupils respond positively to lessons. Some pupils in Year 1 still need to learn to behave sensibly when using equipment or moving this around. In a lesson in Key Stage 2, although many pupils co-operated with each other, some got involved in petty argument. Most pupils, however, change their clothing sensibly, apply themselves well to physical tasks and show considerable enjoyment in lessons.

163 Pupils made satisfactory progress overall in the few lessons seen in Key Stage 2. Pupils in Year 4 made good progress with learning how to respond with movements and dance to music, rhythm and words. Pupils in Year 5 made satisfactory progress with learning how to apply the rules of net ball and how to improve the accuracy of their passes. Pupils learn to evaluate the performance of themselves and others, and can answer questions about the effects of healthy exercise on their bodies. Pupils with special educational needs are often well supported so that they can enjoy taking an active part in lessons.

164 Teaching in the few lessons seen was satisfactory overall. In Key Stage 1, there is a lack of confidence about managing lessons for large groups in the hall, and pupils are not taught well enough how to handle equipment safely. When planning lessons, teachers often refer to a commercially published scheme. This helps them to structure lessons suitably and to provide the right kind of work to enable pupils to learn. Teachers often benefit from good quality help from support assistants with maintaining proper control of pupils.

165 The curriculum is enriched by a few opportunities for extra-curricular games. A large number of boys, but only one girl, attend a weekly football training session. Net ball training is also provided, but this was not seen. All pupils can attend the weekly Fit Kids sessions, during which they play a wide range of games. These sessions must be

paid for. League matches, tournaments and swimming galas provide opportunities for many pupils to take part in competitive sport. Additional training sessions are led by visitors from professional clubs from time to time. Pupils in Year 6 experience adventurous activities during their residential visit to Kettlewell.

166 A key issue in the last report was to raise standards, as these were judged to be below expectation, and teaching had a significant number of shortcomings. As far as it is possible to judge from the limited number of lessons, these concerns have been addressed by the action plan that followed the inspection. The subject leader is awaiting new national guidance about the curriculum before reviewing the school's plans for teaching the subject. She expects to have an opportunity to check the quality of teaching in other classes next term.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

PART C INSPECTION DATA

167 Summary of inspection evidence

Five inspectors, including a lay inspector, spent a total of 19 inspection days in the school over a period of four days.

XVIII. sixty-two lessons were seen, including all subjects, except religious education;

XIX. previous and current work from pupils in all classes was looked at;

XX. school policies, documents and minutes of meetings were read;

XXI. school assessment information and test results were analysed;

XXII. teachers' curriculum and lesson planning was looked at;

XXIII. pupils of all age groups read in the literacy hour or shared books with inspectors;

XXIV. discussions with staff, governors, pupils, parents and visitors took place;

XXV. assemblies were attended;

XXVI. registration periods were visited and attendance registers were examined;

XXVII. two swimming lessons at the baths were seen;

XXVIII. photographic and video evidence was looked at;

XXIX. lunch was eaten with pupils; and

XXX. pupils were observed at play and moving around the school.

In addition, comments made by 13 parents at a meeting held before the inspection were considered, along with the 62 responses to questionnaires which had been circulated earlier.

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	206	6	28	9
Nursery Unit/School	99	1	11	-

Teachers and classes

Qualified teachers (YR - Y6)

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

8

Number of pupils per qualified teacher:

25.75

Education support staff (YR - Y6)

Total number of education support staff:

9

Total aggregate hours worked each week:

170

Average class size:

29.43

Financial data

Financial year:

1999

	£
Total Income	387,080
Total Expenditure	386,924
Expenditure per pupil	1,728
Balance brought forward from previous year	4,414
Balance carried forward to next year	4,571

PARENTAL SURVEY

Number of questionnaires sent out: 238	238
Number of questionnaires returned: 62 (26.1%)	62

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	52	47	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	35	0	2	0
The school handles complaints from parents well	18	56	24	2	0
The school gives me a clear understanding of what is taught	31	55	6	5	3
The school keeps me well informed about my child(ren)'s progress	33	61	2	5	0
The school enables my child(ren) to achieve a good standard of work	52	44	5	0	0
The school encourages children to get involved in more than just their daily lessons	43	47	5	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	54	7	5	0
The school's values and attitudes have a positive effect on my child(ren)	63	35	2	0	0
The school achieves high standards of good behaviour	50	44	5	2	0
My child(ren) like(s) school	61	32	3	3	0

Other issues raised by parents

Thirteen parents added additional comments to the questionnaire, and these were almost all in praise of the school and the 'family atmosphere'.

