

# INSPECTION REPORT

**Stalmine Primary School**

Stalmine, Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119147

Headteacher: Mrs H. J. Wilkinson

Reporting inspector: Mr P. M. Allen  
RgI's OIN 17531

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> June 2001

Inspection number: 192237

Full 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

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Mill Lane  
Stalmine  
Poulton-le-Fylde  
Lancashire  
Postcode: FY6 0LR

Telephone number: 01253 700284

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Appropriate authority: Governing Body

Name of chair of governors: Mrs V. Swift

Date of previous inspection: 24<sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P. M. Allen	Registered inspector	English Religious education Art and design Music Physical education Foundation stage	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
8922	Mrs B. McIntosh	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29686	Mr J. S. Lord	Team inspector	Mathematics Science Information and communication technology Design and technology Geography History Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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## REPORT CONTENTS

Page

### **PART A: SUMMARY OF THE REPORT**

6 – 10

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

#### **HOW HIGH ARE STANDARDS?**

11 – 14

The school's results and pupils' achievements  
Pupils' attitudes, values and personal development

#### **HOW WELL ARE PUPILS TAUGHT?**

14 – 16

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

17 – 19

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

19 – 21

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

21 – 22

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

22 – 23

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24 – 25

### **PART C: SCHOOL DATA AND INDICATORS**

26 – 28

### **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

29 – 42

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Stalmine Primary School is a small rural primary school catering for children aged four to 11 years. The school is situated north of Poulton-le-Fylde. Of the 74 children on roll around 90 per cent live in the village, the remainder being from neighbouring communities. There is a higher number of boys than girls. There are three classes, one of which is for Reception and Key Stage 1. There are two classes at Key Stage 2, one for Years 3 and 4 and the third for the Year 5 and 6 pupils. Virtually all the children are of white ethnic origin. There are 15 pupils on the register for special educational needs (below the national average); none of them have a Statement of Special Educational Need. The proportion of pupils eligible for free school meals is well below the national average. Virtually all the children have had pre-school education and attainment on entry to the school for most pupils is above what could be expected. The school seeks to create a happy and stimulating environment for the children in order to enrich their lives through the learning process. The school has set priorities for the future; these include the further improvement of the quality of the written work, the information and communication technology curriculum and provision and the self-evaluation of the school's performance.

### **HOW GOOD THE SCHOOL IS**

Overall, this is an effective school that is working hard to become more effective. Pupils are helped to become secure and confident within a caring, community ethos that is valued by the parents. The quality of teaching is good overall and often it is very good at Key Stage 2. Given the small number of pupils, levels of attainment can vary from year to year. At the time of the inspection, standards at the end of both key stages are mainly in line with what could be expected, except in mathematics where they are good. Most pupils achieve well and make sound and often good progress. The headteacher provides positive leadership with the strong support of a conscientious staff and a supportive governing body. In light of the costs involved, the standard achieved and the quality of education provided, the school gives satisfactory value for money.

#### **What the school does well**

- ◆ Standards in mathematics across the school are very good because of the very effective teaching.
- ◆ The teaching is often very good at Key Stage 2.
- ◆ The staff work very hard with a strong commitment to the school and the children.
- ◆ The pupils have very positive attitudes and are well motivated to learn.
- ◆ Pupils with special educational needs are well supported and make good progress.
- ◆ Relationships are very good and have a positive impact on pupils' learning.

#### **What could be improved**

- ◆ The curriculum and standards in information and communication technology.
- ◆ Standards in written work.
- ◆ Some of the schemes of work and medium term planning.
- ◆ Assessment and recording procedures in subjects other than English and mathematics.
- ◆ Self-evaluation of the school's performance, including the monitoring of teaching and learning.
- ◆ Some aspects of the Foundation Stage.

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*The areas for improvement will form the basis of the governors' action plan.*

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has shown a good improvement since the last inspection in February 1997, which was critical of the school in a number of areas. The issues from that report have been largely addressed. Progress and attainment have improved at Key Stage 1. The provision for Reception children has improved, but there is currently a need, recognised by the staff, to further develop resources. Very substantial amounts of money have been invested in resources to better support the National Curriculum programmes of study and long term financial planning has improved. Since the previous inspection, many improvements have been made, including the raising of standards in the core subjects and in the quality of teaching at Key Stage 1. There are still a number of areas for further improvement and the staff, well supported by the governors, have a shared commitment to maintain and further build upon the standard of education provided.

## **STANDARDS**

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	B	D
Mathematics	A	B	A	A
Science	D	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The children are in line to meet the nationally prescribed Early Learning Goals by the end of the Foundation Stage (Reception year), and most will exceed them. Standards at the end of Key Stage 1 are sound and in line with national averages in reading and writing and good in mathematics. The results of 2000 were not published due to the very small number of pupils assessed; a consideration of the results over the three years 1998 to 2000 together, indicate slightly higher standards than those observed in reading and writing and similar standards in mathematics. The attainment of the relatively small number in each year group can vary from year to year, especially when there are few higher attaining pupils. At the time of the inspection, taking into account age, levels of attainment were relatively higher at Year 3 than Year 4, and the same was true of Year 5 compared with Year 6. Standards at the end of Key Stage 2 at the time of this inspection are sound and in line with national averages in English and science and good and above the national average in mathematics. This does not reflect the pattern of attainment in 2000 when a higher attaining group of pupils performed very creditably. Results have been consistently good or very good in mathematics at both key stages. There is recognition in the school that standards need to be higher in written work. Across the school most pupils, including those with special educational needs, achieve well and make sound and often good progress. There was insufficient evidence to make judgements on standards in information and communication technology at the end of Key Stage 1; standards at the end of Key Stage 2 are below those expected nationally. Standards in religious education are sound and meet the requirements of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes and are well motivated to learn.
Behaviour, in and out of classrooms	Levels of behaviour are good across the school. Pupils are polite, thoughtful and very welcoming to visitors.
Personal development and relationships	Personal development is good and the teaching and learning are underpinned by very good relationships.
Attendance	Attendance is very good and a prompt, effective start is made at the beginning of the school day.

The quality of the attitudes, behaviour and personal development make a good contribution to the quality of education provided.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good/very good

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

Across the school as a whole, the quality of teaching observed was good overall and often very good at Key Stage 2. Of the lessons seen, seven per cent were excellent, 32 per cent were very good, 36 per cent good and the rest satisfactory. Most of the very good lessons were at Key Stage 2. Teachers work hard to provide for the wide range of age and ability within each class and the school generally meets the needs of all pupils, including those with special educational needs and those who are higher attainers. The skills of literacy are taught well, and the school has firm plans to continue to target the raising of standards in written work. The skills of numeracy are taught very well, which leads to the good standards attained each year. The teaching of the youngest children can be better supported through the development of resources and a review of both the deployment of the nursery nurse and the use made of the available space.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced overall. There is a need to further develop information and communication technology to ensure that pupils achieve appropriately. The music curriculum is underdeveloped. Some schemes of work and medium term planning are inconsistent and insufficiently developed.
Provision for pupils with special educational needs	All children are treated as individuals and this enriches the quality of provision for pupils with special educational needs, which is good.
Provision for pupils' personal, including spiritual,	The provision for moral development is good and the provision for spiritual, social and cultural development is

moral, social and cultural development	sound.
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How well the school cares for its pupils	There is a caring ethos and a supportive family atmosphere. Good educational and pastoral support promotes children's self-esteem. The monitoring of attainment and progress is underdeveloped in subjects other than English and mathematics.
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The school works very well in partnership with parents. The art and design curriculum is a particular strength of the school. The information and communication technology curriculum needs significant development as does the music curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the deputy have effectively led a programme of improvement over a number of areas since the last inspection. The school needs to continue to move forward in making important further improvements.
How well the governors fulfil their responsibilities	The governing body is keen and supportive of the school, benefiting from the enthusiasm and close involvement of its experienced chair. It is beginning to take an active role in monitoring the quality of education.
The school's evaluation of its performance	The school's evaluation of its performance is underdeveloped. More use needs to be made of all the available information to analyse results and set targets. Both curriculum review and the systematic and structured monitoring of teaching and learning need to be developed.
The strategic use of resources	The school makes satisfactory use of its resources; an appropriate financial plan is in place with strategies to allocate the surplus income.

Staffing is adequate. Accommodation is good, except for the serious difficulties caused by having one inadequate room which serves as an office, staff room and headteacher's office. Learning resources are mainly good, although they are underused in information and communication technology curriculum. Numeracy and literacy are well resourced.

A number of the books in the reference library are out of date and in poor condition. Appropriate consideration is given to the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>◆ Children like school and are making good progress.</li><li>◆ The teaching and leadership and management.</li><li>◆ The approachability of the school and the information given about progress.</li><li>◆ The school helps children to work hard and become responsible.</li></ul>	<ul style="list-style-type: none"><li>◆ Some parents feel that children do not get the right amount of homework and some would welcome more extra-curricular activities.</li><li>◆ Some parents expressed concerns about the number of supply teachers who have provided cover for the headteacher.</li></ul>

The judgements of the inspection team are that the amount of homework given is broadly appropriate and that the number of extra-curricular activities is similar to that of other schools, given the small number of teachers and the demands made upon them. Parents' concerns over supply teachers are understandable; at the time of the inspection, the position was more settled than it had been for some time. The vast majority of parents were supportive of the school and inspectors broadly endorse parents' views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. At the time of the previous inspection in February 1997, standards for 7 year olds were judged to be in line with national expectations in mathematics and science and below in English. For 11 year olds, standards were judged to be in line with what could be expected in science and above in English and mathematics. Trends over the three years from 1998 to 2000 show that standards have been mainly good in reading, writing and mathematics for pupils aged 7. For pupils aged 11, trends over the same three years show that pupils attained standards above the national averages in English and science and especially so in mathematics. This reflects a trend of improvement since the previous inspection.

2. On the basis of the evidence seen during the inspection, standards at the end of Key Stage 1 are sound and in line with national averages in reading and writing and good in mathematics. The results of 2000 were not published due to the very small number of pupils being assessed; a consideration of the results over the three years from 1998 to 2000 together, indicates slightly higher standards than those observed in reading and writing and similar standards in mathematics. Although the vast majority of pupils reached the appropriate level 2 for 7 year olds in writing, no pupils reached the higher level 3 in 2000 and none are likely to do so in the 2001 tests.

3. The attainment of the relatively small number in each year group can vary from year to year, especially when there are few higher attaining pupils. At the time of the inspection, taking into account age, levels of attainment were relatively higher at Year 3 than Year 4 and the same was true of Year 5 compared with Year 6. At Key Stage 2, the results have ranged from below average to well above average in science over recent years with Year 6 science being taught by the same teacher. Standards are not only affected by different cohort sizes but also, on occasions, by the significant gender imbalances. For example, in the small Year 2 cohort of 2000 three quarters of the pupils were boys, and boys tend to attain less well than girls in the reading and writing tests.

4. Standards at the end of Key Stage 2 at the time of this inspection are sound and in line with national averages in English and science and good and above the national average in mathematics. This does not reflect the pattern of attainment in 2000, when standards in English were above the national average but below those of similar schools and standards in mathematics and science were well above both those nationally and those for similar schools. Results have been consistently good or very good in mathematics at both key stages because of the good and very good teaching at both key stages. There is recognition in the school that standards need to be higher in written work. The school has set challenging yet realistic targets for the period ahead, although there needs to be more setting of targets for year groups and individuals than there is at the present time.

5. At the time of the previous inspection, pupils with special educational needs attained well in relation to their abilities. Good standards for these pupils have been sustained as a result of the good provision which gives equal access to the curriculum and enables pupils to make good and sometimes very good progress. Higher attaining pupils achieve appropriately in most subjects of the curriculum and they are usually given work with sufficient challenge.

6. The school has undertaken an evaluation of its assessment results and this has enabled it to identify aspects of the curriculum which require improvement. Writing has received focused attention in order to improve standards at both key stages and work seen during the inspection showed indications of rising standards in written work across the curriculum. In mathematics, the quality of teaching and learning impacts on standards which are a strength of the school, with significant improvements made in mental arithmetic. The two national strategies have been appropriately adapted to the needs of the school and are having a positive impact on the raising of standards.

7. Children enter school at the beginning of the school year in which they reach five years of age. Attainment on entry varies from year to year, although baseline assessments indicate that the majority of children fall within the average to above average category. Children are provided with a wide range of learning experiences and good teaching from the teacher and the nursery nurse thus enabling them to make good progress. The children are in line to meet the national Early Learning Goals by the end of the Foundation Stage (Reception year) and most will exceed them. Pupils attain well across the six areas of learning, especially in communication, language and literacy and mathematical development. The standards are higher than those described in the previous report and the work provides a very good basis for Key Stage 1 of the National Curriculum.

8. Standards of speaking and listening are at least in line with what could be expected and for many they are good. Pupils listen attentively in assemblies. As they progress through the school, pupils show increased competency in their spoken language. Standards in reading are good at both key stages. By the end of Key Stage 2, pupils are becoming reflective readers who can read a range of texts fluently and accurately. Reading is given a high priority across the school and is well supported by parents, especially in Reception and at Key Stage 1, and this has a positive impact on the standards achieved. The school is aware that the main area for raising standards is in written work at both key stages. A positive start is being made to addressing this issue and evidence indicates that standards are beginning to rise, especially at Key Stage 2. The school needs to continue to raise the profile of writing and to provide challenging targets for the pupils.

9. Currently, standards in mathematics are good and above national averages at the end of both key stages. Pupils at Key Stage 1 make a good start in mathematics and by the end of the key stage numeracy skills are developing well. Pupils are confident in doing mental calculations, using their knowledge of number bonds to solve problems. By the end of Key Stage 2, pupils can use their understanding of place value to multiply and divide whole numbers by 10 and 100. They estimate and measure appropriately and use and interpret a range of diagrams and charts.

10. Currently, standards in science are above national averages at the end of Key Stage 1 and in line at Key Stage 2. The pupils show enthusiasm, especially for practical tasks. By the end of Key Stage 1, pupils are beginning to develop an understanding of fair testing with most pupils able to make predictions about their work. By the end of Key Stage 2, the majority of pupils are able to make, to test and to prove or disprove a hypothesis.

11. There was insufficient evidence available to make judgements on standards in information and communication technology at the end of Key Stage 1; standards at the end of Key Stage 2 are below those expected nationally. There are two main reasons for this, firstly pupils have too few opportunities to practise the skills which they have previously been taught and, secondly, staff openly acknowledge that they lack confidence in teaching the subject. The school has identified this issue and has already begun to train staff and has

improved its resources in order to improve pupils' access to information and communication technology in order to raise attainment.

12. Standards in religious education are sound at the end of both key stages as they were at the time of the previous inspection; the standards meet the requirements of the locally agreed syllabus. Inspection findings indicate that standards in the foundation subjects of design and technology, history and geography are satisfactory across the school. There was insufficient evidence to form judgements about physical education, although the quality of swimming is good. There was insufficient evidence of attainment in music where the provision is clearly underdeveloped. Art and design is well taught and co-ordinated and is guided by a very good scheme of work, as a consequence of which standards are good and sometimes very good across the school.

13. Pupils' achievements are slightly better at Key Stage 2 than at Key Stage 1. This is related to the difference in the quality of teaching between the two key stages, with more very good teaching occurring at Key Stage 2 than at Key Stage 1. This higher quality teaching promotes greater progress in learning, particularly in English and mathematics. Additionally, the class containing both Foundation Stage and Key Stage 1 is particularly large and this can have an adverse effect on pupils' achievements in some lessons. This is not the case when the teacher directly supervises Years 1 and 2 and the nursery nurse supervises the Reception children, usually in the separate room. The school benefits from support staff to give teachers additional support and this makes a significant contribution to improving pupils' achievements.

### **Pupils' attitudes, values and personal development**

14. Virtually all the pupils, including those with special educational needs, have very positive attitudes to school. Pupils respond very well to the good values consistently promoted by the school and their personal development is good. Pupils show respect for the feelings, values and beliefs of others. They clearly enjoy coming to school and are proud of their achievements. Behaviour in classrooms and around the school is good, confirming the views expressed by parents. These very good features create a happy and harmonious community in which all feel valued and this has a significant impact on the standards that pupils achieve.

15. The children in the Foundation Stage enjoy their time at school and have very good relationships with their teacher, with the nursery nurse and with each other. Children arrive at school promptly and settle quickly and happily into the routines of the day. The children are very enthusiastic showing a high level of participation in their activities; they join in class discussions with great confidence. They listen carefully to each other and to the teacher. The children gained much pleasure out of the activity creating a puppet based on 'Punch and Judy'. They worked very well independently drawing and colouring with care and using scissors very sensibly. When faced with the difficulty of sticking their puppets together, they persevered with this and most managed to complete the task.

16. Most Key Stage 1 and Key Stage 2 pupils have very good attitudes to school and are very keen to learn. They show a very good level of interest in their work and try hard to finish set tasks. Pupils are highly motivated by the mental problem solving activities in numeracy lessons. Teachers extend and challenge the pupils with quick-fire questions and they respond very well to this. The Key Stage 2 pupils are very alert during these sessions and confidently explain their different methods of working out the correct answers. Pupils of

all ages are keen to express their opinions and contribute to discussion sensibly. They can sustain good levels of concentration, particularly during group and individual activities. In many lessons the pupils attitudes and behaviour are a positive feature and contribute most effectively to their learning.

17. Pupils behave well and act sensibly around the school. They respond well to the school's high expectations of their behaviour and have a good understanding of what constitutes acceptable and unacceptable behaviour within the school community. They also appreciate that their behaviour affects others and try hard to reflect the high levels of respect and care that the staff show to them. Movement to and from lessons is quiet, considerate and orderly. Outside play at breaks is energetic and pupils get on well together making full use of the games and resources available to them. The school has a happy, family atmosphere and bullying is not an issue. Pupils with special educational needs are well integrated into school life.

18. Pupils' personal development is good. The strong and supportive relationships they have with each other and their teachers create a very positive and stimulating atmosphere. Pupils show very good levels of co-operation in group and class activities. Pupils of different ages mix well together in class and older children set good role models both in their behaviour and attitudes to work. Pupils are friendly and polite towards each other and adults. Lunchtimes are pleasant social occasions and pupils enjoy having lunch together.

19. Pupils help willingly in classrooms and around school. The teachers show high expectations of pupils' ability to work independently and in many lessons most meet these expectations. This ensures that pupils work productively and remain on task when the teacher is focusing on one group of children. In a Year 6 literacy lesson, pupils settled to work in a quiet, industrious way, working with good independence and using their research skills well to make notes on a type of tree they have chosen to study. Inspectors agree with the views of nearly all parents that the school helps children to become mature and responsible.

20. Levels of attendance are very good and consistently well above national figures. Pupils arrive at school promptly and there is a brisk start to the school day. The vast majority of parents routinely inform the school when their child is absent and this ensures that unauthorised absences are rare.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The indications are that the quality of teaching has improved significantly since the last inspection. During this inspection there was much very good teaching observed and no unsatisfactory teaching. The most significant improvement in the teaching is at Key Stage 1. The teachers and support staff are very conscientious and committed to high expectations and the raising of standards.

22. In the school as a whole, the quality of teaching observed was good overall and often very good at Key Stage 2. Of the lessons seen seven per cent were excellent, 32 per cent were very good, 36 per cent good and the rest satisfactory. Most of the very good lessons were at Key Stage 2. Teachers work hard to provide for the wide range of age and ability within each class and the school generally meets the needs of all pupils, including those with special educational needs. The skills of literacy are taught well, and the good quality teaching observed in writing lessons is having a positive impact on the target to continue

raising standards in written work. The skills of numeracy are taught very well, which leads to the good standards attained each year.

23. The teachers work hard to match the work to the wide range of age and ability within each of the three classes. Through this, the work is usually sufficiently challenging for all ages and this has a positive impact on the levels of attainment and progress made. A good example of this was seen in a Year 3 and 4 literacy session which focused on writing a letter concerning the proposed closure of a cats' protection centre. The follow up work for the various groups took account of the various ability levels. Some pupils wrote their own letters, some practised their handwriting skills, some reinforced their spelling skills on the computer and lower attaining pupils were closely supported by the teacher in their guided reading. The teacher's skilful management of the pupils ensured that they were productive, working with care and making good progress.

24. The quality of teaching for children at the Foundation Stage is good, ensuring that organisation, methods and resources are appropriate for the different tasks. The older pupils are encouraged to be role models for the younger ones. Good emphasis is placed on the development of early reading and writing skills. Where teaching of the large Reception and Key Stage 1 class is most effective, the Reception children are supervised by the nursery nurse in the separate room designated for that purpose. Where it is less effective, the large class is taught as a whole, with less involvement in the teaching by the nursery nurse. Nevertheless, the teaching of the Reception children provides a good base for moving into Key Stage 1 and the quality of the teaching has a direct impact on the quality of the learning taking place.

25. In each class, opportunities are taken for the pupils to work as a whole class, in small groups and individually. In most lessons there are good opportunities for the pupils to discuss their work and improve their speaking and listening skills; for example, in a Key Stage 1 history lesson when pupils, very enthusiastically, used puppets to make up and perform their own stories. Effective use is made of staff and voluntary helpers so that they can focus on the needs of a group. Staff use a variety of approaches to interest the pupils, adapting their approach so that the pupils are given suitable opportunities to express themselves. Teachers intervene effectively and show sensitivity in asking questions and in guiding the pupils. In each class there is a positive learning atmosphere where each child is valued.

26. There are many strengths in the teaching. Where teaching is most effective, lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. There are clear explanations, instructions and demonstrations. There are high expectations of what the pupils can achieve and they are effectively managed, thus ensuring that pupils work productively. Where teaching is less effective, pupils are expected to listen for too long, before becoming actively involved in their work and, on some occasions, the higher attainers could be encouraged to achieve more, sometimes through more challenging tasks. Most teaching is characterised by the effective features. This effective teaching helps pupils to learn well and make good progress.

27. The skills of literacy are taught well, partly through the literacy hour. The staff make good use of the approaches in the National Literacy Strategy and use resources well to develop pupils' interest. The staff make good teaching points about the style and mechanics of language and link this well to the sharing of texts as a class. Appropriate challenge is usually provided for the pupils and teachers give clear guidance on skills such as spelling

and handwriting. The teaching of reading, which has a high priority in the school, includes appropriate opportunities for pupils to build words from letter sounds. The teachers show good subject knowledge and their own love of books and language rubs off on to the pupils.

28. Mathematics results in the National Curriculum tests have been higher across the school as a whole over recent times than results in the other core subjects. The National Numeracy Strategy is helping to raise standards, especially in mental skills. The quality of teaching in mathematics is very good and directly contributes to the high standards. There is particularly good teaching in mental arithmetic, with teachers placing a strong emphasis on the quick and accurate recall of number facts. Most lessons have good pace and challenging tasks. Teachers make good use of skilful questioning towards the end of the lesson to ensure that pupils have understood what has been taught. The homework activities provided offer additional opportunities to practise and reinforce skills in numeracy and literacy.

29. Teachers' subject knowledge is generally good, particularly in the basic skills of numeracy and literacy, although confidence is less secure in information and communication technology where no direct teaching was seen. The use of information and communication technology is underdeveloped in supporting the teaching and the learning. There needs to be a clearer understanding of how the computers can be used in different situations and how the development of skills can be linked to work in all subjects of the curriculum. Only two examples were seen where use was made of information and communication technology to support pupils' learning; one in a literacy lesson and one in a numeracy lesson. The school fully acknowledges the need to develop staff confidence through further support and training. More routine use of computers with opportunities for pupils to practise the skills, which have been taught, also needs development.

30. There is a need to review the planning practices to better guide the teaching. There are some inconsistencies in the planning across the three classes and the planning needs to be clearer and better organised. The medium term planning is inconsistent, with little identification of formal assessment opportunities. This is an important area for the school to act upon. Teachers make good use of assessment in English and mathematics to track the progress of individual pupils, but it is relatively underdeveloped in science, information and communication technology and other subjects. Teachers mark work regularly and the quality of marking is usually good and sometimes very good, helping the pupils to understand what they are doing, how well they have done and how they can improve.

31. Parents are supportive of the homework arrangements and most take an active part in their child's learning at home; for example, in the Foundation Stage and at Key Stage 1 very good use is made of the home-school reading records. The teaching needs to continue to target the development of writing across the curriculum and to further raise standards in written work. A good range of interesting writing tasks were observed during the inspection and this is helping to raise the profile of writing. During the inspection, very little use was made of computer software to reinforce and practise skills; the greater use of the resources available is an issue the school is beginning to address.

32. The need to develop structured monitoring of teaching and learning is identified in the school development plan. This process can be problematical in a small school with so little non-teaching time. During the inspection the quality of teaching varied from satisfactory to excellent. The school has clear aspirations to benefit all of its pupils from the best teaching possible. The focused monitoring of teaching, linked with the aim of raising standards can provide targets for improvement; it can support and guide effective practice which can

enhance teacher performance, thus impacting on pupil attainment and progress. In this way this overall effective school can be made even more effective.

33. Teachers use praise effectively and develop pupils' self-esteem, which contributes to the pupils' positive attitudes to learning and their will to succeed. They show a good knowledge of individuals and their needs. The needs of the pupils, including those with special educational needs and those who are higher attainers, are generally met through the good quality teaching. Pupils are challenged and engaged in their learning, with very good relationships as an integral part of the teaching.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

34. The quality and range of opportunities for learning provided by the school are satisfactory but there are shortcomings in the use made by pupils of information and communication technology. The work meets the statutory requirements of the National Curriculum except in the teaching of music. The requirements of the locally agreed syllabus for religious education are met. The school has fully implemented the National Literacy Strategy, adapting it to its own circumstance, and this is having a positive impact on pupils' attainment. The school's implementation of the National Numeracy Strategy is very good; the strategy is an integral part of school life and is having a positive impact in providing the teachers with a structured approach to the planning of their work. The mental agility of pupils is well developed through the daily numeracy lesson. The consistent implementation of the strategy is making a significant impact on attainment and progress throughout the school. The provision for children in the Foundation Stage has improved and the teacher has successfully incorporated the new Early Learning Goals into the planning.

35. The school successfully ensures that all pupils, including those with special educational needs, have equal access to the curriculum and are fully integrated into the life of the school. The school's arrangements meet the requirements of the nationally agreed Code of Practice. There are effective procedures in place for the early identification and assessment of the pupils and the recommendations set out in their individual education plans are being met appropriately; the plans contain a good range of appropriate targets, which teachers use well in their planning. There is good quality provision for pupils with special educational needs and they make good progress. The school has fully recognised the potential of higher attaining pupils and there is a consistent approach to their needs, especially in mathematics.

36. The school has successfully developed a programme for the provision of personal, social and health education. Circle time is used to reinforce the school's rules and caring ethos and to discuss issues such as prejudice. There is a policy for sex education and it is taught as part of the curriculum for pupils in Year 6. Due attention is given to informing pupils about drugs misuse in Year 5 and 6.

37. Appropriate long term planning which lists areas and topics to be covered is in place for most subjects of the National Curriculum. The planning for information and communication technology is unclear and inconsistent. Nationally recommended guidelines have been partially adopted for most subjects as in science, for example. For information and communication technology there is an amalgamation of national guidelines and a commercial scheme and there are plans to develop design and technology in a similar way. The school has written its own very commendable, comprehensive guidelines for art and design; through these guidelines the school is developing a whole school approach to

planning which gives an appropriate overview of coverage and progression in art and design. Clearer guidance will be apparent when the school formalises other schemes of work which can help to make explicit the use made of the nationally prescribed schemes.

38. Medium term planning for most areas is underdeveloped and inconsistent. There is no clear system or method of organising this aspect of teacher's planning and little or no evidence of monitoring of the plans. Use is made of a weekly format for planning literacy, although this is different from the one based on the strategy which better identifies both the differentiation in the group work and the opportunities for assessment. The present situation does not help teachers in their assessment and evaluation of pupils' progress in all subjects. Good use is made of a medium term planning format in mathematics, based on the National Numeracy Strategy. This provides a suitable record of what has been taught and learned over a period of time and helps teachers in their assessment and evaluation of pupils' progress. Short term planning is more consistent across the school. There is evidence in literacy and in numeracy that clearly focused learning intentions are having a positive impact on standards. An improvement since the previous inspection is the account taken in planning for the needs of higher attaining pupils, especially in mathematics.

39. The provision for extra-curricular activities is satisfactory. The school tries hard to provide a range of extra-curricular activities with only a limited number of staff available and recruits the help of parents. Pupils have the opportunity to take part in a sports club involving football, netball and rounders. The school also has two recorder groups and tuition is provided in brass and stringed instruments. Homework is set and, although there is some inconsistency across the school, it is having a satisfactory impact on children's learning.

40. The school has good links with the community. The local environment is used effectively; for example, in geography to look at buildings and land use. The school works closely with other small schools in the area, sharing ideas and resources to help them improve standards. Pupils participate in locally held tournaments including football, netball, swimming, rounders and 'Kwik Cricket'. The school plays a major part in organising the village gala, which is a key date in the local calendar. Links with St. Aidan's High School have impacted positively on the school's provision for information and communication technology, science and mathematics. Year 5 and 6 pupils use the high school's computer suites and both the science and mathematics resources.

41. Pupils visit St. James' Parish Church to perform their Christmas carol service. The vicar comes into school to take collective worship on a regular basis. The school is involved with bulb planting both in the school grounds and around the village. It was commended for its attractive school grounds in the Best Kept Village competition. All these links contribute to broadening the experiences offered to the pupils. There are close links with the local private day nursery, which has a positive impact when children transfer. Year 6 pupils are able to attend induction days at the local high school. Such initiatives help to provide a smooth transition between the phases of pupils' education. The school has close links with St. Martin's College at Lancaster University and regularly accepts students training to be teachers.

42. The overall provision for pupils' personal development including their spiritual, moral, social and cultural development is satisfactory. Provision for pupils' moral development is good. The situation is broadly similar to that found at the last inspection.

43. Spiritual development is satisfactory and is appropriately promoted in acts of collective worship and religious education. Spirituality is promoted effectively through

discussion in classrooms about issues which are relevant to children's own lives. In these, children show a growing awareness of the consequences of their actions on other people's feelings. The involvement in charitable ventures raises awareness of the needs of others and the mutual benefits to be gained from positive action. This is exemplified by the fund-raising ventures for local and national charities.

44. Good provision is made for pupils' moral development. The school is very successful in teaching its pupils the difference between right and wrong. Through assemblies and personal and social education lessons, pupils are frequently encouraged to think about moral issues. The pupils are encouraged to show respect and to be considerate of the needs of others. The school has a code of conduct, which is consistently applied by all staff around the school and in lessons. The code of conduct is seen in all classrooms and pupils' attention is drawn to it on a regular basis. This adds to pupils' understanding of 'doing the right thing' and of being responsible for their actions. Consequently, pupils are increasingly able to recognise and eliminate unacceptable behaviour.

45. Pupils are effectively taught the difference between right and wrong. The staff of the school, who provide good role models, reinforce this. Pupils' achievements are highlighted and celebrated in a special weekly assembly when certificates are presented to pupils on the basis of good work, exemplary behaviour and willingness to be helpful. This helps to promote the pupils' self-esteem and they are justifiably proud of their achievements.

46. Social development is satisfactory. Opportunities are provided in all subjects for effective collaborative work in pairs and in groups. There are times when pupils work independently in mathematics, for example, and show initiative in design and technology, which is an improvement on the last inspection. Pupils share equipment and treat it with care. They are given responsibilities around the school such as giving out and collecting in hymn books at the start and end of assembly. They are made responsible for the playtime basket of play equipment. Attendance registers are returned to the office and Year 5 and 6 pupils act as librarians for the school reference library. Relationships throughout the school are good, both between adults and pupils and between pupils themselves.

47. Cultural development is satisfactory. Work in art and design, geography, history, music and religious education is used to promote the pupils' cultural education. Through some use of the local environment, including a study of the school itself, pupils gain insights into their own local area. In history, pupils study life in Britain in the past. Although pupils learn mainly about the Christian religion, they also gain opportunities to learn of other religions such as Judaism and Sikhism through religious education. Pupils have benefited from visits and good links with the local St. James' Church and a visit to a synagogue. The provision enables pupils to gain an appropriate knowledge of their own culture and that of others. A suitable range of visits out of school and visitors into the school further enhances their understanding of local and national culture. These include, for example, visits to the local area, Skipton Castle, The Grand Theatre in Blackpool, Blackpool Zoo and the Millennium Dome. Pupils have also benefited from taking part in workshops with an author, an illustrator, a poet and storyteller.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

48. The provision for the welfare, health and safety of pupils is good. The positive features of care for pupils' personal well being found at the time of the last inspection have been maintained. The well being of each individual pupil is an important priority. Parents

feel that the school looks after their children well and staff accommodate the needs of individual pupils. At a practical level, the school is a caring, friendly place in which pupils are happy and settled, thus enabling them to develop confidence and concentrate on their learning. The very good relationships between pupils and teachers are a strong factor in the quality of care provided. The well planned induction programme helps children settle quickly and happily into the routines of the school.

49. The school has effective procedures for ensuring pupils' health and safety. Health and safety procedures are diligently implemented and there is appropriate provision for first aid. The school has a detailed health and safety policy which follows the guidelines of the local education authority. The governing body is aware of making sure that the school is a

safe environment and is involved in carrying out risk assessments of the premises. Child protection procedures are firmly in place and there is a good awareness of them throughout the school. This is a small school where staff know and understand the pupils well.

50. Pupils' behaviour is good because staff manage them consistently throughout the school. Staff have high expectations of pupils' behaviour and use praise and encouragement well to positively reinforce good behaviour. The school is quick to follow up occasional incidents of inappropriate behaviour and in lessons usually a quiet word is all that is required to bring the pupils back into line. Midday supervisory staff maintain good order and provide good support at lunchtime; this has a positive effect on pupils' behaviour and safety.

51. The arrangements for monitoring and promoting good attendance are effective ensuring consistently high attendance and punctuality. It is made clear to parents that they must give reasons for their child's absence and their response to this request significantly helps to achieve the zero unauthorised absence rate.

52. Procedures for monitoring the pupils' personal development are satisfactory but rely on the class teachers' personal knowledge of their pupils, rather than formal arrangements. The school began a system of Records of Achievement but this has not been maintained consistently across the school. Other than medical records and personal details, there is no specific recording of pupils' personal development except the details recorded on the annual progress reports. The school places good emphasis on raising the pupils' self-esteem, whatever their ability, and this is achieved well through the regular celebration of individual success both in class and assemblies.

53. There are satisfactory procedures for assessing pupils' attainment and progress in English and mathematics. There is good analysis of the pupils' performance in national tests at the end of each key stage. Evaluation of this information is carried out to inform the school of general trends; for example, that writing is relatively weaker than reading. The school makes use of the optional national assessment materials and other nationally available tests to check pupils' progress from one year to the next. Information from analysis of tests is used to target specific pupils or groups of pupils who need extra support but is not used to set targets for individual pupils.

54. In subjects other than English and mathematics, there are no formal systems to assess or record the acquisition of knowledge and skills. It is difficult to track attainment and progression in the important areas of science and information and communication technology. Children are assessed on entry to the Foundation Stage and those with learning or behavioural difficulties are identified at an early stage. These initial assessments

enable teachers to judge progress made by the end of the Reception year. There are clear procedures for the early identification of pupils with special educational needs. The assessment of pupils with special education needs is carried out to a good standard with clear learning targets and the close involvement of parents.

55. Except in English and mathematics, procedures for monitoring academic progress are underdeveloped. Teachers know their pupils very well and a lot of information relies too heavily on teachers' informal knowledge. Teachers keep their own records but these are not well organised or consistently maintained throughout the school. The absence of common formats for collecting information makes it difficult to see what progress individuals or groups of pupils are making. The current system of record keeping does not provide adequate evidence to support the setting of realistic and achievable targets for whole school attainment or individual achievement, or to check if progress is good enough.

56. The use of assessment to help plan new work is satisfactory. Teachers know their pupils very well and much useful assessment is done on a short term, day-to-day basis during lessons. Teachers are not evaluating lessons formally but they are generally aware of how effective they have been and re-adjust their teaching at times to reflect this. For example, one teacher's concern about some pupils' abilities to simplify fractions to their lowest terms promoted her to revisit this area to improve their understanding. Teachers make good efforts to involve pupils in the assessment of their own learning. In the best lessons they make sure pupils know exactly what they need to learn and the sessions at the end give the pupils time to discuss how well they have done and appraise the work of others. The quality of marking is usually good and there are good examples where teachers add useful comments advising pupils of their strengths and where they can improve.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. Parents' views of the school are very supportive. The good number who attended the meeting prior to the inspection and who returned questionnaires demonstrated this. Parents have a very clear view that this is a well led, approachable school where teaching is good and children make good progress. Inspection evidence broadly supports the many positive features identified by parents. A number of parents feel that their children do not receive a correct amount of homework and that there is a need for a more interesting range of activities outside lessons. Inspectors judge that homework provision is satisfactory and the amount and type given is appropriate for primary age pupils. The range of extra-curricular activities provided is similar to that in other schools of this size, given the small number of teachers and the demands made upon them. Some parents understandably voiced concerns over the number of supply teachers who are providing cover in one class; at the time of the inspection the position was more settled than it had been for some time.

58. The school effectively promotes links with parents by providing a good range of information and by encouraging parents to be involved in their children's work. The regular newsletters are well received by parents and are a good way of informing them about the school's daily life and events. Particularly noteworthy are the good packs of booklets issued when children start school. These contain important information about the curriculum together with suggested ways and activities to enable parents to support learning at home. Pupils' annual reports give good information about attainment and progress clearly identifying strengths and weaknesses. Parents are always welcome to talk informally to staff at any time if they have any concerns. There are also three formal opportunities per year to meet with teachers to see work and discuss progress. Parental attendance at these

progress meetings is very good. The school works closely with parents of pupils with special educational needs; they are appropriately informed about the needs and progress of their children through regular review meetings.

59. The school has established effective relationships with parents in order to involve them in their children's learning. Parental involvement has a good impact on pupils' learning and the work of the school. A number of parents and grandparents help regularly in class and many more are willing to help on educational visits. The thriving friends' association is very supportive of the school and is successful in fostering and encouraging close co-operation between parents, teachers and the village community. Parents are very generous in their support of the fund-raising events held each year and help raise a good amount of money for school funds. Parents are happy to help their child when work is sent home and, when asked, provide a good range of resources and artefacts to support topic work. Parents of younger children listen to their children read and make regular comments in the home-school reading record books. Parents feel comfortable in approaching school if they have any concerns and find staff willing to listen to their views and suggestions. The school's good partnership with its parents has been maintained since the previous inspection and has a very positive impact on the quality of education provided.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60. The school has shown good improvement since the last inspection. Through their sound leadership and management, the headteacher and governing body have successfully addressed the issues raised. Learning resources have improved to enable full delivery of the National Curriculum programmes of study and there is sound long term financial planning. The school is well placed to make further improvements in order to make it more effective.

61. The school benefits from the care and commitment of its conscientious headteacher and from the effective partnership of the headteacher and deputy headteacher. The headteacher has the support of staff, governors and parents. There is clear educational direction in most areas, which is rooted in the raising of standards. The headteacher has successfully created a sense of teamwork amongst the staff. She has promoted positive relationships with colleagues, governors, parents and pupils and has their full confidence.

62. The governing body has a clear committee structure to enable it to fulfil its responsibilities and all statutory requirements are met. Regular meetings of the governing body and its committees have clear agendas and are well minuted. The governors with specific responsibilities have an appropriate level of involvement; for example, the literacy and numeracy governors have observed lessons and produced helpful written feedback on their findings. The governor with responsibility for special educational needs takes a keen interest in overseeing this area. The chair of governors sees her role as a critical friend, visits the school regularly and, along with other members of the governing body, is beginning to take an active role in monitoring the quality of education.

63. The clear set of aims that are outlined in the prospectus are met and reflect the school's commitment to raising standards. The school improvement plan is an effective tool for guiding school improvement and is focused on raising standards. It is based upon realistic evaluation of what needs to be done. The priorities are achievable, have a realistic time scale and are evaluated appropriately at the end of each year. Staff and governors contribute to the writing of the plan and governors are provided with regular progress

reports. The headteacher and governors monitor standards through the National Curriculum test results at the end of Key Stage 1 and Key Stage 2. They have identified writing as an area for development. The school has set realistic but challenging targets in the areas of English and mathematics.

64. The monitoring of teaching and learning is underdeveloped and informal. It lacks the necessary rigour to assist in clear evaluation in order to set targets to raise standards of classroom practice. Due to the heavy teaching commitment of the headteacher, it is difficult to allocate enough time to observe teaching throughout the school or to release other teachers to carry out observations. Teacher's planning is not monitored on a regular basis. There is no agreed or clear system for medium term planning and this is an area for the school to act upon. With the recent introduction of performance management, teaching and learning will be monitored as part of the performance management cycle. The process has started but it is not yet fully implemented.

65. The headteacher has systems in place to enable her to evaluate the school's performance. Entry profiles, baseline assessments, statutory and non-statutory tests results and the performance indicators for primary schools provide information to make predictions about the attainment of children at the end of each key stage and as they move through the school. This information on pupils' progress is not fully used to set targets for year groups, groups of pupils and individuals to impact on the standards they attain. The school's analysis of its National Curriculum test results has identified areas for development to raise standards, the clearest example being in writing.

66. The governors work closely with the headteacher to assess how to get the best possible value for the money they control and appropriate consideration is given to the principles of best value. A decision was made to reduce to three classes rather than four as at the last inspection. A good level of classroom support in the youngest class has been achieved through the employment of a nursery nurse. The governors assessed the potential impact this would have on standards and made decisions accordingly. This decision has proved to be successful. Lower attaining pupils, in particular, also benefit from additional support from the very capable support assistant.

67. The school's budget shows a significant surplus which will be reduced through spending earmarked for the planned building extension, together with that allocated for further computer provision. The governors have effective systems in place to set the budget and work on good information provided by the headteacher. This is an improvement since the last inspection. The allocation of money is made taking full account of national initiatives as well as raising standards. Teachers have undertaken adequate training in new national literacy and numeracy initiatives but still require further help with information and communication technology.

68. The school is set in spacious, attractive and well-kept grounds and this has a positive impact on the learning environment. Pupils benefit from a large grassed playing field and two hard surface playgrounds giving ample space for physical activities. The teaching space has improved, since the last inspection, to four classrooms with the addition of a mobile classroom for Year 3 and 4. The hall is now available for all classes through the day. The teacher and nursery nurse make use of the extra classroom now available in the main school, although its use could be extended. One of the main difficulties associated with the building is that the headteacher, staff and school secretary are all accommodated in one room which impacts on the secretary's and headteacher's administrative duties.

69. There are adequate learning resources for all subjects, which is an improvement on the previous inspection. Resources for the Foundation Stage could benefit from development to support the areas of learning. There is a good range of information books available to pupils and these are used well to support pupils' learning in a range of subjects. Some books are rather dated and would benefit from replacement to enable pupils to have more appropriate information. The school administrative officer, caretaker and lunchtime staff, all make positive contributions to the life of the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ \* improve the information and communication technology curriculum and standards by:
  - *continuing to build staff confidence through training;*
  - *ensuring that staff are providing full access to the programmes of study;*
  - *developing a structured programme for the teaching and practising of skills with more routine use of computers;*

(paragraphs 11, 29, 31, 34, 67, 100, 102, 105, 106 and 130)

- ◆ \* develop and improve written work by:
  - *raising the profile of writing in the school;*
  - *raising expectations of what the higher attainers can achieve;*
  - *continuing to give pupils more opportunities for extended writing including the development of detail;*
  - *creating more opportunities for pupils to write for a variety of purposes and audiences;*
  - *giving pupils more opportunities to write and make a personal response in foundation subjects;*
  - *developing target setting based on National Curriculum level descriptors;*

(paragraphs 2, 4, 6, 22, 31, 63, 81, 82, 87 and 88)

- ◆ further develop schemes of work and improve medium term planning by:
  - *identifying a timescale for review and development of schemes;*
  - *ensuring that consistent planning formats are developed for all areas including identification of assessment opportunities;*
  - *introducing procedures to monitor the planning on a regular basis;*

(paragraphs 13, 37, 38, 64 and 133)

- ◆ improve assessment and recording procedures by:
  - *building on the work started in English and mathematics in developing clear, consistent and manageable systems of assessing and recording to enable more effective monitoring of pupils' attainment and progress;*

(paragraphs 55, 101, 106, 122 and 130)

- ◆ \* develop self-evaluation of the school's performance by:
  - *accessing training in the monitoring of provision, standards, resources and teaching;*
  - *close scrutiny of all available data to analyse pupils performance and further develop target setting;*
  - *continuing the work started in science as part of a systematic approach to subject evaluation;*
  - *the introduction of structured monitoring of teaching and learning which includes target setting and review, considering the use of external help in this process;*

(paragraphs 32, 64, 65, 89, 106 and 122)

- ◆ further develop the Foundation Stage by:
  - *reviewing and developing resources across the various areas of learning;*
  - *reviewing and developing the role of the nursery nurse;*
  - *making optimum use of the extra room.*

(paragraphs 13, 24, 68, 69, 71, 73, 75, 77, 78 and 80)

**The above areas marked with a \* are clearly identified in the current school improvement plan.**

In addition to the above areas, the following less critical areas should be considered for inclusion in the action plan. These are indicated in paragraphs 12, 34, 69, 89, 131 and 132:

- ◆ The music curriculum;
- ◆ The quality of books in the reference library.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	52

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	32	36	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	75
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

#### English as an additional language

	Number of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	Number of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	2	8

In accordance with statutory requirements, the results of the National Curriculum assessments are not reported as the number of pupils in Year 2 was less than 10.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	81 (79)	100 (79)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	94 (79)	94 (79)	88 (86)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

In accordance with statutory requirements, the results of boys and girls are not reported separately as there were less than 11 in each case.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

## Teachers and classes

### Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	25 :1
Average class size	21.7

### Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	41

## Financial information

Financial year	2000/01
	£
Total income	184,848
Total expenditure	176,653
Expenditure per pupil	2,356
Balance brought forward from previous year	19,766
Balance carried forward to next year	27,961

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	52	4	0	0
My child is making good progress in school.	54	40	4	0	2
Behaviour in the school is good.	44	46	10	0	0
My child gets the right amount of work to do at home.	38	42	16	4	0
The teaching is good.	60	32	6	2	0
I am kept well informed about how my child is getting on.	50	42	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	18	6	2	0
The school expects my child to work hard and achieve his or her best.	58	36	2	2	2
The school works closely with parents.	48	40	8	4	0
The school is well led and managed.	68	26	2	4	0
The school is helping my child become mature and responsible.	56	36	4	0	4

The school provides an interesting range of activities outside lessons.

32	40	20	2	6
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## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70. The school admits relatively small year groups and attainment on entry varies from year to year; the previous report described it as 'mixed'. Baseline assessments for the current and recent Reception year children indicate that the majority of children fall within the average to above average category. Children enter school on a full time basis at the beginning of the school year in which they are five, having made induction visits during the previous term. At the time of the inspection the 10 Reception children were well settled into the routines and were working towards the appropriate goals. The new national Early Learning Goals establish expectations for most children to reach by the end of the Reception year (the end of the Foundation Stage). The Reception children are part of the relatively large class which also contains Year 1 and 2 pupils.

71. The children are in line to meet the Early Learning Goals and most will exceed them. Most attain well across the six areas of learning, especially in communication, language and literacy and in mathematical development. A significant majority are likely to exceed the learning targets; they are working at level 1 of the National Curriculum in reading, writing and mathematics. These standards are higher than those described in the previous report which was very critical of both the provision and the teaching for this age group. An issue in the report was to improve the provision and, whilst this has clearly happened, there is still a need which is recognised by the staff, to further develop resources to support the various areas of learning.

72. The children make a very good start to their schooling and parents are appreciative of this. Children benefit from the hard work of the very committed teacher and the nursery nurse, who provides very good support for these children. The work is planned in some detail, relating to the areas of learning and there are sound procedures for assessing and monitoring. Although during the short time span of the inspection teaching was not observed in all areas of learning, where it was observed it was good, except in a session on history, as part of 'knowledge and understanding of the world' where it was judged to be satisfactory. Staff are warm and caring and value the children as individuals. The supportive relationships enable the children to feel secure and happy during their introduction to school life; children's self-esteem is well promoted. The work planned for the children provides a good base for Key Stage 1 of the National Curriculum, although there are times when the work could be targeted in shorter, more focused sessions.

73. Where the teaching is good and sometimes very good, the Reception children are taught separately, with the nursery nurse supervising the learning in the classroom allocated for them. Sometimes the good skills of the nursery nurse are underused when she takes a passive role; for example, during the first part of the literacy and numeracy sessions. Instead of the teacher working with the whole class, there are more times when the children could be split into two separate groups, the smaller numbers adding to the quality of learning, with enhanced opportunities to develop speaking and listening skills, with more use made of the classroom to provide a good space and environment to support their needs.

#### ***Personal, social and emotional development***

74. The children's personal, social and emotional development is an obvious priority and not all children arrive at school with independence. Attainment in this area is good and improving with time. The children benefit from the caring ethos and quickly grow in

confidence. They learn the routines quickly and select and use resources independently. They are establishing effective relationships with adults and other children, including those who are older. Children work contentedly individually and in small groups and enjoy opportunities for making personal choices in their learning. Children's enthusiasm is clear to see; for example, when they work with wool to make 'pom-pom' alien creatures. In the development of their early reading skills they are delighted to read to an adult. They enjoy one another's company and are learning to share and take turns.

### ***Communication, language and literacy***

75. In communication, language and literacy the children's attainment and progress are good. They are developing good speaking and listening skills, listening well to each other; they listen attentively in assemblies. They enjoy playing and talking together in the 'Apollo 2001 Space Station'. They show good understanding of what is said to them in response to the teacher's questions and explanations. They enjoy listening to stories such as 'Farmer Duck'; in looking at a book on 'Insect Body Parts', the higher attainers gained an understanding of what a non-fiction book is. Reading is valued and most children are successfully learning to read. They associate sounds with letters and combinations of letters and are able to read simple text using these skills. They copy their teacher's writing and then start to write independently. There is a good range of books available, including large picture books. Resources, which promote speaking and listening, could be further developed, such as tapes for the listening station and an extra listening station. The staff would like to develop story sacks and also role-play with more resources to provide rich and attractive contexts for speaking and listening. A wider range of information and communication technology software could help the children to reinforce and practise skills.

### ***Mathematical development***

76. In mathematics, the children are at least working towards, and some are reaching, appropriate National Curriculum targets and their attainments are good. They can count reliably up to 10 and beyond using everyday objects, can recognise numerals 1 to 9 and higher and can find one more or less than a number from 1 to 10. They are given a good range of mathematical experiences and are learning to use appropriate mathematical language. Their learning is more effective in this area when they work discretely from the older pupils, well supported by the nursery nurse. They understand concepts such as heavier than and lighter than. They enjoy sorting, balancing and weighing activities. Resources are sound overall, although there are an insufficient number of mathematical games. Incidental counting and counting songs and rhymes are used very regularly.

### ***Knowledge and understanding of the world***

77. Children enjoy increasing their knowledge and understanding of the world. They are given some opportunities to explore their own locality, although this could be further developed, as could opportunities to bring in visitors from the community. Children enjoy finding out about the past through studying old toys. Children acquire appropriate vocabulary to express the passage of time, partly by considering their own lives and how they have changed. They enjoy a visit to nearby Leighton Hall. During the inspection, the children enjoyed studying photographs of leisure time activities at the seaside in days gone by and in the present; with enthusiasm they enjoyed making their puppets of characters from 'Punch and Judy'. They plant seeds, beans and bulbs and enjoy monitoring their growth. They gain from experiments in which they test their powers of smell. They do simple experiments and use magnets and magnifying glasses. Construction kits are available for

model making and use of these enhances children's learning. Although technological understanding should benefit from regular computer access, at the time of the inspection one computer would not work and the other was out of date. The acquisition of an oven could enable children to have good opportunities for baking.

### ***Physical development***

78. Children enjoy a range of tasks to help improve their manual skills; for example, drawing, painting, writing, cutting and gluing. They enjoy making models and although they learn to handle tools, objects and materials safely and with increasing control, there are no opportunities for using woodwork tools. Children have some opportunities for running, jumping and climbing through hall work. With limited expenditure there could be a secure outside play area, although resources for this aspect need considerable development. Use could be made of the nursery nurse to supervise sessions involving outside play but more large toys and equipment are needed, such as co-operative toys. The use of a wider range of small and large equipment can enhance learning in this area which is underdeveloped.

### ***Creative development***

79. In their creative work, children paint and make pictures, often related to their topic. They enjoy making observational drawings and creating prints. They enjoy opportunities to make a personal response in paint with a freedom to express themselves and investigate the media being used. They become competent at modelling with plasticine, playdough and salt dough. There are opportunities for children to cut, stick and make models and sometimes children could benefit from more opportunities to make decisions and choices when selecting and using materials. Children sing a range of songs enthusiastically and begin to develop good musical skills using a range of percussion instruments which allow everyone to have an instrument; they enjoy singing both nursery rhymes and number songs.

80. Both classroom settings are comfortable and secure places to be and the teaching and learning have many good features. These features can be built upon by developing the role of the nursery nurse, by adding to the resources, by making more use of the extra space and by enhancing the quality of outside play so that it better supports the early years curriculum.

## **ENGLISH**

81. On the basis of the evidence seen during the inspection, standards at the end of Key Stage 1 are sound and in line with national averages in reading and writing. This indicates a higher level of attainment than those described in the previous report. Caution is needed in comparing these results with those of 2000 which were not published due to the very small number of pupils assessed. At that time, the results for the small cohort assessed were well above national averages and above those for similar schools. Taking the three years, 1998 to 2000 together, national performance data shows that the performance of pupils exceeded the national average by a small margin in reading and a bigger margin in writing. In writing, although over recent years a good number have reached the appropriate level 2 for 7 year olds, no pupils reached the higher level 3 in 2000 and none are likely to do so in 2001 test.

82. Standards at the end of Key Stage 2 at the time of the inspection are sound and in line with national averages. This does not reflect the results in 2000 when attainment was above the national average, but below that for similar schools; nor does it reflect the high

standards described in the previous report. Taking the three years, 1998 to 2000 together, the performance of pupils in English exceeded the national average by a significant margin. Standards are higher in reading and speaking and listening than they are in writing. Staff have identified writing as the key area for improvement throughout the school and strategies are already in place to enhance pupils' skills and increase the opportunities for writing, with higher expectations of what the pupils can achieve. In the standards at both key stages there are no marked differences in the performance of boys and girls.

83. The attainment of the relatively small number in each year group can vary from year to year, especially when there are a number of pupils with special educational needs or there are few higher attaining pupils. At the time of the inspection, taking into account age, levels of attainment were relatively higher at Year 3 than Year 4 and the same was true of Year 5 compared with Year 6.

84. Pupils' skills in speaking and listening are well above average throughout the school. By the end of Key Stage 1, pupils speak clearly and reply confidently to teachers' questions. They express ideas and thoughts effectively because of the school's emphasis on the development of appropriate subject vocabulary and the teachers' skilful questioning in lessons. Pupils listen attentively and take turns to contribute to discussions; for example, at Key Stage 1, when they compared the seaside holidays of the past with those of today. By the end of Key Stage 2, most pupils join in discussions confidently and answer teachers' questions with increasing clarity. Older pupils reflect on their time at the school, reminiscing and articulating about highlights such as visits to the Millennium Dome, to White Scar Caves, to the pantomimes at Blackpool and about sleeping in dormitories as part of their stay at Winmarleigh Hall. A Year 6 pupil gave a very clear explanation of why he has chosen to study the monkey puzzle tree (Chile Pine) as it is the only tree a monkey cannot climb.

85. Reading is given a high priority, with good support from parents through the home-school reading arrangements. By the end of Key Stage 1, pupils' attainment in reading is above average. Many develop a love of reading and most enjoy practising their skills. The younger pupils were very enthusiastic to read to their visitors during inspection week. Good teaching of letter sounds and patterns gives pupils confidence to build up words and gain meaning from texts. Pupils also use a variety of clues such as context, understanding of character and story titles. Higher attaining pupils read simple story books confidently and discuss the characters and stories. As they read together in the literacy hour, pupils look for specific features such as rhyming words or punctuation.

86. Pupils at Key Stage 1 achieve very well as they work on patterns of letters to make sounds to begin or end words. Higher attainers are able to use the contents and index pages of non-fiction books confidently to answer questions such as whether Mars is hot or cold and what hedgehogs like to eat. By the end of Key Stage 2, most pupils read well and standards are well above average. Most are becoming reflective readers who can read a range of texts fluently and accurately, making knowledgeable reference to their favourite writers and stories. They use context cues well and recount significant ideas, events and characters in stories.

87. By the end of Key Stage 1, pupils' attainment in writing is in line with what could be expected, although there are signs that standards are improving because of the school's focus on writing. Standards are also sound at the end of Key Stage 2, where standards in written work are beginning to improve significantly. During the inspection, evidence of personal and creative writing in exercise books and in work on display was seen which was for a good variety of audiences and purposes. Much of the written work in English and in the

foundation subjects is increasingly based on a personal response in writing. The school intends to continue to raise the profile of writing, including the promotion of extended writing and the development of detail. Writing tasks are increasingly built into work in subjects such as science, history and geography; for example in written accounts of creating a circuit, in accounts of 'My Life as a Navvy', in letters home from a Roman legionnaire and in writing about the River Wyre and the physical features of nearby Fleetwood. In formal English work, pupils are encouraged to give appropriate consideration to punctuation and grammar and spellings are regularly learnt and tested and standards of presentation and handwriting are good for most pupils.

88. The effective introduction of the literacy hour has had a positive impact on standards and also on the quality of teaching. The quality of teaching and learning is good at Key Stage 1 and very good at Key Stage 2. The best lessons were characterised by well chosen and effectively planned activities for each group and a brisk pace which stimulated pupils and encouraged them to learn at a good rate. Teachers are working hard and successfully at the school's target to improve pupils' writing. Pupils are provided with good models of writing in order to raise attainment. Throughout the school, teachers' enthusiasm enhances the literacy hour.

89. The level of resourcing is good with a good range of big books and sets of books. The reference library is a valuable resource, although a number of books are outdated and in poor condition. Pupils could benefit from more opportunities to develop word processing skills and access information from computer software; during the inspection little or no work was seen on computers during English time. Good use is made of informal teacher assessment, standardised tests and the optional national tests. These strategies enable the school to monitor the attainment and progress of pupils in English. There has been informal monitoring and evaluation of teaching in the literacy hour; this now needs to be rigorous, providing feedback and targets for development as part of the school's aim of raising standards of teaching and learning, especially in writing. The co-ordinator leads the development of the subject well and this has been enhanced through the recently agreed literacy action plan. Visits from theatre groups, together with visits to the theatre at nearby Blackpool, enhance pupils' learning.

## **MATHEMATICS**

90. Results in the 2000 National Curriculum tests at the end of Key Stage 2 were well above the national average. In comparison with similar schools, the results were also well above the average. It is important to look at results over a four year period because only 16 pupils sat the tests in 2000. The four-year period shows that results have fluctuated only slightly but have remained above the national average throughout that time. The attainment of the majority of pupils currently in Year 6 is above the level that would normally be expected for pupils aged 11. Pupils' mental arithmetic skills are very good. They can find a fraction of two and three digit numbers very quickly showing a variety of strategies and explain the strategy used. They understand and solve problems involving fractions, decimals and percentages. The higher attaining pupils are confident in using a calculator to solve multi-step problems.

91. The 2000 test and assessment results for 7 year olds indicate that attainment of the very small cohort was high and well above the average for similar schools. Standards have improved significantly since the last inspection. Analysis of results over a longer period indicates a lower level of attainment. Results can, and do, vary from year to year, and the high attaining group of 2000 performed very creditably. The attainment of pupils currently in

Year 2 is at a level that is above that normally expected at the end of Key Stage 1. Pupils show a good understanding of number bonds up to 100. This helps them when they are working out in their head as they quickly find the difference between a single digit and two digit number. They explain different strategies to gaining the same answer. Pupils identify and use halves and quarters in number and apply this to telling the time and can tell the time on an analogue and digital clock with accuracy.

92. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress. There are a small number of older pupils who are very talented mathematicians and they are given work to challenge their knowledge and understanding of mathematics.

93. The quality of teaching and learning throughout the school has a clear impact on standards. In the lesson seen at Key Stage 1, teaching was good. At lower Key Stage 2, teaching was very good and for the oldest pupils teaching was excellent. All pupils make at least good progress due to the pace of learning and because pupils of different abilities are set different work. Teachers have a good understanding of the mathematics curriculum and teaching methods. This is reflected in their lesson planning which clearly identifies what is to be learnt, although there is some inconsistency in sharing this with the pupils when the lesson begins. The oral and mental sessions are a strong feature of lessons; pupils respond quickly and with confidence and show very good progress as they move through the school. Year 5 and 6 pupils show very sharp mental agility. Teachers use the appropriate mathematical vocabulary, which helps pupils to use the correct terminology when they ask questions or explain their work. For example, one Year 5 pupil explained that 'when multiplying by 10, move the digits one place to the left but two places when multiplying by 100'.

94. In all lessons pupils are encouraged to solve problems in their own way. In a Year 3 and 4 lesson, pupils showed different ways to find  $7 \times 20$ . One pupil multiplied the 7 by 10 and doubled the answer; another doubled the 7 and then multiplied by 10. Solving problems is a feature of all lessons, which extends pupils' understanding of the application of mathematics in real life situations. In a Year 5 and 6 lesson, for example, the teacher sets the problem: 'Amy scores 60 out of 100, Kim scores 148 out of 200, who did better?' Pupils were able to explain the processes they used which involved using and applying fractions and percentages.

95. Lessons have a good balance of direct teaching, pupil involvement and group and individual tasks, which keeps pupils motivated and focused. This also impacts positively on pupils' behaviour and the progress they make in a lesson and over time. There is a good match of tasks to pupils' ability which makes a significant contribution to the high standards achieved in the subject, which is one of the strengths of the school.

96. The teachers are familiar with the National Numeracy Strategy, which they apply effectively. This national initiative is having a positive impact in the school through the structured approach it offers teachers to the planning of their work. A commercially produced scheme has been successfully integrated with the National Numeracy Strategy. The consistent and thoughtful approach to using the scheme supports teachers in providing tasks to suit the age and ability of pupils. The co-ordinator leads the subject effectively and oversees the effective assessing and recording of pupils' attainment and progress. The subject is very well resourced.

## **SCIENCE**

97. Results of the 2000 National Curriculum tests for 11 year olds were well above the national average. In comparison with similar schools, the results were also well above the average. There is no significant difference in the performance of boys and girls. Just as with English and mathematics, it is important to remember that only 16 pupils took the tests. The analysis of four years' results gives a fairer indication as to the standards that are being attained. This analysis shows a recent upward trend. The attainment of the pupils currently in Year 6 is at the level that would normally be expected for pupils of this age. Pupils demonstrate a clear knowledge that micro-organisms are living organisms and that they need certain conditions to survive. They understand how forces act on a parachute and how movement can be slowed down. They know the importance of fair testing when carrying out an experiment.

98. The 2000 teacher assessments for the small cohort of 7 year olds gave indication that attainment was below national averages, with no pupils achieving the higher level 3. Attainment was particularly low in experimental and investigative science and materials and their properties. The school accounts for these disappointing results with reference to the teacher assessments not being appropriately administered. The attainment of pupils currently in Year 2 is at a level slightly above that expected for their age. Most children achieve well and can sort common materials into groups. They understand that some are suited to specific purposes; for example, that metal makes a lock strong. They are able to make simple predictions about the growth of a plant grown from seed. There has been an improvement in standards since the last inspection. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress.

99. It was not possible to observe any lessons at Key Stage 1. Teaching is satisfactory and sometimes good at Key Stage 2. The teacher, who teaches the subject across Key Stage 2 has good subject knowledge and uses resources well. Pupils are told the purpose of the lesson and this helps to focus their thinking. As an introduction to the lesson, a large book with colourful and stimulating photographs is used well to give pupils a clear visual impression of the features and life of a honeybee. There is good use of technical language when describing the honeycomb; for example, hexagon and tessellation, which relates well to pupils' mathematical understanding of shape. Explanations are clear and the teacher uses questioning to draw on pupils' knowledge and understanding and to move their thinking and learning forward. For example, pupils learn that the bee's antennae are sensitive just like their own fingertips. Lessons have pace which positively impacts on the progress pupils make. Although there were practical activities in the lessons, there was little investigative science taking place. This results in pupils not using their scientific knowledge or being required to think creatively. Evidence in workbooks across the age ranges indicates that some experimental and investigative science does take place. This is an improvement on the last inspection.

100. Literacy and numeracy skills are used satisfactorily in this subject. Pupils write reports and use charts and graphs to find and record information. Insufficient use is made of information and communication technology to support and aid the pupils' learning of science throughout the school. Resources across the school have improved since the last inspection and the strong links with St. Aidan's High School involve opportunities to make good use of the high school's science and information and communication technology resources.

101. Informal assessments of pupils' attainment are made through observations, marking work and talking to pupils. Assessment is not used to set targets for groups and individual pupils to raise standards in the subject. The enthusiastic science co-ordinator has reviewed

the scheme of work in the light of the revised National Curriculum and a new scheme has been introduced using nationally recommended guidelines. This gives a whole school approach to planning the subject and allows an overview of coverage and progression, although the co-ordinator does not systematically monitor the effectiveness with which plans are implemented across the year groups. A very detailed review of science standards and provision has been produced which provides a good base to improve standards across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

102. Only limited information was available to make reliable judgements about the quality of the pupils' work. No teaching of information and communication technology was seen during the inspection. The evidence is therefore based on a scrutiny of work on display and in books and on discussions with pupils and staff. The planning provides little evidence, as it is underdeveloped and inconsistent.

103. There was insufficient evidence to make judgements on standards in information and communication technology at the end of Key Stage 1; standards at the end of Key Stage 2 are below those expected nationally. There are two main reasons for this. The first is that pupils have too few opportunities to practise the skills, which they have previously been taught, and, secondly, staff openly acknowledge their lack of confidence in teaching the subject.

104. Recently the school has begun to address these shortcomings. A teacher, with expertise in information and communication technology was employed for the autumn term to work alongside teachers to develop their knowledge and understanding of the subject. She also worked with pupils to develop their skills. This had a positive impact on pupils' achievements. Pupils in Year 3 and 4 illustrated their newspaper reports with images taken with a digital camera. Year 5 and 6 pupils made a multimedia CD of nursery rhymes for Key Stage 1 pupils. The teaching of the subject has therefore been erratic and consequently pupils' learning has not been progressively built upon.

105. There needs to be a clearer understanding of how the computers can be used in different situations and how the development of skills can be linked to work in all subjects of the curriculum. Only two examples were seen where use was made of information and communication technology to support pupils' learning, one in a literacy lesson and one in a numeracy lesson. The school fully acknowledges the need to develop staff confidence through further support and training. There is insufficient routine use of computers for pupils to practise the skills which have been taught.

106. Since the last inspection the school has made significant improvements in the provision of resources. The number of computers has increased and there is a greater range of software available. These are just beginning to have an impact on raising standards. There is evidence on display to show that younger pupils now edit their work using spell-checkers, and older pupils create databases and interpret their data in the form of graphs and pie charts. The school also draws on the resources available at St. Aidan's High School. There is a scheme of work developed from national guidelines and a commercially produced programme of work. Although the school has adopted the most recent guidelines for the teaching of the subject, it does not yet have any systematic way monitoring teaching and learning or assessing pupils' progress and

achievement in the subject. The school is aware that information and communication technology is a priority area and the subject is well placed for further development.

## **RELIGIOUS EDUCATION**

107. As no lessons were seen in religious education during the inspection, there is insufficient evidence to make firm judgements on the quality of teaching and learning. Through a scrutiny of work displayed, pupils' work, teacher's planning and observations of acts of collective worship it is judged that pupils' levels of attainment are sound at the end of both key stages and meet the expectations of the locally agreed syllabus. This concurs with the judgements made at the time of the previous inspection.

108. Throughout the school pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. Pupils develop a sound understanding of religious concepts through stories from the Bible; for example, the younger pupils can retell the story of the first Christmas, including the journey to Bethlehem. They compose and write their own prayers. By the end of Key Stage 1, pupils have good insights into the significance of the major Christian festivals of Christmas and Easter. They are beginning to learn about Hinduism, Judaism and Buddhism.

109. At Key Stage 2, pupils study festivals in more detail. They express their feelings both orally and in writing through stories, poems and prayers. Pupils further their understanding of the world's major faiths. They learn about the five objects and symbols important to Sikhism. They gain an understanding of the sacredness of the Star of David, the menorah and the kipah, partly through a recent memorable visit to a synagogue at Blackpool where they enjoyed meeting a Rabbi and learning of Jewish ways. Both the syllabus and the approach of teachers encourage pupils to reflect on people's experiences.

110. Pupils are making satisfactory progress in developing their knowledge of Christianity and other faiths and willingly express their ideas and opinions. They begin to understand that religion can teach people about respect, tolerance and understanding. Pupils with special educational needs make good progress in relation to their ability.

111. Daily collective acts of worship are well organised and complement the work in class with appropriate use of shared themes, events and celebrations. Teachers use both their own and the pupils' experiences to teach about nature and Christianity and qualities such as caring, tolerance and responsibility for others; for example, a teacher leading an assembly used a story about the demolition of a building to promote the values of co-operation; 'That's what you can do when people work as a team' concluded the teacher. Another assembly about hands as a symbol of friendship positively contributed to the spiritual development of the pupils by promoting ideas of care, thoughtfulness and a responsibility to look after one another. Regular collective acts of worship led by the local vicar emphasise that the school is a focal part of a caring community. Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.

112. Resources, including artefacts, are borrowed and the accommodation is adequate for the teaching of religious education. The school receives valuable support from the local parish church and the vicar. Informal assessments are undertaken. The subject co-ordinator gives sound leadership and practical advice in terms of planning for lessons and assemblies, although the school recognises the need to develop the work by auditing resources, renewing the policy and schemes of work and inviting speakers in to talk to the pupils about world religions.

## **ART AND DESIGN**

113. Only one lesson was seen during the inspection and that was at Key Stage 1. The work benefits from a very enthusiastic co-ordinator with a special interest in the subject. This has led to a very high quality scheme of work which very effectively guides the teaching and learning, raises expectations and contributes to the quality of the work. Pupils' achievements and progress in art and design are good and often very good at the end of both key stages. Pupils accomplish some very good work, as reflected in both the many good displays of artwork around the school and in collected portfolios of work. Standards during the last inspection were satisfactory at Key Stage 1 and satisfactory and sometimes good at the end of Key Stage 2, so the present standards and provision represent a good improvement.

114. At Key Stage 1, pupils like to mix colours carefully and see what effect colours have on each other. This is evident in their paintings. Pupils use shape, pattern and colour. They make fish mosaics and use junk materials to make collages; they use clay to make thumb pots and experiment with salt dough to make colourful baskets. By the end of Key Stage 1, pupils investigate and use a variety of materials and processes to communicate their ideas and meanings and many do so at a good level.

115. At Key Stage 2, pupils begin to explore the way that patterns are made and imaginatively create their own patterns, including circular ones and ones based on their own names. They produce sensitive pictures of Saxon ships. They design and produce an unusual, but practical, eggcup. Older pupils develop their observation drawings, learning to represent line, tone and texture in detail and with care; for example, in work on skulls, stones, peacock feathers and 'bruised apples'. Inspired by the work of famous artists such as Monet, Van Gogh and Paul Clee, they work in similar styles; for example, through studying Cézanne's 'Great Pine', pupils imitate his ideas using sponges to create texture. Stimulated by a Peter Rush sculpture, they create high quality, imaginative papier-mâché relief portraits of old people. By the end of Key Stage 2, pupils are able to explore ideas and communicate their ideas and meanings, they can make images and artefacts and many do so to a sophisticated level.

116. The quality of teaching of the one lesson observed at Key Stage 1 was good. The pupils worked with wool, sewing and creating tablemats and 'pom-pom aliens' in a lesson which benefited enormously from the quality of support of the nursery nurse, a student and two parents. No teaching was seen at Key Stage 2, although the high quality of the work produced reflects very well on the quality of the teaching which the pupils receive.

117. The quality of leadership in art and design is very good. The knowledgeable co-ordinator has gained from subject courses which have helped inform the scheme of work which covers all the appropriate areas with a good emphasis on progression. Schemes of work need developing in other subjects to guide the planning, which is what happens in art and design. There is an appropriate balance between two and three-dimensional work and the subject is well resourced.

## **DESIGN AND TECHNOLOGY**

118. Only limited information was available to make reliable judgements about the quality of the pupils' work. Only one design and technology lesson was seen during the inspection.

The evidence is therefore based on the scrutiny of books, work on display and discussions with pupils and staff.

119. In design and technology, the standards of work seen broadly match those expected nationally for pupils aged 7 and 11. In all classes, pupils produce appropriate designs and plans before making their models. At Key Stage 1, for example, pupils design a glove puppet indicating the colours and types of materials they wish to use. Pupils use a range of materials and the differences in the final work indicate that pupils have been allowed to follow their own ideas. This is clearly seen in the work of the oldest class, where pupils produce a wide range of imaginative working products using pneumatics; for example, two pupils made a volcano 'erupt' and two others made the rear of a car 'jack up'. The quality of the work does vary, especially in the care taken to finish the model to an appropriate desirable standard. Pupils are encouraged to evaluate their products and find it easy to talk about how they would improve the models produced. In the younger Key Stage 2 class, one pupil evaluating a 'money container' wrote that she would make the stitches smaller, be neater and use a button for fastening. The use of computers is not incorporated into the design and technology work when opportunities arise for their use to be a central part of the design process.

120. In the one lesson seen, the quality of teaching was good. The teacher was well prepared and used the appropriate technical language and took time to explain how the strength of materials can be changed. This had a positive impact on pupils' knowledge and understanding of how to make a rigid structure. Because of the consistency in the quality of the work through the school, it is possible to identify satisfactory progression in pupils' learning. As pupils move through the school, they study a variety of topics; for example, puppets, structures and packaging. These topics give pupils a good range of experiences, which enable them to work with many different types of materials.

121. The teachers follow a common approach to the way they teach the subject. This helps to ensure that the pupils' learning is continuous. The work builds on pupils' previous experiences. Where pupils have been provided with opportunities to work together they do so positively. This was seen in a lesson for the oldest class where they experimented in small groups to make the strongest structure from a single piece of paper. They listened attentively to each other's ideas, co-operated and shared resources. These good attitudes, combined with most pupils' good behaviour, contribute positively to their achievement in the subject. Pupils often work in mixed ability groups and pupils with special educational needs receive good support. Often the extra help given is in the form of additional adult support or by teachers providing additional guidance.

122. The co-ordinator has an overview of design and technology in Key Stage 2 as she teaches the subject to both classes. The monitoring of the work in Key Stage 1 is less effective. Although the school has adopted the most recent guidelines for the teaching of the subject, it does not yet have any systematic way of assessing pupils' progress or achievement. The school has a range of resources that are used well. There is evidence of the use of literacy, with pupils being encouraged to produce a plan and write evaluations on their projects. Additionally numeracy skills are used in measuring.

## **GEOGRAPHY AND HISTORY**

123. During the inspection it was not possible to see any geography being taught and only one lesson in history was observed. A close scrutiny of pupils' work indicates that standards throughout the school are broadly in line with national expectation for pupils aged 7 and 11.

There is satisfactory progression in pupils' learning. Standards are broadly similar to what they were at the previous inspection.

124. At Key Stage 1, pupils learn about history and geography mostly through topics, which integrate a number of subjects. In a topic on 'Homes', pupils compare and contrast the style of a Tudor House to that of their own. They visit Leighton Hall to distinguish aspects of past lives and their own and they show an increasing sense of chronology. They make comments on their observations; for example, 'there's a fire in the fireplace', and 'candles are burning'. Through drawing a plan of their bedroom and using a key, pupils begin to use appropriate geographic vocabulary and begin to develop an idea of scale.

125. At Key Stage 2, geography and history are taught as separate subjects. Younger pupils show an understanding of chronology by increasingly recognising that past times can be divided into periods by learning about the Romans, Anglo Saxons and Vikings in Britain and the Tudor period. When they learn about the Romans in Britain they describe the main characteristics of the period and society. They show some recognition of how changes came about and the reasons for these.

126. In geography, pupils study plans of the classroom and the school and maps of the local area. They carry out a survey of the jobs parents do and use a software program to produce bar graphs and a pie chart of their results. This helps pupils to develop an understanding of how features of places change and how such changes affect the activities and lives of the inhabitants. This contrasts with some of the text book work based on answering questions which do not always develop pupils' knowledge, skills and understanding in a meaningful context.

127. In the oldest class, pupils study the ways of life of ancient Greece and ancient Egypt. They undertake a detailed study of Britain since 1930 and the changes that took place after the Second World War and how it affected peoples' lives. Pupils make good use of the school logbook (1942) to locate evidence to show that it was wartime and write an account of what they find out. This develops their ability to describe some of the changes and events that have taken place and select and link information from a variety of sources.

128. In geography, pupils study the effect of water on the landscape and people. They know and understand the main features of a river and independently research the importance of rivers in other countries such as the Mississippi in America. They understand the effect of erosion by the sea and how people can damage the environment through pollution. There is a need to provide more opportunities for pupils to develop their geographical skills to raise standards in the subject.

129. No overall judgement can be made on teaching. In the one history lesson seen teaching was good. The teacher was well prepared and provided an interesting set of photographs of a re-enactment of the lifestyle of Vikings in England, taken at a Preston Guild Festival. These successfully allowed pupils to use information sources and answer questions about the past. The teacher enthusiastically asked relevant questions to develop pupils' thinking and to extend their knowledge and understanding of the past through direct teaching. Pupils showed a satisfactory approach to their work but some became distracted when working independently, and this had a negative impact on progress made.

130. The school is in the process of adopting national guidelines as a framework for teaching history and geography. These can give a whole school approach to planning and allow an overview of coverage and progression. The co-ordinator leads the work soundly but has limited opportunities to check the work and to monitor teachers' planning, which is

inconsistent. There is no systematic way of assessing pupils' progress or achievement in the subject. To raise standards there is a need to fully implement teaching guidelines and take more account of the skills that pupils are to acquire. Resources are adequate and good use is made of the historical loan service. There is evidence of the use of literacy skills with children being encouraged to write independently about the history of the school and using labels and signs in map-work. Numeracy skills are used in a limited way in map reading activities. There is only limited use of information and communication technology to support the work in geography and history.

## **MUSIC**

131. No lessons were seen during the inspection so it is not possible to make any judgements on attainment, which was judged to be satisfactory at Key Stage 1 and good at Key Stage 2 at the time of the previous inspection. Nor is it possible to make any judgements on the quality of teaching and learning. Singing was observed in collective acts of worship, but in the main this was lacklustre and unenthusiastic, especially on the part of the older pupils. The planning materials do not indicate that pupils receive the appropriate range of activities, although there is clear recognition in the school that this is an area to act upon.

132. There have been staffing difficulties which have impacted on the music provision. The teaching staff acknowledge a lack of expertise and confidence in the subject and, to that end, specialist teaching was provided for the school on one afternoon during the first term of the current school year. When the teacher left at the end of that term, it was not possible to provide a replacement. Although there are firm plans to buy in support, at the time of the inspection, the pupils were not receiving all the opportunities they should, such as those for composition.

133. Although some use is being made of the nationally prescribed scheme of work, the current policy and guidance are in need of review and development. Planning is underdeveloped and inconsistent. Due to many pressures of time, the subject is not currently being well led; there are plans to address this to ensure that the work meets statutory requirements in terms of content and time.

134. Resources are adequate in tuned and untuned percussion, but the school has no compact disc player and there is insufficient recorded music for the pupils to enjoy. Recorded music did not play a part in any of the assemblies observed. A number of pupils benefit from music tuition provided in brass and stringed instruments. The brass group was observed during the inspection and the standard of playing was good. Pupils enjoy taking part in one of the two recorder groups led by two members of staff.

## **PHYSICAL EDUCATION**

135. No lessons were observed during the inspection, except for a very effective swimming lesson with some of the older pupils, where standards were good. In an extra-curricular rounders game, good throwing and catching skills were observed. Overall, except in swimming, there is insufficient evidence to make judgements on attainment, which was judged to be in line with what could be expected at the time of the previous inspection, and on teaching and learning.

136. At Key Stage 1, pupils develop and practise the skills of travelling with, and sending and receiving, a ball. They learn to play simple games and follow rules. They stretch and curl and balance and link movements using different parts of the body. At Key Stage 2, pupils continue to develop their gymnastic, athletics and games skills and improve their ball skills. They are given opportunities to sustain energetic activities and make appraisals of their work. They enjoy country dancing and are given good opportunities to develop their swimming skills.

137. The quality of teaching and learning in the swimming lesson at the local pool was very good. The teaching had a direct impact on the response of the pupils, how hard they worked to improve their skills and on the levels of behaviour and co-operation. Most pupils are competent swimmers, around half of them being very good; the smaller group, with less confident pupils, are making good progress, well supported by the teacher who works at the pool.

138. Most lessons make use of the hall which is adequate in size. Good use is made of the playground and the excellent playing field at the back of the school and the work is well resourced with large and small apparatus. The policy and scheme of work have been recently reviewed and the co-ordinator is leading the work with enthusiasm. She also leads the after-school sports club which involves football, netball, rounders and 'Kwik Cricket'. The strong cluster links in sport provide good opportunities to play in competitive matches in these games against similar schools. All teachers have recently attended training based on a sports skills package.

139. The recent subject action plan shows appropriate intended improvements for the future, including plans to further develop dance and orienteering at Key Stage 2. Older pupils have the opportunity to experience some outdoor pursuits as part of the residential stays which they enjoy so much.