

INSPECTION REPORT

ABRAM CE PRIMARY SCHOOL

Abram

LEA Area: Wigan

Unique Reference Number: 106469

Inspection Number: 162055

Headteacher: Mr T Fletcher

Reporting inspector: Mr I Hocking

Dates of inspection: 29 November - 3 December 1999

Under OFSTED contract number: 706821

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

Type of control: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Simpkin Street
Abram
Wigan
WN2 5QE

Telephone number: 01942 703465

Fax number: 01942 863264

Appropriate authority: The governing body

Name of Chair of Governors: Mr M Baker

Date of previous inspection: 6 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr I Hocking, RgI	Mathematics Design and technology Physical education Under-fives	Teaching Leadership and management Staffing, accommodation and learning resources Efficiency Attendance Equal opportunities Support, guidance and pupils' welfare Partnership with parents and the community
M Milwain, Lay Inspector		Attainment and progress Pupils' social, moral, spiritual and cultural development Attitudes, behaviour and personal development Curriculum and assessment Special educational needs
J Henshaw	English History Art	
B Roberts-Malpass	Science Information technology Geography Music	

The inspection contractor was:

Chris Pickup Associates Limited
Primrose Cottage
3A Underwood Way
Shaw
Oldham
Lancs
OL2 8LF

Telephone No: 01706 847876

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

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MAIN FINDINGS

What the school does well

- It is very well led by the headteacher, deputy headteacher and senior management team; as recognised by its award of 'Investors in People'.
- Staff work together as a very hard-working and dedicated team, which is highly committed to pupils' academic success and pastoral welfare.
- Very good teaching enables pupils to make good progress and to achieve their best standards.
- Good provision is made for pupils with special educational needs.
- Good provision is made for pupils' personal development.
- Pupils are keen to learn and are well behaved.
- It promotes very good relationships amongst staff and pupils.
- All individuals are valued within a caring, Christian ethos.
- It makes very good use of its resources to provide very good value for money.

Where the school has weaknesses

- I. Despite the school's good efforts, pupils' attendance remains unsatisfactory. A small but significant number of parents need to make a greater effort to encourage their children to attend school.

This is a very good school with many considerable strengths.

How the school has improved since the last inspection

The governors and staff of the school have worked hard to successfully address all the key issues for action identified in the previous inspection report. In particular, the quality of teaching has been substantially improved generally and especially as a result of very recent appointments. This much improved teaching has not yet had time to fully impact on standards. The quality of management continues to be a highly significant contributor in raising the quality of the school's provision. Standards in English, mathematics and science have become less variable since the last inspection whilst standards in information technology have improved considerably. The school is very well placed to sustain these improvements.

Standards in subjects

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

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

Standards being attained by pupils presently nearing the end of Key Stage 2 are better than those indicated above and are on line to meet the national average in mathematics and science. However, less than two thirds of the pupils are on line to meet the standards in English, due to the high proportion of pupils who have special educational needs in language and literacy. Pupils show the nationally expected levels of attainment in information technology.

Pupils presently nearing the end of Key Stage 1 are on line to meet the national standards in English, mathematics and science.

Throughout the school, pupils produce good work in geography and art.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	very good	very good
Mathematics	very good	very good	very good
Science		very good	very good
Information technology		very good	very good
Other subjects	very good	very good	very good

Teaching is very good overall. It was judged to be satisfactory in four per cent of lessons; good in 26 per cent; very good in 62 per cent; and excellent in eight per cent.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good: pupils behave well in lessons and around school.
Attendance	Below average: school has good procedures to encourage parents to send pupils to school.
Ethos*	Pupils are keen to learn. Relationships are very positive and the school is committed to the aim of its pupils achieving high standards within a Christian environment.
Leadership and management	Very good leadership provided by the headteacher, most ably supported by the deputy headteacher and senior management team, leads to clear educational direction for the school.
Curriculum	Very good: stimulating for pupils aged under five. Very good planning ensures continuity and progression in learning. Extra-curricular activities and residential visits enrich pupils' experiences.
Pupils with special educational needs	Good: very well managed provision. The school identifies pupils' needs well and plans effectively to address their learning difficulties through carefully targeted individual education plans.
Spiritual, moral, social & cultural development	Good in each area.
Staffing, resources and accommodation	Good: staff are appropriately qualified and they benefit from excellent arrangements for in-service training. Resources and accommodation are of good quality.
Value for money	Very good.

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

The parents' views of the school

What most parents like about the school

II. The vast majority of parents expressed positive views about every aspect of the school. In particular, they feel encouraged to play a full part in the life of the school, and would find it easy to raise questions about their child(ren). They also state that their child(ren) like(s) school and that it enables their child(ren) to achieve a good standard of work.

What some parents are not happy about

III. There were no concerns expressed.

Inspectors support the views of parents.

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KEY ISSUES FOR ACTION

The headteacher, governors and staff should persevere in their attempts to encourage all parents to do their utmost to ensure their children attend school.

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INTRODUCTION

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Characteristics of the school

1. Abram CE Primary School is an average sized school situated on an open site in the centre of a private housing estate. The present building was opened in 1979. It comprises seven classrooms, positioned around a central courtyard, with large resource areas for groupwork and practical activities. In addition, there are quiet rooms and a resources room. The school has a large hall, separate playgrounds for infants and juniors as well as extensive playing fields that have been recently enhanced by trees and picnic benches.
2. Increasingly, the area from which pupils are drawn extends beyond the immediate area of privately owned property. Many pupils attending the school live a short distance away in predominantly terraced properties. The number of pupils (20 per cent) registered to receive school meals free of charge is slightly above average and is growing each year. Currently, there are 243 pupils aged four to 11 on roll. Pupils are organised into seven classes of similar ages. Most pupils have received pre-school education in a nearby nursery school before they begin in reception. At the time of the inspection, 27 pupils were aged under five. The school's intake has a typical range of ability but the majority has levels of skill in language and number which are well below average. The school has identified 65 pupils as having special educational needs, three of whom have a Statement of Special Educational Need. Almost all pupils speak English as their first language.
3. The school's mission statement emphasises its Christian heritage and the school's aim 'to educate our children within a Christian moral framework in a family environment where they will feel happy and safe'. Its vision statement is: 'to develop co-operation, communications and a sense of pride amongst everyone involved in school life. To stimulate and motivate all pupils and staff to achieve their full and true potential by providing an atmosphere and environment conducive to such an intent'. The admissions policy states that 'priority is given to those committed to the Church of England but there is also scope for admitting those who are prepared to accept the ethics of the school and will not prejudice the ethos'.

4. Among the priorities the school has identified in its development plan are:
- a) target-setting and tracking pupils;
 - b) review curriculum balance in the light of introduction of National Literacy Strategy and National Numeracy Strategy;
 - c) develop information technology;
 - d) build a new classroom for Key Stage 1;
 - e) develop greater involvement of parents; and
 - f) continue the emphasis on governor involvement.

4. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	22	14	36

4. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	17	18	18
	Girls	11	11	9
	Total	28	29	27
Percentage at NC Level 2 or above	School	78	81	75
	National	82(80)	83(80)	87 (84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	18	17
	Girls	10	11	10
	Total	26	29	27
Percentage at NC Level 2 or above	School	72	81	75
	National	82(80)	86(84)	86(85)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	20	16	36

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	16	17
	Girls	11	7	10
	Total	26	23	27
Percentage at NC Level 4 or above	School	72	64	75
	National	70(65)	69(59)	78(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	15	16
	Girls	14	15	15
	Total	30	30	31
Percentage at NC Level 4 or above	School	83	83	86
	National	70(65)	69(64)	78(72)

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.3
	Unauthorised	School	5.7
	Absence	National comparative data	0.4
			0.5

4.

4. Exclusions

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

4. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	70
	Satisfactory or better	100
	Less than satisfactory	0

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

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

5. The attainment of the majority of pupils on entry to school is well below that expected nationally. The impact of very good teaching and suitable provision ensures that children make good progress and by five years of age the majority has reached expected standards in the prescribed areas of learning. There is a significant minority which has not yet reached expected standards in all the areas.
6. National tests for seven year olds in 1999 show that in reading and writing the percentage of pupils achieving Level 2 or above was below the national average and average when compared to standards reached by pupils in similar schools. In mathematics the percentage of pupils achieving Level 2 or above was well below the national average and well below the average for pupils in similar schools. Teacher assessment in science resulted in a below average percentage of pupils achieving Level 2 or above.
7. Inspection findings concluded that in all areas of English, and in mathematics and science, pupils are attaining standards which are in line with the national average by the time they reach the end of Key Stage 1 at seven years of age.
8. At the end of Key Stage 1, pupils are achieving standards which are average for their age in information technology.
9. In Key Stage 1 progress in English, mathematics, science, information technology, design and technology and geography is good. Due to the pattern of timetabling it was not possible to judge progress in music, and physical education. Progress in art and history is very good.
10. The national tests for 11 year olds in 1999 show that, in English, pupils' attainment was below the national average and it was average compared with the standard reached by pupils in similar schools. In mathematics and science, pupils' attainment was well below the national average and below average when compared to similar schools.
11. During the inspection it was judged that attainment in mathematics and science, for those pupils currently approaching the end of Key Stage 2, was in line with the national average but below the national average in English. The lower standard in English was attributed to the high incidence of pupils with special educational needs in language and literacy. The good quality of provision for higher attaining pupils has had a positive effect on their attitude to learning and on their progress.
12. In Key Stage 2, pupils are achieving standards which are average for their age in information technology.
13. In Key Stage 2 progress is good in English, mathematics, science, information technology, design and technology, history, music and physical education. In art, progress is very good. Due to the pattern of timetabling it was not possible to judge progress in geography.
14. The impact of the National Literacy Strategy and teachers' confidence in delivering it, ensure that literacy skills are developed both within literacy lessons and in other lessons across the subjects of the curriculum.

15. Pupils are developing a love of, and knowledge about, books. Throughout the school pupils are becoming more independent in their learning. Drama and role-play are making valuable contributions to the development of spoken language and comprehension of reading materials. Teachers' high expectations and use of rich vocabulary usually command the pupils' full attention and interest in lessons. Pupils are well motivated.
16. Although pupils are able to perform written computations at levels appropriate to their age, their competence in mental recall has not yet reached the expected level. However, the introduction of the National Numeracy Strategy has helped to improve pupils' speed of recall. It has also developed pupils' capacity to explain the mental strategies that they use.
17. The development of numeracy is further developed when pupils make use of measuring skills in science and design technology and through the use of co-ordinates in geography.
18. The schools' support for pupils with special educational needs reflects the Code of Practice. Individual education plans are appropriate and meet a variety of needs.
19. There has been improvement since the last inspection in that achievement is appropriate to pupils' abilities and suitable support has been made available for more able pupils. A cohesive and stable staff, very good quality teaching and leadership have significantly reduced the variation in standards. Progress in science for all pupils is now good and attainment in information technology has improved considerably since the previous inspection and is now average. Information technology is used regularly in many subject areas and progress in information technology is good. Speaking and listening skills are used extensively in all subjects.
19. **Attitudes, behaviour and personal development**
20. Pupils' attitudes to learning are positive. This is evident in their approach to lessons. They listen carefully to their teachers and concentrate well. They are enthusiastic when answering questions and keen to take a full and active part in all aspects of lessons.
21. Relationships amongst pupils and between pupils and adults are very good. Teachers and other adults in the school demonstrate a caring attitude towards pupils. They create a very harmonious working environment. Pupils with emotional and behavioural difficulties respond well when given additional support. Positive attitudes and strong relationships, together with appropriately directed support for pupils, help to secure good progress. The school had one permanent and four fixed-term exclusions during the last year.
22. Pupils often work co-operatively in pairs or in groups across the curriculum and, in particular, when working at a computer. They are encouraged to take on responsibilities such as taking registers to the school office which they do conscientiously and willingly.
23. The behaviour of pupils is generally very good. They are courteous and helpful to their teachers, to visitors and to each other. Pupils understand what is acceptable in the community of the school and very rarely stray beyond these limits.
24. Pupils are regularly engaged in helping others in the wider community by raising funds for a wide range of charities.
25. The last inspection report found that behaviour was generally good and contributed positively to standards of achievement, the quality of learning and the quality of school life. This has been improved. Standards of behaviour are now very good.

25. **Attendance**

26. Attendances are properly recorded. No instances of lateness were seen during the period of the inspection. The school records and monitors absences and there are clear procedures for dealing with unauthorised absences. However, despite the school's best efforts the attendance rate remains below the national average.
27. A significant minority of parents need to ensure that their children attend school on a regular daily basis.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

28. Teaching is very good overall. In all lessons seen teaching was at least satisfactory, with satisfactory teaching occurring in four per cent (ie. two lessons). Teaching was good in 26 per cent of lessons, very good in 62 per cent of lessons and excellent in eight per cent of lessons. This is an impressive quality of teaching and represents a considerable improvement since the last inspection.
29. Teaching of the under-fives is very good overall. Very full attention is given to the development of each aspect of children's development. The reception class teacher and the nursery nurse effectively promote the school's caring ethos. Their teamwork ensures that children are given a wide range of challenging activities in a most stimulating environment. Language, literacy and mathematical development are successfully promoted through the implementation of the literacy and numeracy strategies. The school provides a structured programme to develop children's understanding of sounds, correct letter formation and number recognition. There is a wide range of high quality opportunities for children to learn through well-planned, first hand experiences and purposeful structured play.
30. In Key Stage 1, teaching is very good overall with almost nine out of ten lessons being at least good. In six out of ten lessons seen teaching was at least very good. Two lessons, namely a geography lesson in Year 1 and a history lesson in Year 2, were deemed to be excellent. Teaching is very good in English, mathematics, science, information technology, history, art and geography. Insufficient lessons were seen in design and technology, music and physical education to make secure judgements.
31. In Key Stage 2, teaching is very good overall. In almost three quarters of the lessons seen, teaching was at least very good. Two lessons, namely a mathematics lesson in Year 4 and physical education lesson in Year 6, were excellent. Teaching is very good in English, mathematics, science, information technology, history, art, design and technology and physical education. Teaching of music is good. Insufficient lessons were seen in geography to make a secure judgement.
32. The excellent lessons were characterised by: the teachers' good subject knowledge and enthusiasm; excellent class control and relationships with pupils; and the brisk pace with which the lessons proceeded.
33. All teachers have at least a secure subject knowledge to deliver the National Curriculum.
34. All lessons are very well planned. Consequently, pupils are clear about what they are to learn. Teachers have high expectations of pupils and provide them with work which is suitably

matched to their prior attainment.

35. Lessons are well structured and appropriately paced. Pupils are provided with good and often imaginative resources. All teachers give clear instructions and explanations. They make good use of lessons and start them promptly. Good use is made of the new information technology suite by pupils using information technology to extend their learning across the curriculum. Teachers conclude literacy and numeracy lessons by bringing pupils together to revise the main points and for pupils to share the outcomes from their work. Such occasions provide good opportunities for the development of pupils' speaking and listening skills.
36. Parent helpers make a valuable contribution to pupils' learning in, for example, design and technology lessons. Classes are well managed. Teachers, the classroom assistant, and nursery assistant deal fairly and consistently with pupils. These factors, together with the warm relationships which exist between adults and pupils, are key contributory features to learning in the school, and earn adults the respect of pupils.
37. Pupils with special educational needs and those for whom English is an additional language are well taught. Teachers and support staff prepare work carefully and have very good knowledge of their pupils.
38. Teachers mark pupils' work most positively and conscientiously, often making clear comments to inform the pupils how to improve their work.
39. A good start has been made in meeting the demands of the National Numeracy Strategy and the National Literacy Strategy is firmly embedded in the school's work.
40. The school has an appropriate policy for setting homework. The frequent practice of younger pupils taking reading books home contributes to a positive home/school partnership.
40. **The curriculum and assessment**
41. The curriculum for the under-fives is very good. Learning is based on the Desirable Learning Outcomes and lessons are conducted with good levels of pace and vigour.
42. In both key stages the requirements of the National Curriculum are fully met and appropriate provision is made for sex, health and drugs education. The curriculum provides pupils with a very good education which promotes their intellectual, physical and personal development and prepares them well for the next stage of their education.
43. Curricular policies and schemes of work are of good quality and are in place in all subjects. Documentation for music is currently being reviewed to enable all teachers to teach the subject effectively as there is no longer a specialist music teacher on the permanent staff. The school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. The school attaches great importance to the teaching of literacy and numeracy skills in all areas of the curriculum.
44. All aspects of planning are very good and always indicate clearly what pupils are expected to learn. The links between assessment and curriculum planning are well established with assessment carried out in and across classes and key stages. Assessment is used very effectively to inform future planning. This ensures that pupils of all abilities are appropriately challenged in their work. Curriculum co-ordinators closely monitor the curriculum. In the core subjects, they have ascribed National Curriculum levels to samples of pupils' work to help exemplify standards and to support teachers' judgements in assessment. Marking is regular, positive and supportive.

45. Staff promote equality of opportunity very successfully and all pupils have equal access to the curriculum. The school successfully supports pupils with special educational needs. Individual education plans are in place as directed by the Code of Practice. They are very good working documents and contain appropriate targets which are regularly monitored and reviewed.
46. The special educational needs co-ordinator, teachers and support staff, together with outside agencies, work well together to ensure that pupils with special educational needs receive appropriate support and make good progress. The annual report to parents meets statutory requirements for special educational needs.
47. The curriculum is significantly enhanced by visits, visitors and good use of the local environment. A residential adventure educational visit compliments formal curricular provision very effectively. There is a homework policy and pupils receive homework regularly. Provision for personal and social education is very good. Staff give freely of their time to provide a range of after-school clubs including football, netball, cricket, cross-country running and guitar tuition. The curriculum makes a good contribution to the development of pupils' spiritual, moral, social and cultural education.
48. Since the last inspection significant strides have been made in ensuring that all pupils receive a broad and balanced curriculum. Assessment strategies have also been improved and ensure that work is closely matched to pupils' needs on a day-to-day basis.

48.

Pupils' spiritual, moral, social and cultural development

49. The school makes good provision for pupils' spiritual, moral, social and cultural development.
50. Provision for spiritual development is good and is based on the school's Christian principles as communicated through its mission statement. Daily acts of worship and prayers and the caring ethos of the school contribute to pupils' spiritual awareness. In assemblies, provision is made for pupils to listen to music, pray and reflect. Pupils learn to appreciate the creative arts and to respond in a variety of ways through, for example, dance, art and drama. Demonstration of art techniques and science investigations produced a sense of wonder in infant pupils. All pupils are given the opportunity to evaluate their own and others' work, thus learning to receive and value the contributions made. Pupils are given time to reflect on books and illustrations or to think about relevant issues. Resources, including artefacts, are available for the teaching of a variety of other faiths allowing pupils to understand and value different beliefs held by others. Although the school is some way from the church, the pupils attend at major festivals and are involved in church events held at the school.
51. Provision for moral development is good. Pupils develop a sense of right and wrong through the examples set by adults within the school. Pupils are praised for good behaviour and effort and are rewarded with merit points, certificates and other awards. From an early age they are taught to be polite and to use good manners. For example, doors are always held open for others. They show pride in their school. Personal and social education is taught and pupils are encouraged in many lessons to express their own opinions. Pupils appreciate their environment and consider moral issues such as the destruction of the rainforest and the place of women in society. Pupils have designed persuasive anti-bullying posters.
52. Provision for social development is good. Pupils work co-operatively and share resources well. They contribute to the life of the school through their involvement in extra-curricular activities, particularly sporting events. The school organises a variety of visits to the community or invites professionals to talk to pupils. For example, pupils visit the art gallery and a poet, musician and nurse have recently visited school. The school organises a residential trip which

greatly contributes to the social development of those pupils who participate. Pupils readily help around school. They pick up litter, help their teacher in the classroom and act as monitors around school. Older pupils regularly play with, and assist, younger pupils in their role-play activities and occasionally in art. Pupils of all ages undertake tasks independently and are developing their capacity for personal study, particularly through the use of information technology. Pupils and parents support a wide range of charities.

53. Cultural development is good. Pupils have attended local theatres and the 'Floating Light Science Theatre' has visited school. Children have visited the art gallery and regularly study the life and works of artists and authors. Pupils are encouraged to appreciate poetry and to write their own. Stories from other cultures are used in the literacy hour and, through work in geography, music and dance, pupils appreciate life in other countries. At the time of the inspection pupils in Year 6 were practising an African Christmas song which they will perform at the Christmas concert. This work was planned to be further extended through the use of information technology to include African music.

54. All aspects of spiritual, moral, social and cultural development have improved since the previous inspection and are now judged to be good.

54. **Support, guidance and pupils' welfare**

55. Procedures for monitoring pupils' progress and development are very good. Teachers know their pupils well, and classroom relationships are good. Pupils are valued. For example, in a physical education lesson pupils evaluated each other's work in a positive way and made supportive and encouraging comments. The staff work together as a team and this sets a good example for pupils. Consequently the personal development of pupils is very good. Individual records of progress are kept for each pupil, and very good use is made of assessment, to enable pupils to make good progress in both key stages. Good use is made of homework in Key Stage 1. In Key Stage 2 it is used satisfactorily.

56. Provision for special educational needs is very well managed. Pupils with special educational needs and those pupils for whom English is an additional language are well supported and make good progress. All pupils have equal access to all aspects of school life.

57. There are very good procedures for promoting discipline and good behaviour. Consequently, behaviour throughout the school is good. Pupils are polite to visitors and many pupils are able to discuss their work clearly and meaningfully with adults. There is appropriate emphasis on positive attitudes and on a consistent application of discipline. The school has good procedures for monitoring pupils' attendance. Despite this provision the frequent absence of a significant minority of pupils keeps the attendance rate below the national average.

58. The school's procedures for child protection are satisfactory. There is a high level of pastoral care. For example, two instances were seen during the inspection of concern shown for children who were unwell and who were waiting to be taken home.

59. There is a health and safety policy, and the governors have a health and safety committee. The safety and well-being of pupils is of prime importance. For example, in a Key Stage 2 design and technology lesson the safe handling of cutting tools was strongly emphasised.

59. **Partnership with parents and the community**

60. The school's well-presented prospectus gives the parents of prospective pupils useful information about the school. Monthly newsletters keep parents up-to-date on events in school. The booklet format of each pupil's annual progress report gives a useful continuous picture of

the pupil's entire school career. Parents of pupils with special educational needs are fully involved at each stage of the assessment process, including review meetings. Curriculum workshops in information and communication technology, design and technology, and literacy, for the parents of children in Key Stage 1, have proved successful. These workshops give parents an insight into what their children are learning and how they are taught. This enables parents to provide informed and constructive help for their children at home. Good use is made of homework especially in Key Stage 1.

61. Parents are encouraged by the headteacher and his staff to help in school. This has resulted in a significant amount of practical support which is of great benefit to the pupils. Examples of this help were seen in the library where pupils were being helped to choose books. In a Key Stage 2 design and technology lesson a group of parents were providing useful guidance for pupils engaged in designing slippers. Since the last inspection the school has successfully continued to build on its links with parents.
62. The Adult and Toddler Group, which meets in school every Thursday, is run by a Nursery Nurse Education Board trained parent. This group provides an opportunity for young children and their parents to become familiar with school life.
63. The school's successful partnership with local businesses has made it possible to provide additional equipment in, for example, information and communication technology and English. Links with the People and Places Scheme has enabled the school to carry out improvements to the external environment. The headteacher represents the school on the Abram Risk Management Group which helps the school to be recognised as a part of the local community.
64. Links with the parish church are less well developed. Services are held in church on the major festivals but the relatively large distance between school and church means that use of the church building by the school is infrequent. The school provides accommodation for the church's voluntary youth organisations.

64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

64. **Leadership and management**

65. The headteacher provides very good leadership which, together with the very good support of the deputy headteacher and the work of the senior management team and governors, leads to clear educational direction for the school. There is very good implementation of the school's aims and values. The headteacher has successfully created a sense of team work and commitment amongst the staff and has promoted very positive relationships within the school. He has the full confidence of staff, governors, parents and pupils.
66. Governors carry out their statutory responsibilities effectively through an appropriate set of committees and are committed to the school. In particular, the Chair of Governors has specialist expertise which is used to good effect. However, governor involvement has, in the past, been less active than might be expected, particularly in curriculum related matters. The headteacher and Chair of Governors look forward to a more influential involvement of governors in the light of five new members having very recently joined the governors.
67. Meetings held regularly for the senior management team, key-stage staff and the entire staff provide appropriate opportunities for discussion, sharing of information and, notably, for monitoring individual pupils.
68. Curricular developments are appropriately evaluated and teachers' plans are monitored in a

- highly effective manner by the deputy headteacher and by subject co-ordinators. There are well-established procedures for the systematic monitoring of pupils' work. In-depth analysis of test data enables the school to identify areas for development and to measure the progress of specific groups of pupils, for example, by gender.
69. The school has formal and highly effective procedures for the monitoring of teaching which promote the sharing of very good practice and the identification of areas where support may be required. Subject co-ordinators are well aware of the strengths and principal areas for development in their subjects. All co-ordinators are most enthusiastic and committed to their role. The work of co-ordinators has been enhanced since the previous inspection. Management of special educational needs is well organised and well managed by the co-ordinator.
70. The school improvement plan is of very good quality and is clearly linked to resources. It provides an effective tool for management and its progress is monitored effectively and regularly by the headteacher, staff and governors.
71. The school has responded very well to the National Literacy and Numeracy Strategies. Realistic targets have been set for raising standards and progress is being closely monitored.
72. A positive, caring ethos exists in the school in which all individuals are valued and equal opportunities are presented to all pupils. There are very good professional relationships at all levels and a shared sense of commitment amongst the staff. The vast majority of parents are supportive and appreciative of the school's work.
- 72.
73. Statutory requirements are met.
74. As a result of the leadership provided by the headteacher, together with the support of the local educational authority adviser and governors, significant progress has been made since the last inspection. Each of the key issues identified for action in the previous OFSTED report has been addressed successfully. Given the highly effective combination of headteacher and deputy headteacher, the school is very well placed to sustain this improvement in the future.
74. **Staffing, accommodation and learning resources**
75. The school is appropriately staffed. There is a good range of experience amongst the teaching staff which includes a balance of new and experienced teachers. Teachers are appropriately qualified and suitably deployed. Each experienced teacher is required to co-ordinate at least one curriculum subject and/or area of responsibility. Staff work hard, are committed to their pupils, attend relevant courses, support their colleagues and contribute to the school's curriculum development.
76. Staffing provision for pupils with special educational needs is satisfactory. Target setting and reviews for individual pupils are managed very well by the co-ordinator. The very good work of the classroom assistant enables older pupils with special educational needs to make good progress.
77. The nursery nurse is deployed effectively in reception and the very good quality of the support that she provides for pupils aged under five makes a significant contribution to their progress.
78. Outstanding provision is made for staff development. There is a good quality handbook for staff. The clear nature of the handbook supports staff in their daily tasks and contributes to the smooth induction of new staff. Appraisal is well established in the school and informs staff development planning. Arrangements for staff development are exceptionally well managed by the recently appointed deputy headteacher. He has brought particular expertise to this

important management role and has introduced several notable procedures, all of which are highly effective. Excellent induction procedures for newly qualified teachers are supported by high levels of teamwork amongst the staff. Expressed needs for staff training are met according to clearly stated criteria for determining priorities. The school is justifiably proud of its status as an 'Investor in People'. Staff have responded well to all the changes introduced in recent years.

79. Accommodation is good. The building meets health and safety requirements and, apart from on-going roof repairs, is generally in a sound state of repair. Significant improvements have been made to accommodation, including: an extended area for under-fives; an improved foyer, office space and staffroom; and the information technology suite. Classrooms and corridors are well organised with storage space used efficiently. Nonetheless, increased numbers of pupils have led to somewhat limited space in some classrooms, particularly during practical sessions. Outdoor space is satisfactory apart from the need to establish line markings for games on the playgrounds. Similarly, line markings on the hall floor are needed to improve arrangements for developing pupils' games skills.
80. The room which is used for the withdrawal of small groups of pupils with special educational needs is very well-suited to its purpose. Governors have justifiably acted to extend the premises by building an extra classroom to allow for smaller Key Stage 1 classes, especially as the school roll has increased. The interior of the school is very well cared for and valued by the staff and pupils. High levels of cleanliness are maintained in classrooms and elsewhere around the school. Teachers work hard in improving the aesthetic quality of classrooms and corridors by very good quality displays of pupils' work and other materials. The overall internal appearance of the school is a tribute to the cleaning staff, teachers and pupils, and represents a substantial improvement since the previous inspection.
81. The level of resourcing is good overall, and never less than satisfactory, in all areas of learning. The good quality and quantity of resources for the under-fives and in English, mathematics, science, information technology, geography, design and technology, and music have contributed to improved standards. Library provision is adequate but needs to be improved. Resources for all subjects have been improved since the previous inspection. They are well organised and readily accessible in classrooms, though storage space has become restricted as the pupil roll has grown. The fact that the school has managed, thus far, to improve its resources, in most areas, is a reflection of careful budgeting and well-targeted financial spending.
82. Since the last inspection there has been a considerable investment in improving the accommodation, learning resources and staff development. All of these improvements have been instrumental in enhancing pupils' learning.
82. **The efficiency of the school**
83. The school's resources are well managed. Good quality financial management by the headteacher and governors ensures that the available funds are strategically targeted towards the school's identified priorities. This feature of management was identified as deficient in the previous inspection but is now considerably improved. The Chair of Governors has a high level of expertise which is used most effectively in his other role of chair of the finance committee.
84. The school improvement plan is a very well-constructed and useful tool for school management. Each of the areas for development has clear targets and details of associated costs. Progress towards these targets is monitored very effectively by the headteacher and senior management team. Governors are regularly informed about the progress being made and this forms the basis upon which governors determine the effectiveness of their spending decisions. A few governors are also kept well informed, on an informal basis, through their visits to school.

85. The school's income is relatively low when compared with other schools of a similar nature. However, careful spending and an unplanned contingency enabled the school to accumulate a significant surplus. This has been spent appropriately on improving the ratio of teachers to pupils and on enhancing the building and learning resources.
86. Good systems of budget control are in place, as indicated in the latest audit report. Routine administration and financial housekeeping are carried out most effectively and efficiently by the school secretary. She works closely with the headteacher in ensuring that the governors are kept informed about the school's financial position.
87. Staff are deployed very effectively throughout the school. Subject co-ordinators are responsible for identifying needs and for the spending within their curriculum subject. They have each produced a relevant action plan for their area of responsibility. Non-contact time created by the headteacher and deputy, enables subject co-ordinators to perform their duties; this has had a positive impact on the quality of education provided and has contributed to raised standards in teaching.
88. The school purchases consumable items with due regard to value for money and staff make judicious use of such materials. Accommodation and learning resources are used very efficiently and effectively and are treated carefully by pupils. Funds allocated for pupils with special educational needs are spent effectively and efficiently on support staff and appropriate resources. This enables these pupils to make good progress towards their individual targets.
89. When taking into account the low unit income and expenditure per pupil, the very good quality of education provided and the good progress made by pupils, the school provides very good value for money.
90. This important area of school management has been substantially improved since the previous inspection.

90. **PART B: CURRICULUM AREAS AND SUBJECTS**

90. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

91. Children aged under five receive very good preparation for entry into Key Stage 1. The school provides a caring and stimulating environment where children explore and repeat experiences according to need. In this environment they develop their knowledge, skills and understanding as well as positive attitudes towards learning. A wide range of first-hand experiences and well-chosen activities are offered within a good broad and balanced curriculum that covers the areas of learning and provides a smooth transition to the National Curriculum in Key Stage 1.

Personal and social development

92. Most children have well below average attainment upon entry to reception, notably in the key areas of language and number. By the time children are ready to transfer to Key Stage 1 most have met the standards anticipated for their age, in language and literacy, mathematics, and knowledge and understanding of the world. However, due to their low level of attainment on entry, a significant minority does not reach the standards expected for their age. Most children reach the standards expected in the social, physical and creative aspects of their learning.

Language and literacy

93. Children under five make very good progress in language and literacy development and most are on target to attain the level anticipated by the time they enter Key Stage 1. They listen to stories attentively and enthusiastically, both in large and small groups. They improve on their relatively poor initial vocabulary and develop increasing fluency to express their thoughts orally so that some are confident to express their experiences to a group. Reading and writing skills are established systematically through shared reading and through the emphasis given to the learning of letter sounds. Almost all children are beginning to develop a familiarity with and love of books and a few can recognise characters from fairy tales. All children are developing appropriate strategies for making sense of unknown words in written text. Most children readily recognise rhyming words and make good progress in identifying initial letter sounds. Children learn to form letters and numerals and readily write their names, for example, when placing their orders for break-time snacks. The significant number of children with special educational needs learn how to express a story through mime.

Mathematics

94. Children make very good progress in mathematical development and most are on target to reach the expected standard. They know the names of two-dimensional shapes, such as triangle, square and circle, and can recognise them in the classroom. Most children are able to count reliably to 20 and a few can accurately write the numerals. About half the class are able to order numbers to ten. Most children know that the expression 'six fewer' (in the context of the daily attendance register figures) mean that six are to be taken away, resulting in a smaller number. Children understand what is meant by 'pattern' and can apply this concept when, for example, threading beads.

Knowledge and understanding of the world

95. Children make good progress and most attain the expected levels in their knowledge and understanding of the world. Children are able to select materials and equipment to represent patterns and for building. These skills were in evidence when children built a vehicle for Humpty Dumpty. They have made good use of materials to make self-righting toys. Children make good use of information technology, showing familiarity with the content of the software

and skill in the use of the space bar. They also show competence in using the controls on the tape recorder and listening centres. Children are able to talk about themselves and their families. They successfully use skills of joining when piecing together construction equipment.

Physical development

96. Children's skills in physical development are average. Children show emerging skills with writing tools and in painting, as evidenced in their observational paintings of hands. They can cut, fold and join paper, card and wool to make self-portraits. Many pupils are able to control technological equipment such as a tape recorder and the computer. In the school hall, they move confidently and imaginatively with increasing control and imagination. This was demonstrated by their rolling, jumping, hopping and skipping in their enactment of Humpty Dumpty. They follow instructions promptly and behave safely, particularly when carrying equipment such as benches and mats.

Creative development

97. Children make good progress and acquire average levels of creative and aesthetic skills. They explore sound, colour, form and shape in a variety of contexts. In art, they have made some attractive pictures, by using marbling techniques, and some aesthetically pleasing clay plaques. Children can draw and paint imaginatively. They show increasing ability to use their imagination, to listen and to observe. For example, in music the majority can distinguish between low and high pitch and relate such sounds to those which might be made by fictitious characters. Their skills of imagination are developed through exceptionally well-structured opportunities for role-play. For example, role-play is used very effectively in the 'hospital'.
98. Children make good progress and attain the expected levels in their personal and social development. They are encouraged to communicate with others in a variety of contexts including whole-class situations, such as literacy and numeracy sessions, and in more intimate groupings, such as in role-play. Relationships amongst the children and between children and the many adults they meet are very good. Children show increasing confidence to initiate conversations and volunteer answers. For example, they do so when asked to name words which rhyme. In play, children co-operate well with their peers. They take turns when necessary; for example, when sharing the large equipment in gymnastics. They follow instructions and most children readily comply with classroom rules. When working alone, or in large groups, they behave very well and sustain concentration. Children carefully use school resources such as books and materials. During acts of prayer, children are reverent and participate appropriately.
99. The very good quality of teaching which the children receive strengthens their academic, spiritual, personal and social development. The quality of teaching is very good in most lessons and never less than good. Teaching is purposeful and has clear learning outcomes. Lessons are very well planned for the needs of individual children. Resources, both human and material, are used to maximum effect. There are many well-organised tasks for children to do, many of which are imaginative. Thorough, initial assessments are made and the information gained is frequently updated to ensure that subsequent learning is progressively planned and recorded. A key characteristic of the teaching of the under-fives is the collaborative working of the teacher and the NNEB, who provides very good support. Their impressive teamwork ensures a consistency of approach to the teaching and welfare of the children. Very good relationships are evident. There is a happy, calm atmosphere which helps children to develop in all areas of learning. The quality of liaison between home and school is very good and encourages the valuable support of parents. Children benefit greatly, especially in language development, from the small groupings made possible by the significant level of parental help in the classroom.
100. Resources for these children are generally good, especially in English and mathematics. The

school has improved its provision of large outdoor play equipment. Although effective use is made of the computer, a more advanced model would be beneficial to children's learning. All resources are well organised and accessible to children. The classroom is very well organised and is enhanced by excellent displays.

101. Co-ordination of the provision for under-fives is good. The experience, expertise and enthusiasm of the co-ordinator contribute to the smooth running of the reception class. Provision for children aged under five was commended in the previous inspection. The school has sustained its strengths in this aspect and has greatly improved the accommodation, resulting in enhanced provision of space.

101.

ENGLISH, MATHEMATICS AND SCIENCE

101. English

102. The attainment of most pupils on entry to school is well below that expected nationally. The impact of very good teaching and suitable provision ensures good progress and by five years of age most pupils have reached expected standards in language and literacy. There is a significant minority which has not yet reached expected standards in this area.

103. In the 1999 National Curriculum tests for seven year olds, the percentage of pupils achieving Level 2 or above in reading and writing was below the national average and average when compared to similar schools. Inspection findings show that in all areas of English; reading, writing and spelling, pupils are attaining standards which are in line with the national average by the time they reach the end of Key Stage 1. This broadly reflects the standards as reported at the previous inspection.

104. In the 1999 National Curriculum tests in English for 11 year olds, the percentage of pupils attaining Level 4 or above was average. Results were above average compared to similar schools. The percentage of pupils achieving Level 5 or above was well below the national average and well below average when compared to similar schools. During the inspection it was judged that attainment was below the national average at Key Stage 2. However, findings were attributed to the high incidence of pupils with special educational needs in language and literacy and do not reflect underachievement which was reported at the previous inspection.

105. Pupils with special educational needs make good progress towards the targets identified in their individual education plans.

106. Progress in both key stages is good. In Key Stage 1, pupils are developing strategies for reading unfamiliar words and in working independently. Their speaking and listening skills are progressing well through the provision of role-play activities such as the well-planned shop. Reading and writing skills are developing well through the efficient use of the National Literacy Framework, the link to literacy observed in other lessons and the provision made for development within role-play areas.

107. In Key Stage 2, younger pupils practise spelling and pronunciation of new words, gain knowledge of book layouts, unfamiliar vocabulary or grammar, whilst older pupils learn about authors, develop a range of writing styles and an understanding of implicit and explicit meanings in a text.

108. Provision for higher attaining pupils and pupils with special educational needs has had a positive effect on their attitude to learning and to their progress.

109. Speaking and listening skills are developing well. Pupils enter school with skills in this area which are well below the national average. By the time they are five years old most have reached the expected standards but a significant minority is still below average. Well-developed role-play areas are available for pupils of Key Stage 1 and provision is very good. Pupils from Key Stage 2 are timetabled to work with younger pupils in the role-play areas to develop skills in both age groups. Pupils are developing confidence in speaking and listening skills through the use of discussion in the literacy hour, circle time and drama. Many other subjects incorporate drama and the development of speaking and listening skills, particularly history, art and mathematics. The use of drama within the school is meeting the developmental needs of these pupils. It is a strength of the school. At the end of Key Stages 1 and 2 pupils' skills in speaking and listening are in line with the national average.
110. By the end of Key Stage 1, pupils attain standards in reading which are in line with the national average and they make good progress. Pupils are able to read class texts and join in with enthusiasm and enjoyment. Pupils of all abilities are familiar with punctuation and its use within reading. Most pupils are able to explain differences in layout between fiction and non-fiction texts and many can explain the use of non-fiction text features such as contents and index. All pupils demonstrate a love of books and enjoy talking about the stories and illustrations. Pupils take reading and library books to read at home.
111. In Key Stage 2, pupils attain standards in reading which are appropriate for their abilities but below the national average. Pupils make good progress, and provision has been made to promote the standards and progress of higher attaining pupils. Pupils understand and enjoy a variety of genre and show preferences for authors and illustrators. Some use a public library and most can use information technology for reference. However, library skills are less well developed and pupils often search for books in a rather random way. They are sometimes aware of the library index but do not automatically use it. They tend not to use encyclopaedia books for information although most will use the Encarta CD.
112. In writing, pupils in Key Stage 1 make good progress, and attainment, at the end of the key stage, is in line with the national average. Pupils are using writing to convey meaning from an early age through the provision in role-play areas. For example, in the hospital pupils write on record cards and in the shop they write shopping lists or sign in on the till. Early writing skills are taught through the use of 'Breakthrough to Literacy' as pupils learn to formulate and write their first sentences. Higher attaining pupils use a wide range of punctuation and use conjunctions correctly. By the end of the key stage most pupils are able to write independently, spelling familiar words correctly. They use a range of writing including stories, instructions, lists, recipes and descriptions. Handwriting is developed to include serifs for transfer to joined handwriting in Year 3.
113. In Key Stage 2, pupils attain standards in writing which are appropriate for their abilities but below the national average. Pupils' use of adventurous and imaginative vocabulary or complex sentence structures is weak. The school is addressing the weakness in writing through the provision of extended writing lessons and links to other subjects. For example, marbled pictures were used as an inspiration for imaginative writing. Teachers have high expectations and pupils are making good progress. A range of opportunities for writing are provided, such as: poetry, diaries, accounts, play-scripts, persuasive writing, re-drafting and autobiographies.
114. Pupils have positive attitudes in English. Confidence and independence are developing well and pupils show interest and enthusiasm for their lessons. They usually behave very well, listen well and answer questions enthusiastically. Older pupils ask questions to clarify meaning and make suggestions to develop a topic. Relationships throughout the school are very good. Pupils are able to work both collaboratively and independently when required. Presentation of work is mainly satisfactory.

115. The teaching of English is very good. All teaching of English is satisfactory and better. Over 87 per cent of lessons seen were good and better. Of those, over 62 per cent were very good. All lessons are thoroughly planned and content is well matched to pupils of all abilities. Assessment opportunities are used well and inform planning on a daily basis. Teachers are enthusiastic, have clear, challenging objectives for their lessons and high expectations of pupils. Marking gives pupils clear direction in most cases. Teachers have good knowledge of the subject, are confident and promote good progress through school. Resources are well prepared and used well. Relationships are very good and characterised by good humour.
116. The school has been successful in its implementation of the National Literacy Strategy which is beginning to have a positive effect on standards and progress. The school has a clear language policy with aims for all areas of the English curriculum, and a drama policy which ensures the inclusion of drama within the curriculum. Assessment is extensive and is used well to set targets and to plan the curriculum and lessons. The school holds a book week in which pupils are involved in book making, regular book fairs and a drama club.
116. Leadership of the subject is very good. The hard-working co-ordinators of English and drama monitor and evaluate the subject and work closely with link co-ordinators. Parents are encouraged to become involved in their children's work and workshops have been held for new intake parents and Year 2 parents to observe the literacy hour. The school literacy co-ordinator is also the literacy governor which places her in a good position to keep the governing body well informed. However, as the new governing body gains experience, it would be more advantageous and appropriate to the monitoring of the subject to train another governor to take on this role in the future
117. Resources for English are good with the exception of some very old reference books in the Key Stage 2 library. In order to develop pupils' library skills the library in Key Stage 2 requires the labelling of shelves and clearer index displays. Although accommodation space in this library is limited, attempts should be made to make it more inviting and easier to use. The use of teaching staff and accommodation for pupils with special educational needs and higher ability pupils is good.
118. There has been improvement since the previous inspection in that pupils are attaining standards in line with their abilities and there is no longer a minority which underachieves. Provision for higher attaining pupils is ensuring that they make good progress. Pupils are now working independently and are able to use dictionaries. The range of writing opportunities has been extended and pupils are presented with a good level of challenge when developing their literacy skills. Lesson preparation now takes very good account of assessment. Pupils are using information technology well and are using word processing and suitable software to develop literacy skills.

119. **Points for development**

To raise standards further in English the school should:

- (i) Improve standards in writing at Key Stage 2 through:
 - the further development of imaginative writing skills.
- (i) Develop library skills and promote library use for pupils in Key Stage 2 through:
 - improved teaching of library skills;
 - the clear labelling and indexing of non-fiction books and shelves in the library;

- (●) where possible, make the library more inviting to pupils.
- (iii) Develop the role of literacy governor through training and information to ensure the governors' full participation in the monitoring of the subject.

• **Mathematics**

1. The majority of pupils enters Key Stage 1 with levels of attainment which are in line with those expected nationally. However, a significant minority has not reached this standard despite having made good progress in reception.
2. At the end of Key Stage 1, pupils' attainment is in line with the national average. In the 1999 national tests for seven year olds, pupils' attainment was well below average when compared to schools nationally and when compared to similar schools. However, those relatively poor test results were largely attributable to an unstable teaching situation which has since been resolved and they are not typical of the standards currently being attained by the present Year 2 pupils.
3. At the end of Key Stage 2, pupils' attainment is in line with national expectations. In the 1999 national tests for 11 year olds, pupils' attainment overall was below average when compared to schools nationally and below average when compared to similar schools. Analysis of these test results show that the number of pupils attaining the expected level was below average nationally but average when compared to similar schools. However, the number of pupils attaining beyond the expected level was well below average. This is attributable to the nature of the cohort in which there were few higher attainers. Standards of the current Year 6 pupils are higher than those of last year's cohort and their attainments are on target to meet the national average.
4. Pupils make good progress in Key Stage 1. In Year 1, they learn aspects of time, such as the names of months and their order. They learn to add and subtract single digit numbers and competently count back from 20 to zero. By the end of the key stage, pupils have acquired a sound range of vocabulary and can use it appropriately. Most pupils can perform written computations involving several single digit numbers. Higher attainers are able to use two digit numbers within the operations of addition and subtraction. Pupils make very good progress in their knowledge and skill of combining several denominations of coins to make given amounts. For example, most pupils can nominate the four coins which total 47 pence.
5. Pupils continue to make good progress through Key Stage 2. In Year 3, they build upon previous learning. For example, they consolidate their understanding of place value of numbers in order to add and subtract two digit numbers. They make good progress in mentally halving and doubling numbers. Pupils in Year 4 continue to extend their competence in written computations involving the application of the four rules of number to large numbers. They make very good progress in their knowledge and understanding of equivalent fractions. In Year 5, they learn about factors, fractions, decimals and simple percentages. Most pupils are able to convert 24 hour time to 12 hour clock times and vice-versa. By Year 6, most pupils have acquired the computational skills to simplify fractions of two digit values. Most pupils can calculate the mean and mode of a set of data and higher attainers are able to work out the median value. Mental skills are developing and improving with the introduction of the National Numeracy Strategy. At present, pupils' attainment in mental calculation is below expectation. For example, few are able to calculate the cost of 52 items at 15 pence each. Most pupils have a secure grasp of table-facts and show reasonable speed of recall.
6. Pupils competently apply their mathematical skills in other subjects, such as the use of co-ordinates in geography, and when measuring in science and design and technology. However, the school needs to plan for more such opportunities for pupils to use and apply mathematics across the curriculum.
7. In both key stages, pupils with special educational needs receive good quality support and make satisfactory progress towards their individual education plan targets.

8. Pupils have very positive attitudes and their behaviour in lessons is very good. Relationships with all adults are always at least good and often excellent. Pupils listen attentively to their teacher, other adults and pupils whilst explanations or answers are being given. They maintain concentration, even when they are working independently of the teacher. Pupils enjoy mathematics. For example, Year 1 pupils showed excitement when they played the 'fractions game' during the concluding part of an outstanding lesson. They are keen to learn and in some lessons, for example, in Year 1, they grow in confidence to express their ideas in front of the class. Pupils cooperate well when required to do so; for example, when sharing resources, and when working together. Good co-operative working was also seen in a Year 5 lesson when pupils were engaged in a game of 'pelmanism' based on converting 24 hour clocks to analogue clock times. Pupils in a Year 2 lesson responded sensibly to the opportunity to mark their answers they had recorded on their personal whiteboards.
9. Teaching is very good in each key stage. It was at least good in almost all lessons seen and never less than satisfactory. Teaching was very good in two thirds of all lessons and excellent in one Year 4 lesson on fractions. Throughout the school, teachers create a positive ethos for mathematics. Lessons are very well prepared and appropriate use is made of resources, including published schemes and information technology. Teachers have a good knowledge of the requirements of the National Numeracy Strategy and provide lessons which are appropriately structured. Explanations are clear and tasks are invariably matched well to the pupils' prior attainment. Teachers' cordial relationships with pupils and high expectations of behaviour lead to very good class control. In the best lessons, for example, in Years 1, 2, 4 and 5, the teachers' enthusiasm transfers to the pupils; imaginative use is made of resources and interesting tasks are set; correct vocabulary is prominent between the teacher and pupils; and the teachers have high expectations of pupils.
10. The school follows a good quality scheme of work which ensures that pupils experience the requirements of the National Curriculum. Teachers' planning is of very good quality and is appropriately based on the scheme of work. It makes clear what pupils are expected to know, learn and do. Pupils have opportunities to use calculators and computers and to carry out investigations. Opportunities are frequently presented for all pupils to practise mental arithmetic. This emphasis will be of help to the school in its aim of raising the standard of pupils' mental skills. Appropriate homework is set throughout the school.
11. Teachers mark pupils' work thoroughly and positively, and there are appropriate occasions where pupils are given responsibility for marking some aspects of their work.
12. Record keeping and reports to parents are good. The school recognises the need to develop a portfolio of pupils' work to exemplify National Curriculum standards.
13. Subject leadership is very good. The co-ordinator is enthusiastic and has particular expertise in assessment. He has established highly effective procedures for monitoring teaching, sampling pupils' work and analysis of test results. All of these initiatives are further strengthening the firm base provided by the successful introduction of the National Numeracy Strategy.
14. Resources for learning are adequate and of good quality. They are well managed and are used efficiently and effectively. Classrooms are enhanced by very good displays of pupils' work, posters and visual aids all of which help pupils in their learning.
15. Since the last inspection there have been significant improvements in the quality of teaching and in the co-ordination of the subject.

134. **Science**

16. When they begin school the standard or level of attainment of the majority of pupils is well below that expected nationally. By the age of five, many pupils have attained the Desirable Outcomes for Learning including the area of knowledge and understanding. By the end of Key Stage 1, standards in science are in line with the national average. At the end of Key Stage 2, pupils attainment is also in line with the national average.
17. The results of the 1999 assessments at the end of Key Stage 1 show that the percentage of pupils' attaining Level 2 or above (87 per cent) is average compared with the national average.
18. The proportion of pupils assessed as reaching Level 3 was below the national average.
19. Observations in lessons and the inspection of pupils' work shows that by the end of Key Stage 1 standards are average.
20. The results of the 1999 Key Stage 2 National Curriculum tests in science show that the percentage of pupils attaining Level 4 or above is below the national average.
21. The proportion of pupils reaching Level 5 was below the national average.
22. Pupils' performance in tests is also below average when compared to similar schools.
23. The results of the 1999 National Curriculum tests in science show that when compared to similar schools attainment is average. Compared with national standards attainment is below average.
24. At the end of both Key Stage 1 and Key Stage 2, observations in lessons and the inspection of pupils' work show the majority of pupils are currently reaching the national average.
25. By the end of Key Stage 1, many pupils can make simple predictions and say whether occurrences were as they had expected. In their experiments pupils demonstrate that their investigative skills are developing well. They are beginning to understand the idea of fair tests and can recognise and explain why they are fair. Pupils can record observations and provide explanations for their conclusions. Most pupils can explain what they have discovered from their work. By the end of Key Stage 2, most pupils can make predictions of the outcomes of their work and recognise the need for fair tests. They can select appropriate equipment and present observations and measurements in a range of ways.
26. In both key stages, pupils of all levels of ability, including pupils with special educational needs, make good progress. There are regular opportunities for investigations to be carried out by pupils. Pupils are well motivated by investigatory activities.
27. In lessons, in both key stages, pupils work hard. Their behaviour is never less than good and sometimes very good. They listen carefully to their teachers and are keen to answer questions. Relationships are very good. Pupils relate well to each other especially when working in pairs and groups. Equipment and resources are treated with care.
28. The quality of teaching in science is very good in both key stages. Teachers have high expectations of pupils and lessons proceed at a brisk pace. Work is well matched to pupils' prior attainment. Whole-class teaching is used effectively to develop pupils' knowledge and understanding and often leads into sessions where pupils conduct investigations. They are asked to predict results. Having conducted the experiments and recorded results they then drew conclusions. In Key Stage 1, pupils investigated static electricity. Another class had investigated light and dark. In Key Stage 2, pupils were investigating microbes and determined both, that they are present all around us, and the effect they can have on food stored in different

conditions. Another group of pupils investigated the conductivity of a range of materials using a battery powered circuit. They determined which of the materials were conductors and which were insulators. Appropriate records were made of the results of these experiments. Work was always challenging for pupils. In both key stages, teachers' subject knowledge is good.

29. Pupils with special educational needs are well served in both key stages and make good progress. Planning is very good in both key stages. It is detailed and covers the Programmes of Study of the National Curriculum. All lessons have clear objectives. Classroom assistants give very effective support to pupils. Resources are used very effectively. Pupils' work is assessed and the results of assessment are used well by individual teachers to inform their planning.
30. In science lessons pupils, experience an appropriate, broadly based curriculum which meets statutory requirements. Comprehensive documentation is in place. All pupils, including those with special educational needs, have equality of opportunity in science.
31. Science makes a good contribution to pupils' spiritual, moral and social education. Pupils work well together in pairs and groups and show good social and interpersonal skills. In both key stages, effective links are made with literacy and numeracy and science is used to promote and develop pupils' skills in each of these areas.
32. The subject co-ordinator has appropriate experience and specialist knowledge of science and offers support to colleagues. The management and deployment of resources are very efficient and effective. In all classes, pupils have access to a full range of good quality resources to support their learning. Teachers and classroom support staff are deployed very effectively to teach science.
33. Since the last inspection significant improvements have been made in standards of teaching, management of the subject and in the provision of resources.

152.

OTHER SUBJECTS OR COURSES

Information technology

34. When they begin school the ability of most pupils is well below average. During their time in school all pupils make good progress so that by the end of both key stages standards of attainment are in line with national expectations. This represents a considerable improvement in standards since the previous inspection.
35. In Key Stage 1, pupils communicate their ideas in a variety of ways through the use of different software which also supports their learning in other subjects. Pupils in Year 1 are able to use word processing to create simple sentences and use other software to produce artistic and colourful designs. All pupils in this key stage have regular access to computers which enables them to develop and practice a full range of computer skills.
36. By the end of Key Stage 2, pupils can use a keyboard and 'mouse' for word processing, drafting and editing their work. They can use a shift key to introduce capital letters and punctuation. Pupils can change fonts and use bold and italics. They can run programs and are able to use the menu to select options. Pupils can save and print work and can enter and use information using a simple database. Recent connection to the Internet has enabled pupils to carry out research using this medium. Teachers effectively carry out assessments of pupils' progress and attainment in information technology.

37. By the age of 11, all pupils, including those with special educational needs, have reached standards of attainment that would normally be expected for their age and abilities.
38. Pupils have very positive attitudes towards information technology. They are confident and enjoy using the computers. All are well motivated and their behaviour is very good. They maintain concentration when working independently and in small groups. Relationships with staff are very good and pupils relate well to one another.
39. Teaching in both key stages is very good. Much of the teaching takes place in small groups during general curriculum time although very effective class lessons are used to teach information technology skills. Support staff are used very effectively in this area of learning. Programs are matched well to pupils' abilities and challenging tasks are set. In Key Stage 1 some good work was seen where pupils were using the computer to produce instructional text. In Key Stage 2 pupils were using computers to generate text about rationing during and after the Second World War and also to produce posters. Information technology is being used successfully to promote literacy and numeracy skills.
40. The school has a very good policy and scheme of work for information technology. The school is meeting the statutory requirements for teaching information technology as set out in the Programmes of Study of the National Curriculum.
41. The resources for information technology are good and have been greatly enhanced by the hard work of the school. For example, vouchers have been collected and then exchanged for computer hardware. The development of a computer suite with good equipment and furnishings in addition to classroom based computers has enhanced provision. Pupils and teachers have access to a suitable range of audio and visual aid equipment. All equipment is well cared for and is used effectively and efficiently to promote and to support learning.
42. Since the last inspection considerable progress has been made in this area. The school now has a very good policy and scheme of work and pupils enjoy regular and frequent use of computers. The standard of teaching is now very good.

Art

43. Progress in art across both key stages is very good. Pupils with special educational needs make equally good progress. In reception, pupils used collage and printing to produce their own interpretations of the work of Paul Klee. They are also adept at using clay, marbling inks and chalk; pupils can use string to paint. As pupils move through Key Stage 1 they begin to experiment with other techniques and media and learn to develop skills. In Year 1 they are colour mixing, learning about, and experimenting with, tones and shades of colours. They also study the techniques of Van Gogh.
44. In Key Stage 2, pupils are refining skills, evaluating their own and others' work and experimenting with ideas. All age groups use an art book to record ideas, collect information and to use as source material. Pupils are developing skills in both two-dimensional and three-dimensional art.
45. Pupils' response to art is very good. They show considerable interest and work hard, using their own initiative. They express their own opinions and are not influenced by leading questions. Pupils are becoming increasingly confident and are able to select their own resources and use them with confidence. Behaviour and relationships with one another are very good.
46. Teaching in both key stages is very good. Questioning is used to good effect and promotes good standards and very good progress. The work is challenging, well organised and builds on

prior knowledge. The language of art is used to develop pupils' understanding and their confidence is built through opportunities to express their own thoughts and feelings and through sensitive evaluations.

47. In Key Stage 1, pupils designed patterns for a candle and experimented with wax resist using dyes.
48. In Key Stage 2, pupils arranged and evaluated their own structures for the best abstract effect. All pupils produced sketches of good standard. Some very good work was seen in the interpretation of detail in paintings. Pupils were involved in weaving and used both natural and man-made materials (or) fibres.
49. Parent helpers are used productively to supervise and advise pupils. They encourage them to develop their ideas.
50. Painting skills and use of brushes are still weak but this is being addressed in the action plan for art. Where pupils were observed using brushes, most used them correctly. Evidence in art books and in displays demonstrates teachers' commitment to improving painting skills.
51. The curriculum for art provides a range of opportunities in a variety of media and techniques.
52. Leadership of the subject is very good and is very ably co-ordinated by an enthusiastic and hard-working co-ordinator. Innovative ideas have included Year 6 pupils developing an art lesson for Year 2 pupils and helping them to research themes and develop skills. This has helped Year 6 pupils to clearly express instructions and answer questions put to them. It has enabled them to clarify their own thoughts about techniques. The co-ordinator works closely with the link co-ordinator and is able to monitor lessons and pupils' work. She assesses standards and monitors pupils' progress. The standard of art is a strength of the school.
53. The fact that pupils are no longer underachieving in relation to their abilities represents a significant improvement since the previous OFSTED report. Pupils are now able to take responsibility for their work and maintain concentration. There has been a significant increase in the range of opportunities for pupils to assess and evaluate their own work in relation to that of established artists. The teaching of art throughout school is now very good and the guidance given to parent helpers enables them to have a positive effect on the pupils' learning. Pupils have many opportunities to express their own thoughts and feelings in response to their own experiences. Observational drawing is now of good standard and increased use is made of visual and tactile stimuli.

Design and technology

54. During the inspection period it was not possible to observe any lessons in Key Stage 1. Therefore, no judgements have been made about the quality of teaching and pupils' response.
55. However, from the evidence of pupils' work on display around the school it is judged that pupils in Key Stage 1 make good progress. In Year 1, pupils use junk materials and construction materials to assemble models of animal homes. In Year 2, pupils have made some good quality animal masks and rainforest scenes linked to their geographical study of rainforests. In carrying out this work pupils show competence in accurate cutting and sticking of various paper materials.
56. In Key Stage 2 all pupils, including those with special educational needs, make good progress. Pupils in Year 3 have designed clothes and made suitcases, some with wheels, as a feature of their geographical topic of holidays. As part of their study of the Second World War, pupils in

Year 4 have made identity cards and boxes for carrying gas masks. They have also designed and made purses and wallets from a choice of textiles and applied good levels of skill in stitching them together. In a Year 5 lesson, pupils designed biscuits; initially individually, and then in collaboration with a group, they developed a corporately agreed design. Pupils were observed developing valuable skills of communication and problem solving. Pupils were fully aware of the importance of the design phase and were able to relate it to real world contexts. Pupils with special educational needs are fully integrated within mixed ability groups. Most of the special educational needs identified within the school are language-related; in particular, they are centred on poor skills in written English. Since much of the work in design and technology involves verbal communication they are able to contribute productively to discussion. In a Year 6 lesson, pupils involved in making slippers showed a good understanding of safety considerations when using tools. They also showed a good understanding of the physical capabilities of different materials.

57. In the Key Stage 2 lessons seen, all pupils had a very positive attitude to design and technology. They showed perseverance and high levels of concentration. This was particularly evident in the Year 6 lesson devoted to making slippers. In both lessons, pupils collaborated most effectively and behaved very well. Adult helpers were treated courteously and positive relationships were engendered between adults and pupils. In the Year 5 lesson, pupils showed high levels of co-operation and sensitivity towards each other. For example, they valued each other's suggestions and attempted to include as many ideas as possible from members of the group.
58. Teaching is very good in Key Stage 2. A notable feature of both lessons was the high level of preparation and organisation which underpinned the activities. Clear, precise instructions were given by the teacher. Pupils were completely attuned to the lesson objectives. In the Year 6 lesson, class control was excellent and rules for safe working were emphasised by the teacher. A key contributory feature of this lesson was the valuable assistance rendered by three parent helpers, which contributed considerably to pupils' progress. In both classes, teachers showed high levels of trust in their pupils and allowed them scope for independence of thought.
59. Curricular provision in design and technology is appropriately based on the recently introduced scheme of work. This is currently being piloted by staff, but already appears to be providing a good basis for the very good planning which exists.
60. Subject leadership is good. The co-ordinator is enthusiastic, has relevant expertise and has introduced a policy document of good quality and a new scheme of work. Samples of pupils' work are monitored to evaluate progression of skills and content coverage.
61. Resources are good; in particular, the provision of tools. This represents an improvement on the position reported at the previous inspection. Good use is made of the open areas beyond the classrooms, particularly for practical work.
62. This subject has been significantly improved since the previous inspection, particularly in respect of the quality of teaching and the quality of resources.

Geography

63. During the inspection it was possible to observe only one lesson in Key Stage 2. Therefore, there is insufficient evidence to form reliable judgements about pupils' progress, response or teaching.
64. In Key Stage 1, observation of lessons, scrutiny of teachers' planning, pupils' work and displays, together with discussion with pupils and staff, indicate that progress for all pupils,

including those with special educational needs, is good. Pupils gain knowledge and understanding about location and places. For example, a Year 1 class was enjoying a lesson about Blackpool. They developed skills in interpreting information and in the use of appropriate geographical terms to communicate this information. Another class was considering what water features there were in the immediate locality of the school. They then looked at maps to see how such features were displayed. Off-site visits significantly enhance the curriculum. Pupils with special educational needs are well supported and make good progress.

65. Pupils respond very well to geography lessons. They behave very well, have a positive attitude, listen carefully, use resources well and take part in constructive discussion. Pupils are able to work well collaboratively and discuss their work with one another.
66. The quality of teaching is very good and on occasion excellent. Planning is very good with learning outcomes clearly defined. A good policy and scheme of work are in place. Very good, systematic procedures are in place to assess pupils' learning and assessment information is used well to inform curricular planning. The quality of teaching is systematically monitored.
67. Resources are good. The co-ordinator works hard and conscientiously to support staff in the subject.
68. Since the last inspection standards of teaching and learning have improved significantly.

History

69. In Key Stage 1 progress in history is very good. In Key Stage 2 it is good. In Key Stage 1 pupils understand changes and how people may have recorded findings many years ago. They are beginning to formulate their own questions in order to research topics. For example, in Year 2, pupils questioned an 'explorer' and a 'native of the rainforest' as part of their work on explorers. In Key Stage 2, pupils are able to give reasons for changes and relate main events within the era they are studying. Older pupils in the key stage are able to extract information and higher attaining pupils are beginning to interpret information. In Key Stage 2 pupils are able to select and combine information from more than one source and collate it in chronological order. Pupils with special educational needs make good progress.
70. Pupils' attitude to learning is never less than good and in some instances, excellent. Pupils contribute well to discussions, make suggestions, predict and empathise with the difficulties and feelings of the people of the periods. They are polite and well behaved and show a capacity for personal study, particularly in their use of information technology. Relationships within classrooms are very good and enable pupils to work collaboratively and with confidence.
71. The teaching of history is very good. Every opportunity is provided to enhance skills appropriate to the age and abilities of pupils. Pupils with special educational needs are very well taught and reach good standards for their abilities. Good links are made to literacy and to other subjects such as art or geography. Drama is used to develop understanding and speaking and listening skills. Evidence of this was seen in a play about evacuees performed by Year 4 pupils. A variety of texts and writing opportunities are provided. Literacy lessons are also used to develop research and writing skills linked to history.
72. Leadership of the subject is very good and the enthusiastic co-ordinator has attended in-service training and arranged visits by the local education authority adviser. A policy has been drafted in consultation with all staff and teachers now use the Qualification and Curriculum Authority guidelines as a basis for their scheme of work. Lessons and standards of work are monitored.
73. There are examples of good historical displays both around school and in classrooms. These

displays link to art and to literacy and provide evidence of pupils' understanding.

74. Resources for pupils at Key Stage 2 are good and a library loan service is used to borrow artefacts. Resources for Key Stage 1 are adequate but more appropriate resources for this age group are required.
75. There has been improvement since the last report in that there is now a clear progression in historical enquiry and assessment procedures are well used to inform planning. The question of subject co-ordination has been addressed and there is now an enthusiastic and hard-working co-ordinator. Storage of history resources is satisfactory.

194. Points for development

To raise standards further in history the school should:

- develop suitable resources for pupils in Key Stage 1, particularly artefacts.

Music

1. The school is currently working hard to develop a new approach to the teaching of music as there is no longer a specialist music teacher on the staff. However, the school does offer a range of opportunities for pupils to listen to, perform, appraise and compose music. Singing is tuneful and pupils participate well. Opportunities for pupils to listen to a range of recorded music are provided at assemblies and in music lessons.
2. During the inspection only a small number of lessons were seen because of timetable arrangements and these were in Key Stage 2. It is therefore not possible to make a secure judgement on standards of teaching, pupil response or pupils' progress in Key Stage 1.
3. In Key Stage 2 it is clear from lessons seen and from other evidence, such as performance in assembly, that pupils make good progress. Pupils have an awareness of how music can portray ideas. They are able to represent sounds in non-traditional notation to produce a graphical score. Having composed the music, pupils can read and perform it. Pupils also learn about a range of musical instruments, including instruments from other cultures. Pupils are aware of dynamics in music which they can demonstrate in their singing. During assemblies and class lessons, pupils sing quite tunefully in unison and are also able to sing in harmony. Pupils with special educational needs make good progress.
4. Key Stage 2 pupils respond well to music. They behave well, have positive attitudes, and relationships between pupils are very good.
5. The quality of teaching is good. Lessons are well planned with clear learning objectives. Clear explanations are given and questioning is used appropriately to develop pupils' learning and understanding. Pupils listen attentively in lessons and are confident when speaking and performing in front of others.
6. Resources for the subject are good and the new co-ordinator, together with all staff, are working hard to ensure high quality in teaching and learning. A range of instrumental tuition, including violin, guitar, keyboard, brass and percussion, is available to a small number of pupils.
7. Since the last inspection, standards in music have been maintained.

Physical education

8. During the inspection no lessons were observed in Key Stage 1. Therefore, it is not possible to make a secure judgement about teaching and pupils' response and progress in this key stage.
9. In Key Stage 2 pupils make good progress. In most lessons, progress is good. In a Year 6 lesson pupils made very good progress in developing their skills of gymnastic movements. They made rapid gains in developing a sequence of linked actions and also in the quality of their evaluations of other pupils' work. Year 6 pupils made good gains in their skills of passing and receiving a football. Pupils of a similar age, working indoors, made good progress in their knowledge of health-related fitness. National Curriculum standards in swimming are attained by approximately half the pupils. The school is keen to improve on this situation within the limitations of available pool time.
10. Pupils with special educational needs make good progress and are fully involved alongside their peers.
11. Pupils' response to physical education is very good. All pupils show a sensible attitude towards safeguarding the welfare of others. They clearly enjoy their lessons and show a keen desire to learn new skills. Those practising gymnastic balances showed high levels of perseverance to master their chosen balances and responded well to evaluative comments made by their peers. Behaviour was at least good in all lessons and exemplary in the gymnastics lesson. A notable feature of this lesson was the perceptive and relevant comments pupils made when observing the performance of others. The sensitivity and productive manner in which these comments were voiced by pupils were a direct reflection of the example set by the teacher. Very good relationships were evident in lessons.
12. Teaching is very good. In all lessons seen, teaching was at least good and in the case of the gymnastics lesson, it was excellent. Teachers set appropriate examples to pupils by changing for physical education and by their enthusiastic participation.
13. Lessons are planned most thoroughly with clear intentions for pupils' learning. All teachers have good skills of class organisation and use resources well. Class control is very secure and is firmly rooted in high expectations, clear guidelines and cordial relationships between teachers and pupils. Subject knowledge is good, enabling teachers to make appropriate teaching points to promote pupils' skills and understanding. The example of excellent teaching was characterised by the teacher's very good subject knowledge, enthusiasm, and the excellent way in which pupils were encouraged to observe and feedback their evaluations. This lesson enabled pupils to develop their skills in planning, performance and evaluation within a context of physical and intellectual challenge.
14. A broad and balanced curriculum is presented to all pupils. It is underpinned by a policy of good quality and a draft scheme of work. A simple but very effective procedure exists for recording pupils' attainments in gymnastics. Extra-curricular provision is good and enables a significant number of boys and girls to participate in football, netball, cricket, rounders and cross-country running. Residential adventure holidays provide an excellent addition to the pupils' physical education programme. All of these experiences together make a very strong contribution to pupils' personal development.
15. Subject leadership is very good. The recently appointed co-ordinator has appropriate expertise and enthusiasm, both of which are used to the benefit of all pupils, since he teaches gymnastics to each class. Insufficient time has elapsed since his appointment for his influence to fully impact on standards of attainment.

16. Resources and accommodation are adequate but the introduction of line-markings on the playground and in the hall would be advantageous to the development of pupils' games skills.
17. Considerable improvements have been made in this subject since the previous inspection.

211. **PART C: INSPECTION DATA**

211. **SUMMARY OF INSPECTION EVIDENCE**

18. The inspection of Abram CE Primary School was undertaken by a team of four inspectors who, over four days, completed a total of 14.5 inspector days in the school.

19. During the inspection:

- 50 lessons or part lessons were observed, as were a number of registration periods and assemblies;
- observations were made of pupils arriving at school, during breaks and lunchtimes and leaving school;
- a meeting with the staff was held prior to the inspection;
- during the inspection there were discussions with the headteacher, members of the governing body, and with the teaching and non-teaching staff;
- there were daily meetings between the reporting inspector and the headteacher;
- in addition to the classroom observations, the inspection team examined the written work of many pupils. All the available written work of a representative sample of three pupils from each year group was inspected;
- informal discussions were held with pupils from each year group throughout the school;
- a representative sample of pupils in the school, across each year group, was heard reading and questioned on their knowledge and understanding of books;
- documentation provided by the school was analysed;
- attendance registers, the records kept on pupils, teachers' planning documents and minutes of the governing body meetings, were inspected;
- the reporting inspector held a meeting with two parents before the inspection.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	243	3	65	48

• **Teachers and classes**

• **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	10.5
Number of pupils per qualified teacher:	23.1

• **Education support staff (YR - Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	66

Average class size

Average class size:	30.4
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• **Financial data**

Financial year:	1998/99
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	£
Total Income	358,500.00
Total Expenditure	354,390.00
Expenditure per pupil	1,411.91.00
Balance brought forward from previous year	24,849.00
Balance carried forward to next year	28,959.00

PARENTAL SURVEY

Number of questionnaires sent out: 190
 Number of questionnaires returned: 26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	54	0	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	35	65	0	0	0
The school handles complaints from parents well	15	62	15	8	0
The school gives me a clear understanding of what is taught	15	58	19	8	0
The school keeps me well informed about my child(ren)'s progress	24	56	4	16	0
The school enables my child(ren) to achieve a good standard of work	35	58	0	8	0
The school encourages children to get involved in more than just their daily lessons	31	42	15	12	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	65	0	15	0
The school's values and attitudes have a positive effect on my child(ren)	31	62	4	4	0
The school achieves high standards of good behaviour	27	42	19	12	0
My child(ren) like(s) school	38	54	0	8	0