

INSPECTION REPORT

Weeton Primary School
Preston

LEA area: Lancashire

Unique Reference Number: 119279
Inspection Number: 187109

Headteacher: Mr C. J. Horrocks

Reporting inspector: Mrs Susan Meckiff
18227

Dates of inspection: 11 - 14 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Grantham Road Weeton Preston Lancashire PR4 3HX
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Appropriate authority:	Lancashire LEA
Name of chair of governors:	Richard Nulty
Date of previous inspection:	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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David Tytler <i>(Lay Inspector)</i>		Attitudes, behaviour and personal development; Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources; The efficiency of the school. Under Fives
Gerard Slamon <i>(Team Member)</i>	Mathematics; Science; Design and technology; Music; Physical education; Religious education; Equal opportunities.	

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- . High quality teaching results in good progress.
- . The school has an excellent ethos with very good behaviour, relationships and attitudes.
- . The school is very well led and the arrangements for the professional development of staff are very good.
- . Implementation of the school's aims, values and policies is very good.
- . The National Literacy and Numeracy Strategies are successfully implemented and the Additional Literacy Support is very effective.
- . The support and guidance provided for pupils are very good.
- . Spiritual, moral, social and cultural education is very good overall.
- . Partnership with parents and the community is good.

WHERE THE SCHOOL HAS WEAKNESSES

I. Although the school has a detailed action plan, provision and progress in information technology are unsatisfactory.

What the school does well outweighs its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The improvement made by the school since its last inspection is good. Governors and staff have successfully addressed the issues raised at the time, and have responded positively to the significant changes in admissions, which have given rise to a number of challenges. Standards of pupils' attainment in English and mathematics improve as pupils move through the school and pupils' progress is good. Arrangements for assessing pupils of all ages when they enter school are rigorous and consistently applied. The quality of teaching is now good and often very good. The provision for pupils with special educational needs has improved and their needs are very well met. The range and quality of fiction and non-fiction books are very good, and new resources for literacy are a strength. However, there are some shortcomings in the provision of outdoor play activities for children under five. All staff and governors, many of whom are new to the school, are actively involved in strategic planning for school improvement, and in reviewing the school's progress. There are good policies and effective schemes of work in place for all subjects except information technology. Curriculum improvement is targeted through the school development plan. An increased emphasis on staff training ensures that all staff are receiving appropriate opportunities to develop their

expertise. Good standards of behaviour have been improved further. The school's capacity to continue to improve is very good.

STANDARDS IN SUBJECTS

The 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>	A
English	C	E	<i>above average</i>	B
Mathematics	D	E		
Science	C	E		

The information shows that pupils attain average standards in English and science compared with all schools and below average standards in mathematics. Compared with similar schools, standards are well below average in English, mathematics and science. All pupils have periods of interrupted schooling prior to arriving at Weeton. There is a very high turnover of pupils due to the school's location on an army barracks. There were twenty one pupils in Year 6, a significant proportion were on the school's register of special educational needs and the majority had been in school for fifteen months before the tests. These exceptional circumstances mean that any statistical comparisons with other schools must be treated with the utmost caution. The inspection findings are that the current Year 6 pupils are attaining average standards in English, mathematics and science. A significant minority of pupils achieve above average standards. In this year group there are fewer pupils with special educational needs and fewer pupils who have been in school for only a short time. Standards in religious education are in line with the expectations of the local agreed syllabus. Standards in information technology are below average.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Very Good
Mathematics	Good	Good	Very Good
Science	N/A	Good	Good
Information technology	N/A	Unsatisfactory	Unsatisfactory
Religious education	N/A	Good	Good
Other subjects	Good	Good	Very Good

During the inspection 49 lessons were observed. Of these lessons, three were excellent; 13 were very good; 21 were good, and 12 were satisfactory. Teaching for children aged under five and at Key Stage 1 was generally good. Teaching at Key Stage 2 was generally good and often very good or excellent. Pupils with special educational needs receive good additional support from classroom assistants and visiting specialists.

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	Very good. Pupils are courteous and well mannered. They relate very well to each other and to adults. They co-operate effectively in lessons. No pupils have been excluded from school.
Attendance	Satisfactory. Pupils are very punctual to their lessons. Unauthorised absence is slightly higher than the national average.
Ethos*	Excellent. The school provides very good support and excellent pastoral care. It creates a welcoming, stable and stimulating learning environment for pupils who experience many school changes during their education. There is a very strong commitment to high achievement. The staff work very well together as a team and provide excellent role models for the pupils.
Leadership and management	Very good. The headteacher provides very strong, caring and effective leadership. The governing body, which is subject to frequent change, is committed, and supports the school effectively. The school's aims and values are reflected well in its daily life. Financial planning is very good.
Curriculum	Good. The school provides a broad and balanced curriculum. Provision for children under five is good. Assessment procedures are consistently applied and information from tests is used effectively to raise standards of attainment.
Pupils with special educational needs	Pupils are very well supported by the special educational needs co-ordinator and the support staff. Pupils make good progress towards their individual targets at Key stage 1 and very good progress at Key Stage 2.
Spiritual, moral, social and cultural development	Very good overall. The school's provision for the pupils' spiritual and moral development is a significant strength. Pupils' social development is well promoted and pupils' cultural development is good.
Staffing, resources and accommodation	There are very good arrangements for the professional development of all staff. Accommodation is very good. Resources are satisfactory overall. They are very good for literacy and numeracy and unsatisfactory for information technology. Support staff for pupils with special educational needs are experienced and used effectively to promote learning.
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 pupils behave well and enjoy school.

III. The school is very approachable when parents have questions or problems.

IV. The school gives parents a clear understanding of what is taught.

V. New pupils settle well into school.

VI. The home/school agreement.

What some parents are not happy about

I

The findings of the inspection team support the positive views of parents. However, the recent homework policy does not provide sufficient opportunities for personal study.

KEY ISSUES FOR ACTION

In order to raise standards, the governors, headteacher and staff should:

VIII. ensure the statutory requirements for information technology are fully met by:
(Paragraphs: 19, 37, 38, 47, 52, 79, 88, 91, 120, 127-135, 159, 165)

- *. implementing fully the newly adopted scheme of work;
- *. developing teachers' expertise in this aspect of the curriculum;
- *. providing appropriate training for non-teaching assistants and support staff;
- *. improving provision of resources.

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the action plan.

- *. Improve the provision of outdoor play equipment for children aged under five.
(Paragraphs: 36, 49, 101)
- *. Fully realise the school's monitoring policy in practice.
(Paragraphs: 47, 79, 159, 165)
- *. Fully implement the recent homework policy and provide more opportunities for personal study.
(Paragraphs: 25, 43, 51, 70)

INTRODUCTION

Characteristics of the school

1. Weeton Primary School is situated near the village of Weeton in Lancashire. The school is located within the Weeton Army barracks and all the pupils are from army service families. Most of the current pupils transferred from Cyprus between December 1997 and March 1998. The school is relatively small with a roll of 96 pupils, organised into one reception class, one Year 1 class, one Year 2 class, one mixed aged class for Years 3 to 4 and one mixed aged class for Years 5 to 6. There are ten more girls than boys. Significant variations in the numbers of pupils on roll occur due to the frequent movement of regiments. Since the last inspection the roll has declined by 24 per cent due to the changing size of the regiment. Many of the pupils have had an education that has been regularly interrupted by regimental postings. A significant proportion of pupils have attended a number of different schools both within this country and abroad. Pupils generally enter the school with below average levels of attainment. No pupils are eligible for free school meals. There is no pupil for whom English is an additional language. Pupils are admitted to the reception class from the age of four in the Autumn and Spring terms. There were 16 pupils in the reception class at the time of the inspection. The proportion of pupils on the school's special educational needs register, 13 per cent, is broadly in line with the national average. Three per cent of pupils have statements of special educational need, which is above the national average. The pupils with statements have a range of difficulties including: moderate learning difficulties, speech and communication problems, and dyslexia.
2. The school's aims are: to teach the knowledge and skills relevant to the individual needs of all pupils; to develop positive attitudes towards learning so that all pupils may grow in confidence and achieve their full potential, and to develop positive links with the ever changing community so that the time pupils spend in Weeton School provides a worthwhile foundation for their future life in society.
3. The school's main priorities, shown in the school development plan, are to develop school self-evaluation procedures; monitor the implementation of the National Literacy Strategy; introduce successfully the National Numeracy Strategy; participate in the National Grid for Learning in order to raise standards in ICT; continue to improve the school's grounds, and develop closer links with the community.
4. The school's targets for the year 2000 are that 57 per cent of 11 year olds will reach at least average standards in the National Curriculum tests for literacy, and 53 per cent in mathematics. The school exceeded its literacy and numeracy targets for 1999.
5. The school building was completely redecorated in July 1998 to celebrate the school's 40th anniversary. It has a good site, including field and playgrounds. The canteen is situated across the road and is due to be used shortly by a local pre-school group. A new building is planned, adjacent to the main school building, to provide a kitchen, staffroom, dining room and resource area.

6. Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1999	5	9	14
(1998)	(12)	(8)	(20)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4 (8)	3 (6)	5 (11)
	Girls	7 (6)	6 (3)	7 (7)
	Total	11 (14)	9 (9)	12 (18)
Percentage at NC Level 2 or above	School	78 (70)	64 (45)	86 (90)
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	3 (6)	3 (10)	5 (11)
	Girls	7 (5)	6 (7)	7 (7)
	Total	10 (11)	9 (17)	12 (18)
Percentage at NC Level 2 or above	School	71 (55)	64 (85)	86 (90)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	12	9	21
(1998	(4)	(2)	(6)
)			

National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (0)	8 (1)	11 (2)
	Girls	9 (0)	6 (1)	6 (0)
	Total	16 (0)	14 (0)	17 (2)
Percentage at NC Level 4 or above	School	76 (0)	67 (33)	81 (33)
	National	70(65)	69(59)	78(69)

Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5 (2)	6 (1)	6 (2)
	Girls	4 (1)	1 (1)	5 (1)
	Total	9 (3)	7 (2)	11 (3)
Percentage at NC Level 4 or above	School	43 (50)	33 (33)	52 (50)
	National	68(65)	69(65)	75(72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year 1998/99:

		%
Authorised	School	5.7
Absence	National comparative data	5.7
Unauthorised	School	0.7
Absence	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	33
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. Standards on entry to the reception class are wide. The attainment and experience of children under five vary greatly, both within the class and from year to year. Assessments on entry indicate that the overall profile of the current reception class is below average. By the time they are five years old, children attain below average standards in language and literacy and mathematics, and average standards in all other areas of learning. They make good progress in their learning and very good progress in the development of personal and social skills. During the inspection, seven lessons were observed. Progress was satisfactory in one and good in six. This rate of progress corresponds to the consistently good standard of teaching and support for these children.

7. By the age of five, children are confident and self-assured. They conform to the school's high expectations of behaviour, and relate well to each other and adults. They enjoy handling books and are eager to answer questions. They listen carefully to the views of others. They recognise and recreate patterns in shapes, for example triangles, and know the primary colours. They can recite number rhymes and play counting games well. Children are able to talk about where they live. They show good control and co-ordination in physical activities, and participate in painting, drawing, cutting, sticking and modelling activities with enjoyment.

8. In the previous inspection, standards of achievement in English and mathematics were below national expectations at both key stages. There were particular weaknesses in reading and writing at Key Stages 1 and 2 and handwriting at Key Stage 2. There were some weaknesses in science, history and design and technology and pupils with special educational needs did not do as well as they should. These weaknesses have been successfully addressed. The findings of this inspection show overall improvements since the last inspection and the school is well on course to meet its targets in literacy and numeracy.

9. Analysis of the national end of Key Stage 1 tests and assessments by teachers for 1998 shows that the percentage of pupils reaching Level 2 and above in writing was very low when compared with the national average. In reading it was well below and in mathematics it was in line. The proportion of pupils reaching Level 3 was very low in reading, below in writing and close to the national average in mathematics. When the averages of the school's test data are compared with similar schools, the pupils' results are very low in writing, well below in reading and below in mathematics. National end of Key Stage 1 assessments by teachers for 1998 shows that pupils' results in science were above average. When the end of Key Stage 1 test results for 1998 are compared with 1997 and 1996, they show falling standards. The significance of this is very limited because of the high turnover of pupils, the small number of pupils in the year group, and the fact that all pupils had been in school only a few weeks before assessments began. The 1999 end of Key Stage 1 national test and task assessments show a considerable improvement with 78 per cent of pupils gaining Level 2 in reading, which is average compared to all schools nationally. Compared to similar schools nationally the results in reading and writing are well below average.

10. The inspection findings show that, by the end of Key Stage 1, attainment is in line with national expectations in speaking and listening, reading, mathematics and science. Standards in writing are below national expectations. Standards in literacy and numeracy are average overall. These findings indicate an improvement since the last inspection, except in writing where standards have remained below national expectations. The findings of this inspection are not in line with the school's end of key stage test results in 1998. This is because a different group of pupils is involved. In 1998, the pupils had been in school only a few weeks. In the current year most pupils have been in school for over one year. There are no significant variations in attainment between boys and girls.

11. In English, by the end of Key Stage 1, pupils listen attentively to the teacher and to each other and respond well to the teacher's questions. They respond with enthusiasm, generally clearly and confidently. Pupils enjoy reading, both as a shared activity in the literacy hour, and in a small group, or individually, to a teacher or assistant. In writing, they develop their ideas into a sequence of sentences, with higher attaining pupils using capital letters and full stops correctly. By the age of seven, in mathematics, pupils use addition and subtraction facts up to 20; tell the time using the hour and half-hour, and sort two and three-dimensional shapes. In science, by the end of Key Stage 1, all pupils describe and record their observations; recognise that living things are found in different habitats, and higher attaining pupils can explain that water freezes and melts.

12. Analysis of the national end of Key Stage 2 tests for 1998 shows that the proportion of pupils who achieved Level 4 and above in English and mathematics was very low in comparison with the national average, and well below in science. The percentage of pupils who attained Level 5 was well below the national average in all three subjects. When the averages of the school's test data are compared with all schools and with similar schools, the pupils' results are very low. Comparisons with similar schools are unreliable because of the school's unique circumstances. The school's 1998 cohort consisted of only six pupils, of whom three were on the school's register of special educational needs. All the pupils had been in school for less than three years and four of them had been in the class for less than three months. These factors had a major negative influence on the standards attained by pupils in the national tests and assessments. When the end of Key Stage 2 test results at Level 4 and above for 1998 are compared with those achieved by the school in 1996, they show falling standards in English, mathematics and science. However, the changing nature of the school's population and the very small numbers in each cohort, mean that these variations must be treated with the utmost caution. The combined data for the three years from 1996 to 1998 show no significant variations in attainment for boys and girls, because both are well below the national average. The recently released results for national end of Key Stage 2 tests for 1999 show significant improvement, with standards in English and science being above the national average and standards in mathematics, just below. The school exceeded the literacy and numeracy targets for 1999 agreed with the local education authority. The school has set realistic targets for further improvement in English and mathematics, but, because of the high turnover of pupils, most of the pupils to whom these will apply are not yet in the school.

13. The inspection findings show that, by the end of Key Stage 2, the proportion of pupils who attain Level 4 or higher in English, mathematics and science is in line with the national average. Pupils attain average standards in literacy and numeracy. These findings are an

improvement on the judgements of the last inspection, when attainment was below national expectations in English, mathematics and science. The findings of this inspection are not in line with the school's end of Key Stage 2 test results in 1998. This is because a different group of pupils is involved, of whom fewer are on the school's register of special educational needs and most have been in school for at least one year.

14. In English, by the age of 11, pupils attain average standards in speaking and listening, reading and writing. They listen carefully during the introductions to lessons and class discussions, and are confident when expressing their ideas in discussion or answering questions. They read fluently, accurately and with excellent expression. Pupils read a variety of books which offer an appropriate level of challenge, and most are able to discuss and explain their preferences. They write for a variety of purposes across the curriculum, for example letters of thanks to the staff at Worthington Lakes, following a geography visit. Examples of extended writing are limited but there are many examples of accurate shorter pieces of independent writing. Pupils could do better in literacy by expanding their vocabulary and broadening their creative ideas. By the end of Key Stage 2, in mathematics, pupils attain average standards, particularly in numeracy, and can add, subtract, multiply and divide accurately. Pupils can measure and calculate area and perimeter of regular and irregular shapes, and construct and interpret bar charts and line graphs. Pupils could do better at numeracy by consolidating number facts and becoming more secure in the use of mathematical terms. By the end of Key Stage 2, pupils attain average standards in science. They can recognise the need for fair tests, identify the main organs of plants, classify material as solids, liquids and gases and understand that light travels from a source.

15. Overall progress is good because pupils enter with low standards, in reception and mid-year, and leave with average standards. Pupils under five make good progress; for example, demonstrating increasing phonological awareness and understanding of number. This good progress is directly related to good teaching and high quality support from other adults working in the classroom.

16. At Key Stage 1, pupils make good progress in English, mathematics and science. In English pupils of average and high attainment make stronger progress in reading and speaking and listening than in aspects of writing. Lower attaining pupils make consistently good progress. During the inspection, 21 lessons were observed at Key Stage 1. Progress was very good in five of these, good in nine and satisfactory in seven. This rate of progress is related to the frequently good teaching and the very good promotion of literacy and good promotion of numeracy across the curriculum. In the well planned literacy hours, pupils make significant gains in reading.

17. At Key Stage 2, pupils make very good progress in English and mathematics. This acceleration in progress is due to lessons proceeding at a very brisk pace and work being particularly well matched to pupils' varying levels of prior attainment. For example, in a lesson Year 3 and 4 pupils of all abilities made very good progress in their literacy skills due to very good support and the use of additional literacy materials. Overall this very effective session enabled all pupils to make further gains in their knowledge and understanding of basic literacy. Progress in science is good but higher attaining pupils require further opportunities to demonstrate their ability to conduct the whole process of planning and carrying out an experiment. Pupils are well motivated and challenged in each year group. At Key Stage 2,

21 lessons were observed during the inspection. Of these lessons, progress was excellent in three, very good in seven, good in seven and satisfactory in four. Opportunities for pupils to develop personal study skills are limited.

18. By the end of both key stages, pupils' attainment in information technology is below national expectations because not all the strands of the curriculum are sufficiently covered and pupils have too few opportunities to practise their skills. Progress is unsatisfactory at both key stages. By Year 2, pupils can, with support, produce short word-processed passages but many do not demonstrate sound skills when using the keyboard and mouse. By Year 6, pupils can use a CD ROM to find information but they do not demonstrate appropriate keyboard and word processing skills and are unable to produce a variety of graphs unaided to represent data they have collected. Their skills in controlling, modelling and monitoring are underdeveloped.

19. Standards of attainment in religious education are in line with the expectations of the local agreed syllabus by the end of both key stages and all pupils make good progress during the short time they have been at the school. By Year 2, pupils have an understanding of the ways in which special times are celebrated. By Year 6, pupils can describe how festivals are celebrated in different faiths.

20. In other lessons observed in the week of the inspection, standards were above average for pupils' ages in art and average in all other subjects. At Key Stage 1, pupils make very good progress in art, good progress in music and physical education and satisfactory progress in design and technology, history and geography. At Key Stage 2, pupils make very good progress in art, music and physical education, good progress in history and geography and satisfactory progress in design and technology.

21. Pupils with special educational needs, including those with statements of special educational need, make good progress at Key Stage 1 and very good progress at Key Stage 2. They attain good standards for their capabilities. Pupils make good progress towards achieving the specific targets in their individual education plans. Progress is most marked in literacy and numeracy, but it is noticeable across a range of subjects, as pupils have tasks matched to their abilities and receive good support from classroom assistants. There are no pupils currently in the school for whom English is an additional language or who are from traveller backgrounds. All pupils experience interruptions to their schooling as regiments transfer to new postings at home and abroad. There is no significant difference between the attainment and progress of boys and girls.

Attitudes, behaviour and personal development

22. On entry to the reception class, a significant number of children have poorly developed social skills. They settle well into class routines and make good progress in their personal and social development. Children display enthusiasm and enjoyment in their work and play. They are polite and friendly. Most of them behave very well with a good understanding of right and wrong.

23. The response of pupils during the inspection was good or better in more than eight out of ten lessons, and very good or better in a third of them. Response was never less than

satisfactory. The very good attitudes and behaviour of the pupils represent an improvement since the last inspection. In all classes throughout the school, pupils respond well to the clear classroom routines and procedures that are used consistently by teachers.

24. Overall, pupils have very good attitudes to their learning. The majority of all pupils in all classes are interested in their lessons and are able to concentrate for considerable periods of time, even in the Reception class. In a Year 1 science lesson on materials and their properties, most of the pupils became involved in their work, showing good powers of concentration which enabled them to make good progress. Pupils enjoy taking responsibility for their own learning, for example in some homework projects in Year 6. There are, however, too few opportunities throughout the school for them to develop their capacity for personal study.

25. In responding well to the high expectations teachers have of behaviour, pupils behave very well in classrooms and around the school. In a Year 1 physical education lesson on dance, for example, excellent behaviour allowed the teacher to teach and the pupils to learn very effectively and make good progress.

26. Pupils are courteous, talking politely to adults and each other and saying 'thank you' when people have helped them. They can be trusted to work on their own and to use resources and the accommodation unsupervised at lunch times. Pupils handle resources for learning very carefully. They take particular pride in their own classrooms and in the accommodation in general. Boys and girls interact and collaborate well. Pupils with special educational needs are appreciative of the extra help they are given and respond very well to help and guidance.

27. Relationships at all levels in the school are very good and are used by teachers to encourage their pupils to make good progress in their work. In a religious education lesson in reception, for example, these very good relationships were used to encourage children to think for themselves.

28. Pupils throughout the school are able to work very well together. In a Year 6 science lesson, for example, pupils collaborated successfully in an experiment on dissolving, each pupil playing a worthwhile role, generating ideas on how to carry out a fair test. Many good examples were seen during the inspection in assemblies and lessons where pupils listened carefully to each other and their teachers, respecting the views and feelings of others.

29. Pupils throughout the school enjoy the opportunities provided for them to show initiative and take responsibility. Older pupils are appointed as house and vice-captains, or are given responsibility for overseeing games at breaks and lunch times, and as librarians. Young pupils help their teachers in a variety of ways and enjoy the responsibilities given to them.

30. The very good standards of pupils' attitudes and behaviour, together with their good personal development, are a significant strength of the school and praised by parents. They make a very important contribution to the extremely strong ethos of the school, the attainment of the pupils, and the good progress they make in their learning.

Attendance

31. Attendance is satisfactory. At 93.6 per cent in the last reporting year, it is slightly below the national average. Unauthorised absence at 0.7 per cent is slightly above the national figure, and has increased since the last inspection. The school takes a rigorous view of unauthorised absence and insists on explanations. Whilst most parents have a clear understanding of acceptable reasons for absence and support the school's drive to maintain good attendance, some pupils have short holidays in term time to coincide with their fathers' return from postings away from the base.

32. Parents report that their children enjoy coming to school and most pupils arrive on time. Lessons start promptly in the morning and afternoon, and after breaks. Attendance is correctly reported to parents in the prospectus and governor's annual report. The regular attendance and good punctuality make an important contribution to consolidating the sense of community that exists within the school.

QUALITY OF EDUCATION PROVIDED

Teaching

33. During the week of the inspection, the quality of teaching was at least satisfactory in all lessons observed. Teaching ranged from satisfactory to excellent and was good overall in nearly three-quarters of lessons. In a third of lessons teaching was very good or excellent. A high proportion of better teaching was in Key Stage 2, although teaching was good across both key stages and there were examples of very good teaching in each class.

34. The school has responded successfully to the key issue from the last inspection to improve the quality of teaching. Through a comprehensive staff training programme, team work and the effective introduction of the literacy hour, the overall quality of teaching is better than it was, particularly at Key Stage 2. This has impacted on raising standards and the contribution made by teaching to pupils' attitudes and progress is good. The shortcomings found in some lessons have been addressed. For example, classrooms are well organised, pupils are given sufficient time to complete their work and teachers' expectations are higher.

35. The quality of teaching for children aged under five is good overall. In the lessons observed, teaching was never less than satisfactory and over four fifths of lessons were good. There is an appropriate emphasis on developing pupils' speaking and listening skills, which enables them to make good progress in other areas of the curriculum. The teacher and non-teaching assistant engage children in both planned and spontaneous conversations, talking with them as they work. They have established regular routines and set high expectations for patterns of behaviour. They encourage pupils to look at and share books appropriately and are developing their awareness of the sounds created by patterns of letters in rhymes and familiar words. The teacher, who is on a teacher exchange from Canada, and the non-teaching assistant have good knowledge and understanding of the needs of young children, as well as of the nationally agreed Desirable Learning Outcomes. They plan from the documentation prepared by the regular teacher, and work together effectively to meet the needs of all children. They also provide very caring support; encourage and praise children

frequently, and show sensitivity to their individual needs and feelings. Ongoing assessment of the children's attainment and progress is used well to inform the planning of future work. Good use is made of the available space, and the classroom is well organised, providing a colourful and stimulating learning environment. However, there are insufficient opportunities for pupils to engage in planned outdoor play.

36. At Key Stage 1, the quality of teaching is good. At this key stage, of the 21 lessons observed during the inspection, six were very good, eight were good and seven were satisfactory. The quality of teaching is very good in art, and good in English, mathematics, science, religious education, music and physical education. It is satisfactory in geography, history and design and technology, and unsatisfactory in information technology. At this key stage, the strengths of teaching are careful planning, based on clearly defined learning objectives, and good management of pupils. The main factors, contributing to the unsatisfactory teaching of information technology are the lack of planned opportunities for learning, insufficient emphasis on all strands of the subject, and inadequate subject knowledge.

37. At Key Stage 2, the overall quality of teaching is good. At this key stage, of the 21 lessons observed during the inspection, three were excellent, seven were very good, seven were good and four were satisfactory. As a result of this good teaching, the rate of progress made by pupils increases significantly through the key stage. At Key Stage 2 as a whole, the quality of teaching is very good in English, mathematics, art, music and physical education. It is good in science, geography, history and religious education, and unsatisfactory in information technology. The key features of good teaching in this key stage are: high expectations, enthusiastic delivery, thorough planning and teachers actively teaching for the whole session. Unsatisfactory teaching in information technology is characterised by insufficient opportunities for pupils to practise skills and insufficient coverage of the different strands of the information technology curriculum.

38. Teachers generally have sufficient subject knowledge, except in information technology where it is unsatisfactory. The provision of additional classroom support, for example in additional literacy classes, and the special needs support staff, contribute well to the progress of individual pupils.

39. Discipline in lessons is very good in both key stages. Teaching in all classes is characterised by very good, supportive relationships. This results in very good responses from pupils. Pupils in Key Stage 2 regularly work collaboratively and are challenged to produce quality work within well-defined time limits. Teachers in both key stages employ a good range of methods. Lessons often begin as whole class sessions, followed by group or independent work and end with a useful review of the learning outcomes. In Key Stage 2, lessons are characterised by a brisk pace and a variety of tasks well matched to pupils' differing abilities. Work is challenging and interesting and lessons are punctuated with effective teaching points. For example in a very good personal and social education lesson, pupils were learning how to co-operate to achieve a team objective by giving, not taking. Pupils were able to express their feelings about the challenging task of creating four squares from a number of differently shaped pieces. As the lesson progressed, the teacher skilfully increased the number of beanbags in the activity, which demanded quicker responses from pupils. In Key Stage 1, the pace in a few lessons is pedestrian and pupils, whatever their prior

attainment, are expected to do the same work. For example, in a history lesson on houses and homes, all the pupils had the same worksheet to complete and higher attaining pupils were insufficiently challenged.

40. The school has responded successfully to the key issue from the last inspection to improve provision for pupils with special educational needs. They are identified early and taught well.

The special educational needs co-ordinator has ensured the good deployment of the classroom assistants and support staff. Pupils receive very effective additional support in lessons. Support focuses on aspects of literacy and numeracy, but in some cases extends to other subjects such as design and technology. Support staff pay very good attention to the targets, identified in pupils' individual education plans, and enable them to play a full part in lessons. Class teachers plan work well for lower and higher attainers in literacy and numeracy lessons, and use questions well to build on pupils' prior attainment.

41. The quality and use of day to day assessment is good across the school. Lessons build on previous work and often begin with either a useful recap on prior learning, or with a clear sharing of the learning objective to be assessed during the course of the lesson. For example, in a literacy hour session with Year 1 pupils, outcomes from the previous day were reinforced at the beginning of the session to remind pupils about the book, 'Not now Bernard'. All teachers complete useful lesson evaluations that identify key learning points to be followed up with individual pupils. Marking of work is good and best practice encourages pupils to reflect on their mistakes and to correct them.

42. Pupils in all classes are expected to practise reading at home. Spelling homework is given regularly but, apart from autobiographies in Years 5 and 6, there are few opportunities for pupils to carry out independent research and develop their personal study skills.

The curriculum and assessment

43. The curriculum is broadly based, balanced and relevant to pupils' needs. With the exception of information technology, it meets the requirements of the National Curriculum, and religious education is taught in accordance with the local agreed syllabus. At the time of the last inspection there was no policy on equality of opportunity. There is now a good policy in place. The school reflects equality of opportunity in its aims and objectives, curriculum and organisation, including the grouping of pupils. The school ensures a strong emphasis on the teaching of English, mathematics and science. Pupils' attainment in both key stages is promoted well in art and satisfactorily in all other subjects, except for information technology, where it is unsatisfactory. Planning in all subjects of the curriculum contributes towards the spiritual, moral, social and cultural development of pupils. For example, in the literacy hour pupils are encouraged to work together in pairs and small groups; in geography pupils are learning about the lives of people in Africa, and in art, pupils are encouraged to reflect upon the feelings of artists and their work.

44. The emphasis given to literacy and numeracy is very good. The literacy hour is now well established and teachers provide very good opportunities for speaking, listening and reading for a range of purposes. The National Numeracy Strategy has been successfully implemented. There are many examples where mathematics is included in subjects such as geography and

science and good opportunities are provided for pupils to carry out calculations, to measure accurately and to analyse data. In a very good example of cross-curricular work, pupils were developing independent writing skills through a history project on invaders and settlers.

45. Health education encompasses drug awareness, which is well promoted with the assistance of the Ministry of Defence police liaison officer. Sex education is taught well through the science curriculum and is supported by the school nurses in Year 6. Parents are appropriately informed. Swimming is taught very well at Key Stage 2. Overall pupils are prepared well for the next stage in their education.

46. The curriculum is well planned and all subjects have clear policies supported by schemes of work. At the time of the last inspection, schemes of work were not in place for all subjects and it was difficult to ensure progression in pupils' learning. Planning has been revised and good schemes of work, together with long term and medium term plans, are in place for all subjects. Long term plans provide a sound framework for the coverage of the National Curriculum and build on pupils' prior knowledge and understanding. Learning

objectives are clearly identified at the medium planning stage and assessment opportunities noted. Plans are monitored by the headteacher and deputy headteacher to ensure a consistent approach and progression in learning. Not all subject co-ordinators are involved in monitoring planning and this is a particular weakness in information technology.

47. Good provision is made for pupils with special educational needs and fully meets statutory requirements. Individual education plans are drawn up by the special needs co-ordinator and the good balance, between in-class support and pupils being withdrawn, ensures equality of access to the whole curriculum. The needs of higher attaining pupils have also been identified and teachers generally address these by providing suitable tasks. All pupils are guaranteed full access to the curriculum.

48. The curriculum for pupils aged under five is appropriate and well planned to aid the systematic development of skills and promote the attainment of the Desirable Learning Outcomes by the age of five. Provision remains limited by the lack of sufficient outdoor play facilities and equipment to support learning in an outdoor environment. Plans are already in place to address this. All areas of learning are taught and the literacy hour is well established.

49. All pupils have equal access to extra-curricular activities. Teachers plan their work effectively and enable pupils to work at an appropriate level. The school monitors pupils' achievements by gender, attainment and background to ensure fairness of treatment.

50. There is a variety of extra-curricular activities, which include football, netball, rounders, recorders, singing, dancing and cross country. These high quality clubs are well attended and have a positive impact on the education provided and the standards achieved. For example, the music and dance club promotes high standards in singing and the cross country club makes a significant contribution to pupils' physical development. Educational visits support curriculum topics, such as the visit to the Grundy art gallery and Worthington Lakes. The learning opportunities that are provided by these visits are very well planned and effective in promoting learning. The setting of homework is inconsistent and provides too few opportunities for pupils' to develop their personal study skills.

51. Since the last inspection the school has improved significantly the arrangements for assessing all pupils on entry. All pupils are assessed within three weeks of entry and the information is used well to provide support for individual needs. The system is monitored closely by the special educational needs co-ordinator. As well as the statutory tests for pupils at the end of both key stages, a wide range of standardised tests are carried out each year. The results of these tests are analysed and pupils' progress tracked, in order to monitor curricular quality and inform future planning. The information is used effectively to provide targets for individual pupils and to predict outcomes in future statutory tests. The frequent transfer of pupils makes forecasting challenging for staff. All teachers keep detailed records and examples of pupils' work in pupil assessment folders. These records cover all the attainment targets of the National Curriculum and are passed from one teacher to the next. Teacher assessments of National Curriculum levels, in English, mathematics and science, are satisfactory. A sound transfer record is produced for pupils moving mid-year. Clear, informative reports, covering all subjects of the National Curriculum and religious education, are sent out annually to parents. Informal assessment in lessons, mainly by observation, is continuous and effective, with teachers knowing their pupils well and ensuring that each pupil

is presented with appropriate challenges. The assessment of pupils' progress in information technology is unsatisfactory because little information is recorded and it is not used adequately to inform future planning. The marking policy is good. All work is marked and there are some good examples where the marking includes information to pupils to help move their learning forward. This has a very good impact on attainment and progress.

Pupils' spiritual, moral, social and cultural development

52.The spiritual, moral, social and cultural provision for pupils is of a high standard. Their spiritual and moral development is very good, whilst their social and cultural development is good. This represents an improvement since the last inspection when spiritual and moral development were good and social and cultural development were sound.

53.

53.The spiritual development of pupils is very well supported in religious education and in school assemblies. One very good whole-school assembly promoted pupils' recognition of their own value and importance. Some classes also provide for moments of reflection during the day to consider what they have just been told or have learnt in, for example, religious education, science, music and dance. Spiritual, moral, social and cultural development is also specifically referred to in the science curriculum. For example when learning about light, pupils are asked to consider its importance in religious festivals.

54.The school's approach to spiritual, moral, social and cultural development was seen at its best when it enabled pupils to deal very sensitively with the sudden death of a member of the school staff. Pupils contributed to a book of remembrance in which they discussed their feelings. The book was later presented to his widow.

55.All the adults in the school provide excellent role models and pupils understand clearly the need to distinguish right from wrong from the moment they start school. Moral issues are explored in assemblies and lessons, including the literacy hour. Very good relationships exist throughout the school, between staff, staff and pupils, the children themselves, parents, governors and all those connected with it. Pupils have been involved in formulating school and class rules. The school rewards pupils' good behaviour, effort and attainment, with a system of certificates and awards which it encourages pupils to value and strive for.

56.In an outstanding assembly on electricity given by the Year 3 and 4 class, the pupils taking part gave good support to each other and involved the children watching them. The theme of the assembly, which combined drama and music, was the need for all in the school to link as a circuit if it was to function effectively as a community.

57.There are many opportunities for pupils to take responsibilities for tasks around the school, and they relish them. Older pupils look after the younger children and are becoming more responsible for overseeing outdoor games at breaks and lunchtimes. They help in the school library, and pupils selected by teachers are given posts of responsibility in Years 5 and 6 as house captains and vice-house captains.

58.All pupils participate fully in the life of both the school community and the base. They take part in many sporting events, winning last year's local schools' football tournament. They

become involved in the wider community by supporting charities. Given their background, the children have a good basic understanding of serving the community and the responsibility this brings. This understanding is further developed in school and their efforts are rewarded by a good citizen award sponsored by the local Rotary Club.

59. Whilst the children come from a relatively closed community, they are given many opportunities to celebrate both their own cultural traditions and those of others. Pupils have opportunities to meet visitors from other faiths and cultures. Excellent assemblies further promote this knowledge and understanding. They are given a good introduction to music and art from a wide range of cultures, and older pupils are able to talk about them. Year 6 pupils, for example, have a sound knowledge of other faiths, such as Islam, Hinduism, Judaism and Sikhism, recognising that many faiths share some common features such as festivals, rituals and caring for others.

60. The very good provision made for the pupils' spiritual and moral development and the good provision for their social and cultural development is a significant strength of the school. It makes a very important contribution to the excellent ethos of the school and allows pupils to take full advantage of the many educational opportunities open to them.

Support, guidance and pupils' welfare

61. When children enter the school, very often having been in a number of schools and at different stages of their education, they benefit immediately from the very high quality support guidance and welfare provided for them in a caring and supportive environment.

62. There are good arrangements for gaining information on what children know and can do, and this is used effectively to plan for individual needs. Teachers set great store by getting to know their pupils well and use this knowledge to support their personal development very successfully. Detailed notes are kept where there are particular concerns, and the progress all pupils make in their personal development is reported to parents in the annual reports on their children.

63. There are very good arrangements to monitor behaviour and attendance. All within the school are aware of them and respond well to them. As a result the school is a very orderly community where pupils know what is expected of them. The headteacher is the named person responsible for child protection. He is awaiting further training and will then carry out training for all adults in the school.

64. The health, safety and general well-being of the pupils are underpinned by a range of clear useful policies such as a Code of Conduct and Discipline, including a statement on bullying, marking, lunchtime supervision, and health and safety, all of which are applied consistently. The few instances of bullying are dealt with swiftly and sensitively by the headteacher. Pupils also benefit from the support of visiting specialists, who include: educational psychologists, the hearing impaired service, health visitor, educational welfare officer, Ministry of Defence police liaison officers, two nurses and a doctor.

65. The very good support, welfare and guidance made available for pupils is a very strong

feature of the school and enables pupils to take advantage of the many opportunities provided so that they can make good, and sometimes very good, progress in their learning.

Partnership with parents and the community

66. The school is very successful in making parents feel an important part of the school community and they are encouraged to join in a partnership of learning. All parents have signed the home-school agreement. They are very supportive of the school and appreciate its efforts to provide a high quality education for their children. The school's initial partnership with parents of the under-fives is very effective.

67. The school's determination to work closely with parents is underpinned by a policy setting out procedures to ensure that it is effective. Parents are welcome in the school and many help in classes, giving valued and valuable support to teachers, as was observed during the inspection. Parent helpers fill in a form setting out what they can offer, and there is a questionnaire to analyse their involvement. The school also seeks the views of parents in a general survey and frequently takes action on their comments and suggestions.

68. Useful and clear advice is given, to parents of each age group, in booklets on how they might help their children in numeracy. Letters have also been sent home to explain their role in supporting literacy. Home-school reading diaries are provided and taken seriously by parents and teachers, who comment on the progress children are making in reading. The school has developed a good partnership with parents of special educational needs pupils.

69. Reading and spelling homework is set regularly but, apart from a few good examples in Years 5 and 6, homework is not used regularly to build on what had been taught in the classroom and to encourage pupils to undertake their own research. Homework is not set consistently across the school, but this weakness is being addressed through a draft homework policy that is to be introduced shortly.

70. Parents are given information on school policies and issues through the prospectus, and of school events by regular newsletters. They are kept informed of their children's progress through two consultation evenings a year and the headteacher and staff are always available to meet with parents. Annual reports tell them what their children know and can do, the progress they make and contain targets for improvement, and parents have the opportunity to discuss them with teachers.

71. The good links with the army have been maintained, particularly through the close involvement of the Families' Officer, whilst links with the outside community and industry have been improved since the last inspection. There are links with the Ministry of Defence Police, who supported a drugs awareness programme, the local police who gave lessons on personal safety, the local churches and other places of worship. Community understanding is also fostered through visits to local museums and places of interest. There have been effective links with the regional electricity company on energy conservation, local theatres, the local building contractor and the Blackpool illuminations factory.

72. The very good links with parents and the army, together with improving links with the

local community and industry widen the experiences available to pupils and help them make good progress in their learning.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

73. The quality of the school's leadership and management is very good. The previous inspection report found that the school was generally effective in meeting its stated aims but that it gave insufficient attention to improving pupils' standards of attainment. It also found that the newly appointed headteacher and governing body provided sound leadership and management of the school. The improvement made since the last inspection is good. Significant changes to the school's population have presented a number of challenges, to which the school has responded well. There has been a very high turnover of pupils and a number of changes in the governing body. In the context of these circumstances and the demands of new curricular initiatives, the headteacher, governors and staff have achieved much in a short time. In this school, standards are considerably influenced by the high level of turnover of pupils and by the lack of educational continuity experienced by many of the pupils. In order to address these issues and to respond to recommendations from the last inspection, the school has introduced consistent policies and schemes of work that provide a degree of flexibility to respond to pupils' needs. There is an agreed system for planning and assessment that is consistently applied. There have been significant changes in the way English and mathematics are taught, and the school's resources have been updated and greatly improved, especially in English. Staff morale is very high and the school has a very good capacity for further improvement.

74. The headteacher provides very strong, caring and effective leadership. He has a very high profile around the school and leads by example, such as conducting excellent assemblies. Parents are pleased that the headteacher is readily available to meet them, both formally and informally. He has a clear vision for the school that is shared by staff and governors. Priorities are communicated well through the school's agreed development plan. The plan is very detailed and regularly evaluated. It charts developments in both the short and long term, and includes clear time indications as to when each target will be met. The action plan, drawn up as a result of the previous inspection, has supported the school's desire to improve. All former weaknesses have been targeted and necessary improvements have been brought about. There is a comprehensive range of documentation that is excellently presented and supports the work of the school. The headteacher has developed good links and effective communication with the army, particularly with the Families' Officer. Owing to the uncertainty of the regiment's future movements, it is not possible to predict accurately projected intakes or movements of pupils. However, the headteacher arranged, through the army, a very good liaison visit to Cyprus in 1997, to meet pupils and their families and ensure good induction procedures. The headteacher receives very good support from the deputy headteacher and subject co-ordinators. The development of the subject co-ordinator's role has been given a high priority this year, as subject co-ordinators for information technology, history and geography have taken on new responsibilities. The headteacher provides very good support for all staff, including additional induction support for a visiting Canadian exchange teacher.

75. The role of curriculum co-ordinators is well developed. For example, policies are in place and staff are supported by detailed schemes of work and agreed assessment procedures. In the key subject of English the co-ordinator has monitored the quality of

provision and provided staff with useful feedback. Test results have been analysed and this information used to promote a greater emphasis on spelling and writing. This very effective system is being extended to mathematics to support the introduction of the National Numeracy Strategy, and to other subjects in the future according to a specific timetable.

76.The leadership and management promote equal access by all pupils to the full range of opportunities for achievement provided by the school.

77.The special needs co-ordinator, despite limited release time, manages very effectively a team of able support assistants and parent helpers. Administrative tasks are kept up-to-date and pupils' individual education plans and statements are regularly reviewed. Meticulous records are kept of pupils' pastoral and academic needs and progress made. The school's special needs policy complies with the requirements of the national Code of Practice. For example, an up-to-date special needs register is kept on pupils who have been identified as needing additional support or who have full statements.

78.The governing body is subject to frequent change. Governors are very committed to the school and receive good curricular and financial information to maintain an overview of strategic developments. Governors are well led and have a satisfactory strategic view of the school's future development, within the context of its ever changing circumstances. The school's aims to address the needs of individual pupils, develop positive attitudes and to develop links with the community are well met, except in relation to information technology. Several governors regularly visit the school and there are useful subject and class links to provide focus. Governors with specific responsibilities, such as literacy and special needs carry out their roles conscientiously and are well informed about developments. A range of statistical data is reviewed, to monitor progress, and governors are well informed about the factors that affect data analysis at the school. Overall the school has managed the implementation of the literacy hour very well and is introducing numeracy equally well. Governors meet regularly and, through their sound committee structure, they are developing their roles and responsibilities with respect to monitoring standards and the curriculum. There is a good, but not formalised, sex education policy in practice at the school. The information technology curriculum does not fully meet statutory requirements because there is insufficient emphasis on all strands of the subject. This is identified as a priority for development in the school's information technology development plan for the year 2000.

79.The school meets its statutory requirement in the provision of a daily act of collective worship. The school has ensured an excellent ethos. All staff work very hard to provide a stimulating and effective learning environment. Pupils' attitudes to work and behaviour are very good and relationships are very supportive. The school works very successfully, in partnership with parents, to help pupils develop self-esteem and to foster a love of learning. The warm welcome extended to new pupils and their families has enabled them to settle quickly and happily into the life of the school.

Staffing, accommodation and learning resources

80.The school's financial arrangements with the local authority allow generous staffing levels. One teacher, without class responsibilities, supports groups of pupils within lessons, takes

physical education for some age groups and is responsible for teaching information technology.

81. The staff is suitably trained for the age group and is generally very experienced. The level of expertise amongst the staff represents an improvement since the last inspection. The school has a good number of effective classroom assistants who attend all staff meetings and training sessions. They work closely with teachers and give good support to both them and the groups of pupils with whom they work. The staff work very well together as a team and their commitment to high standards provides an excellent role model for the pupils.

82. The reception teacher is on a year's exchange in Canada and a Canadian teacher is now taking her class. Very good arrangements were made to support her with policies and plans before her arrival and she is now receiving help from all teachers in the school. There are equally effective arrangements in place for the induction of new staff and the mentoring of newly qualified teachers.

83. Appraisal is up to date and all staff have an annual professional development interview with the headteacher at which their job descriptions are discussed, amended and agreed. Very good arrangements are in place for staff training, which in the last two years has focused on literacy and numeracy. This has already had an impact on the quality of teaching and the standards achieved by the pupils. Whole-school training needs are identified in the school development plan, whilst individual professional requirements stem from appraisal and the professional development interview.

84. The quality of the accommodation is very good. There is sufficient space within the building and very attractive outdoor spaces to teach all subjects of the National Curriculum. The school also has use of the army gymnasium and a local swimming pool. A new dining hall is to be provided on the school site to replace the present hall that is outside the school perimeter and across a base road.

85. The staff and governors have made the improvement of the accommodation a priority. The considerable improvements, both inside and out, with interactive displays to stimulate learning through play, provide an exciting and attractive learning environment. A quiet area is to be provided and there already benches, shrubs, plants and paintings to enhance the outside areas. There is, however, no dedicated outdoor play area for the under-fives.

86. The work of the pupils is celebrated through some outstanding displays at a very early stage in the academic year. Other items are used to support learning, for example, number lines, religious education artefacts and historical displays.

87. Resources for learning have been greatly improved since the last inspection, and overall the school is well resourced to teach all subjects of the National Curriculum. They are very good in English, art and physical education; good in mathematics, science, design and technology, religious education, music, and for pupils with special educational needs, satisfactory history and geography and unsatisfactory in information technology. Books and other resources are well monitored and reflect the school's commitment to equality of opportunity for all of its pupils.

88.The good levels of staffing, together with very good arrangements for in-service training and good resources for learning, make a very valuable contribution to the high quality of education the school provides in a very good learning environment.

The efficiency of the school

89.The efficiency of the school is very good. The weaknesses identified in the school's financial management and planning in the previous report have been tackled successfully. The headteacher, staff and governors now have a shared understanding of the aims and objectives of the school and manage the budget carefully to meet them with appropriate medium and long term financial planning. Money is now targeted on achieving the school's priorities.

90.The school has made raising the standard of teaching, and improving the quality of the accommodation and resources, priorities of the school development plan and these have very largely been achieved. At the time of the last report, the school had faced considerable financial difficulties in having had to cope with the fluctuating number on roll. A formula was worked out with the local education authority, which has ensured stability and the ability to maintain generous staffing levels. New funding arrangements are to be introduced and the headteacher is working on a budget that will minimise any adverse effect on the school. The school now makes good use of all the resources available to it, including money, staff and time in all subjects, other than in information technology.

91.Financial control and school administration are good. A county audit in June this year found that the financial management of the school was of a good standard and led to efficient and effective management of the resources available. Some minor recommendations were suggested and are being implemented.

92.The headteacher and governors have clear procedures for ensuring value for money when purchases are made. The head, senior management team and staff also have good arrangements to evaluate the effectiveness of spending decisions on raising standards of achievement. Governors monitor the effect of spending through the school development plan, reports from staff and visits to the school, but these procedures are still being developed. The school makes good use of all the grants and funds made available to it, for example for pupils with special educational needs, the training and standards fund. The deployment and use of staff, resources and accommodation is good.

93.Given the nature of the catchment area, the schools' expenditure per pupil is high. Pupils enter the school with below average attainment, both in reception and mid-year. Pupils make good progress and sometimes very good progress in their learning, particularly in English and mathematics. Pupils with special educational needs make very good progress overall. In light of the high quality of education the school provides and the very good attitudes, behaviour and personal development of pupils the school provides very good value for money for all the resources available to it.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

94. There are 16 children under the age of five in the reception class. Arrangements for admission are good and include interviews with parents, an induction meeting, an information booklet, and a carefully managed start for each child, during which parents are welcome to stay until they are confident that their child is settled. The majority of children come to school with social, linguistic and mathematical skills that are below average for their age. The school has very effectively improved its provision for children under five since the last inspection. The 1995 report stated that children were making sound progress in all the areas of learning for children under five. They are now making good progress in all areas of learning except physical development, where progress is satisfactory. Despite the good progress being made, a significant number of children enter Key Stage 1 with literacy and mathematical skills that are below average for their age.

Personal and social development

95. On entry to the reception class, a significant number of children have poorly developed social skills. However, they make good progress in their personal and social development. They settle well into the caring and safe environment where basic routines and high expectations are fostered. They enjoy a wide range of stimulating activities. The teacher and classroom assistant place great emphasis on the development of children's self esteem, confidence and independence. As a result, children respond positively to new challenges, displaying enthusiasm and enjoyment in their work and play. They listen attentively and soon begin to sustain concentration for longer periods. Most of the children soon learn to play well together and know how to take turns and share. They are polite and friendly. Strong relationships with the adults are quickly forged and children are generally caring towards each other. Most of them behave very well with a good understanding of right and wrong. The well structured activities support children's personal and social development effectively, encouraging co-operative play, and consideration for others. The structure of the day ensures that there is a sound balance between independent development and the learning of social skills in the larger group.

Language and literacy

96. The majority of children in the under fives have low attainment in language and literacy. Many of the children have a limited vocabulary when they first come to school, and are not able to engage in extended conversations with adults. Children make good progress in all areas of language. Within the reception class the development of language and literacy is given a high priority. Rich opportunities are provided for children to improve their speaking and listening skills. They enjoy stories, poems and rhymes in a variety of settings. The staff provide a wealth of opportunities for children to develop their early literacy skills. Effective questioning encourages children to give considered answers. A good example of this was seen where the class teacher, in the role of a roving reporter, effectively encouraged children to talk about themselves. The emphasis placed on early reading and writing skills is evident in

many activities. Children enjoy books and handle them carefully, many behaving like readers. They know that marks and letters carry meaning, and they attempt to write, some with recognisable letters, others making recognisable marks. Children know that words and pictures carry meaning, and are beginning to associate sounds and letters. Most can recognise their name and some higher attaining children are able to write their names independently.

Mathematics

97.Children experience a good range of practical activities to further their understanding of number, shape and measures. Through discussion during numeracy sessions, children extend their vocabulary to be able to describe relationships and space. They name shapes, such as square, circle and triangle, and talk about bigger and smaller. Children make good progress in learning early number skills. They rehearse familiar number rhymes, such as ‘Five Fat Fleas’, with enjoyment and join in counting games. Many recognise and order numbers to 10 and higher attaining children go beyond this to twenty. The majority of children count forwards and backwards to five and higher attainers can solve simple problems such as ‘one more than’ and ‘one less than’.

Knowledge and understanding of the world

98.Children under five make good progress in their knowledge and understanding of the world, and attain the outcomes expected at the age of five. They talk with interest about experiences and events which have taken place in and out of school. Activities such as nature walks and farm visits are used successfully to develop their knowledge of nature and of the local area. Children are encouraged to observe the passing of the seasons and to describe the weather. They begin their studies of information technology with use of basic computer programmes. Children use the mouse to control the screen cursor when moving images across the screen. Children were observed making effective use of their sense of hearing as they identified ‘secret’ sounds.

Creative development

99.Children’s progress in creative development is fostered well through singing and making music with instruments, through painting and making models, and through imaginative play. A rich curriculum in this area of learning enables children to make good progress. There are appropriate opportunities to use a wide range of materials, to explore colour, shape and texture and to enjoy music. They use a range of materials and tools to express their ideas. They use malleable play dough with cutters and other tools to make specific shapes and models. Children paint using a variety of colours and paper of different shapes. Higher attaining children make effective use of their numeracy skills when describing their shapes. These children make effective use of different shades of blue in their painting. Children gain experience of playing a range of musical instruments which they use to accompany their singing of songs as they develop an understanding of loud and soft sounds. Such experiences make a good contribution to children’s spiritual, social and cultural development.

Physical development

100. By the time children are five they demonstrate average attainment in physical development. Children make sound progress in developing their physical control, mobility and awareness of space. Physical education lessons in the school hall provide good opportunities for children to learn to move in space, improve their balance and develop physical skills. However, provision for frequent and free physical outdoor play with a range of large toys and climbing apparatus is inadequate. Fine motor skills are developed as children use tools such as scissors, crayons, and construction kits in their work.

Teaching

101. The quality of teaching is good. Staff are calm and friendly in their management of pupils, who are made to feel valued and confident. Management of pupils ensures that there is good behaviour and a purposeful atmosphere in which to learn. Staff have sound knowledge of the areas of learning, but are particularly aware of pupils' needs in language and literacy, and this has a positive effect on children's attainment. Adults explain clearly, and ask questions which help children to think. In managing group work, their interventions give high priority to encouraging language development, to good effect. A good example of this was seen where the teacher and the classroom assistant were promoting children's mathematical vocabulary as they worked in groups. The quality of the discussion with the children enriched their vocabulary and held their attention. Staff plan activities competently and carry them out successfully. The dedicated members of the team have created well organised and attractive areas, within which they provide appropriate, demanding activities to extend all pupils, including the more able. No opportunity is lost to reinforce learning. Children who are identified as having special educational needs are given careful and appropriate support and make good progress. There are good systems in the nursery for keeping track of each child's progress, and the information is well used when planning future work. Teacher and classroom assistant work well together in setting clear expectations about children's behaviour. Their discussions and interventions are highly effective in getting children to talk, to think, and to behave well.

102. ENGLISH, MATHEMATICS AND SCIENCE

102. English

102. Since the last inspection report standards have fluctuated each year due to the frequent changes in the school's population. Analysis of the national end of Key Stage 2 tests for 1998 shows that the proportion of pupils reaching Level 4 and Level 5 in English was well below the national average. When the average of the school's test data is compared both with all schools and with similar schools, it shows that the results are very low. When the end of Key Stage 2 test results at Level 4 for 1998 are compared with those achieved by the school in 1996, they show a significant decline in standards. However, these statistical comparisons must be treated with the utmost caution in view of the exceptional circumstances of this school, which include a very high turnover of pupils, and a significant proportion of pupils with special educational needs. The unusual combination of these circumstances means that comparisons with 'similar' schools are particularly unreliable.

103. The evidence of this inspection shows that the proportion of pupils who are on course to attain average or above average standards by the end of Key Stage 2 is in line with the national average. There are no significant variations between boys and girls. These findings indicate an improvement since the previous inspection, but they are very different from the school's 1998 test results and show how standards can vary from year to year in this school, depending on the composition of each year group of pupils. The 1998 Year 6 cohort contained a high proportion of pupils with special educational needs who had only arrived from Cyprus three months before the tests. The current Year 6 contains fewer pupils with special educational needs, no pupil is disapplied from the National Curriculum, and there are fewer pupils who are relatively new to the school. The recently released results for 1999 show 76 per cent of pupils gained Level 4 and above in English compared to 0 per cent in 1998 and there was a significant difference between the performances of boys and girls. The considerable difference between teacher assessments, 43 per cent, and actual results, 76 per cent, is largely due to the impact of booster classes that operated after teacher assessments had been completed. The school exceeded its agreed literacy targets for 1999 by 24 per cent.

104. Analysis of the national end of Key Stage 1 tests and assessments by teachers for 1998 shows that in reading and writing the proportions of pupils who attained Level 2 and above, and Level 3, were well below the national average. When the school's test data are compared with those of all schools, and with similar schools, they show that pupils' results in reading and writing are very low. When the end of Key Stage 1 test results are compared with those for 1996 and 1997, they show a sharp decline in standards. However, as with the Key Stage 2 results, statistical comparisons are unreliable because of the school's unusual circumstances. The recently released results for 1999 show significant improvement. In 1999, 78 per cent of pupils aged seven gained Level 2 and above in reading compared to 70 per cent in 1998. In writing 64 per cent gained Level 2 and above in 1999 compared to 45 per cent in 1998. The inspection findings indicate no significant variations in the attainment of boys and girls.

105. By the end of Key Stage 1, attainment in speaking and listening and in reading is in line with the national average; in writing it is below. Pupils attain average standards overall in literacy. These findings indicate an improvement since the last inspection. The inspection findings differ greatly from the school's 1998 test results for the reasons already given. By

the end of the key stage, pupils attain sound standards in speaking and listening. They participate in class and group discussions with growing confidence, speaking clearly and listening carefully to each other and the teacher. They are given many opportunities to present their work to the rest of the class in plenary sessions, at the end of the literacy hour, which they do with confidence and enjoyment. By the age of seven, pupils attain average standards in reading. Most pupils read simple text accurately and with great enthusiasm and expression. They discuss ideas, characters and events in stories and poems. Pupils generally use a combination of strategies to read unfamiliar words and establish meaning. Higher attaining pupils read independently from a range of texts including fiction and non-fiction. Pupils attain below average standards in writing. In 1999 no pupil gained Level 3 in writing. Pupils write and develop their ideas in a sequence of sentences, some of which are demarcated by capital letters and full stops. Simple words are spelt correctly but letters, although formed correctly, are not joined.

106. By the end of Key Stage 2, most pupils attain average standards and a significant proportion attains above average standards in speaking, listening and reading. In conversations and class discussions, pupils listen attentively and speak confidently and audibly, describing events, conveying opinions and expressing ideas. Most pupils read fluently and accurately, and are able to read a range of fiction, poetry and non-fiction texts with understanding and enjoyment. Pupils read aloud with very good expression and variety of tone, as when pupils in Years 3 and 4 presented a play about The Bumbles. Many are able to give a brief resume of a book and to make simple predictions about characters and events in a story. Higher attaining pupils read challenging texts, which have complex narrative structures and include figurative language. Pupils read and respond to poetry, and are beginning to use inference and deduction when examining a text. Higher attaining pupils can locate and retrieve information from the library and CD ROM applications. The school is implementing the literacy hour effectively at Key Stage 2, and pupils are becoming familiar with a broad range of authors, poets and genres.

107. By the end of Key Stage 2, in writing pupils attain average standards. A few pupils attain above average standards. Pupils write in a variety of forms, adapting their writing well for the intended purpose, and organising and presenting their ideas in well-structured and grammatically correct prose. For example, in Year 6 pupils have written autobiographies and presented them in their own chosen style. They use a broad range of vocabulary to good effect, and the spelling of words that conform to regular patterns is generally accurate. Punctuation is used correctly, handwriting is fluent, joined and legible, and work is neatly presented. Higher attaining pupils use words imaginatively and thoughtfully to create a particular effect, and spell increasingly complex words accurately. They organise sentences into paragraphs, and use speech marks, commas and apostrophes correctly.

108. At Key Stage 1, pupils enter with standards below national expectations and leave with standards in line for speaking, listening and reading and make good progress overall. Pupils become increasingly able to communicate their ideas verbally in a clear and structured way. They learn to use their knowledge of letters and sounds when reading unfamiliar words, and increase their knowledge of spelling patterns and grammatical rules. Pupils begin to use a wider range of punctuation in their writing as they move through the key stage, and their handwriting improves in consistency and neatness. Higher attaining pupils are challenged in their work through appropriate group tasks set during the literacy hour.

109. The majority of pupils entered Key Stage 2 from Cyprus in 1998 with standards below average in English. Within eighteen months, Year 6 pupils have made very good progress to attain standards in line with national expectations. Pupils make very good progress at Key Stage 2, as they build on previously acquired skills and knowledge in speaking and listening, reading and writing. There are numerous other opportunities for pupils to develop their speaking and listening skills across the curriculum, particularly in the excellent assemblies and school concerts and performances. In lessons where pupils made very good progress it was as a result of very good teaching. For example, in a lesson Year 3 and 4 pupils of all abilities made very good progress in their literacy skills due to very good support using additional literacy materials. Overall this very effective session enabled all pupils to make further gains in their knowledge and understanding of basic literacy skills. Pupils with special educational needs make very good progress overall, due to the very good support they receive from classroom assistants, which is focused on the needs identified in their individual education plans. No pupil in the school has English as an additional language or is from a traveller family.

110. Pupils demonstrate positive attitudes to their work throughout the school. They concentrate well, particularly when working in groups and participate with enthusiasm in whole class shared activities in the literacy hour. Pupils listen well, and are eager to offer ideas and suggestions in class and group discussions. Older pupils generally behave well and can work together responsibly. For example, pupils in Year 3 worked together to present a playscript; they allocated parts and rehearsed, recorded and appraised their own performance.

111. The quality of teaching in the subject is good at Key Stage 1 and very good at Key Stage 2. Teaching was good or better in 89 per cent of lessons and very good or better in 56 per cent, mainly at Key Stage 2. No unsatisfactory teaching was observed. Teachers plan their lessons in great detail and have a good knowledge of the National Literacy Strategy. They all implement the literacy hour effectively, ensuring that lessons move at a brisk pace and provide appropriate levels of challenge for pupils in different year groups, and at different levels of attainment, within each class. Plenary sessions at the end of the literacy hour are used effectively to enable pupils to report back to the whole class about what they have achieved in group work. Teachers build in numerous opportunities for pupils to develop their speaking and listening, reading and writing skills, both in English lessons and in other areas of the curriculum. Appropriate attention is given to the teaching of phonics, spelling, punctuation, grammar and handwriting. For example, in Year 2, pupils are learning how to record words spoken in 'speech bubbles' and in Year 6, pupils are using a range of punctuation to amend the longest sentence in the world. Effective use of questioning by teachers focuses the pupils' attention to specific learning points. The quality of teaching for pupils with special educational needs is very good overall and specifically addresses the targets in the pupils' individual education plans. Classroom assistants and visiting specialist teachers provide very good support and enable pupils to be integrated into class lessons.

112. The subject is very well led and managed by an experienced co-ordinator, who has very good knowledge of the subject and great enthusiasm for it. There is a clear and comprehensive policy and scheme of work that covers all areas of language and literacy and fully embraces the National Literacy Strategy. The useful scheme informs individual teachers' termly and weekly planning. There are good assessment procedures in place and recording

and reporting is consistent across the school. The co-ordinator has undertaken monitoring of the literacy hour in every class, and has provided very helpful and supportive verbal and written feedback to all teachers. The arrangements for additional literacy support are exemplary and are making a significant impact in raising standards by providing extra support for pupils identified through appropriate assessments. Guidelines are followed and parents report very favourably on the home learning materials. The co-ordinator has ensured all staff are appropriately trained, including support staff and has greatly increased the number of resources available for the teaching of literacy, including 'big books', group texts, poetry books and language games and activities. The range, quality and quantity of resources are very good and used efficiently, but information technology is underused in most classes to support learning. The library is well stocked with good quality books and is constantly being reviewed and improved. Pupils have limited library skills, until upper Key Stage 2 when appropriate skills are taught to prepare pupils for secondary education. Literacy is taught daily, and the time allocated to it is used very effectively. Pupils' literacy skills are developed well across the curriculum. In Year 1, pupils read labels on historical artefacts by using the first letter sound and in Year 3 pupils use reference books to write independently about Monet in art and identify the reasons for Boudicca's revolt in history. The teaching of the subject meets the requirements of the National Curriculum.

Mathematics

113. At the time of the previous report in 1995, standards were below the national average at the end of each key stage. End of key stage assessments for pupils aged seven in 1998 show attainment in mathematics to be broadly in line with the national average. When compared with results of schools with pupils from similar backgrounds, attainment in mathematics was below average. The results of the national tests for pupils aged eleven in 1998 show that standards of attainment were well below the national average and very low when compared to similar schools. These Key Stage 2 results for 1998 relate to only six pupils, of whom four were at the school for less than three months before the tests, and three were on the school's register of special educational needs. Inspection evidence indicates that standards now are broadly in line with the national average at the end of each key stage. The recently released results of the 1999 tests confirm this judgement. There has been a very significant improving profile across both key stages since the last inspection. The co-ordinator has ensured the successful implementation of the National Numeracy Strategy and has improved the quality of teaching by providing courses for colleagues. These initiatives, including a greater emphasis on mental mathematics and the introduction of a new scheme of work, are having a very positive impact on standards.

114. By the end of Key Stage 1, the majority of pupils use and apply mathematics to solve problems and are developing an appropriate mathematical vocabulary. They discuss their work using appropriate language and present their findings using tables and simple diagrams. They are developing confident mental calculation skills. They add and subtract numbers up to and beyond 20, count in twos, fives and tens and understand place value to 100. A few higher attaining pupils are developing their own strategies when using number patterns to solve problems. Higher attaining pupils count in tens from two to one hundred and twelve. All pupils, including those with special educational needs, have a good knowledge of two- and three- dimensional geometric shapes. They use the correct names for

the shapes and identify them using their properties. Higher attaining pupils classify 3-dimensional and 2-dimensional shapes in various ways using mathematical properties such as number of faces, vertices and reflective symmetry. They are gaining a simple understanding of rotational symmetry. Pupils throughout the key stage display data using pictograms and block graphs, and interpret them to obtain information required.

115. By the end of Key Stage 2, pupils have a good understanding of number work, which is central to the requirements of the National Curriculum. They describe number patterns and relationships, including multiple and factor. The majority of pupils show an understanding of place value of numbers up to 1,000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1,000. Most pupils' knowledge of fractions, percentages and decimals is well developed. Lower attaining pupils develop a good understanding of decimals and know the place value of the 5 in 4.45. Most pupils are competent at explaining their work and applying their knowledge to everyday problems. Higher attaining pupils have a good understanding of congruency. They measure angles to the nearest degree and have a good knowledge of the language associated with angles. Most pupils measure the areas, perimeters and volumes of shapes using the correct units of measurement, both when counting squares and using formulae. They collect discrete data and record them using a frequency table. Higher attaining pupils understand the use of mode and median. They understand and use simple vocabulary associated with probability, including 'fair', 'certain' and 'likely'.

116. Pupils enter the school with below average levels of attainment in mathematics and they make good progress in Key Stage 1. Pupils of average and above average abilities are well challenged in lessons and make good progress. Pupils with special educational needs make very good progress because teachers are sensitive to their needs and they receive effective support in lessons. Higher attaining pupils in this key stage make good progress, particularly when they are given opportunities to apply and consolidate their mathematics in a variety of contexts within the subject itself and across the curriculum. Pupils of all abilities in Key Stage 2 make very good progress because of the high quality teaching they receive and the interest this generates. The majority of pupils entered Key Stage 2 in 1998 with standards below average in mathematics. Within eighteen months, Year 6 pupils have made very good progress to attain standards in line with national expectations.

117. Pupils throughout the school have very good attitudes to mathematics, and for many it is their favourite subject. Pupils behave very well in lessons and most concentrate well for sustained periods of time. When given opportunities to use their initiative pupils show that they are capable of developing responsibility for their own learning. Pupils take pride in their work, which is generally well organised and presented. Pupils' very good behaviour and the positive relationships between teachers and pupils have a very positive effect on learning.

118. Overall, the quality of teaching is good in Key Stage 1 and very good in Key Stage 2. It ranges from satisfactory to very good in Key Stage 1 and excellent to very good in Key Stage 2. This represents a very significant improvement since the last inspection. Teachers throughout the school have good knowledge of the subject. Planning of lessons is very good; learning intentions are clear and these are appropriately shared with pupils. Lessons are well structured and the teachers determine the pace of lessons. Teachers make very good use of time and grasp every opportunity to develop pupils' numeracy skills. Very good examples of

this were seen when Year 2 pupils were counting forwards and backwards as they lined up to come into class, and where Year 6 pupils were devising mathematical problems as they travelled on the coach to the swimming pool. In the very good and excellent lessons, teachers have high expectations; lessons move at a brisk pace, and teachers make effective use of intervention strategies to further challenge pupils when they are engaged on tasks. An excellent example of this was seen in a Year 6 lesson where pupils were actively engaged in mental calculations. The class teacher used challenging questions to probe pupils' understanding. She did not just accept a pupil's answer that '38 divided by 2 is 19', but wanted to know what strategy was used. Another very good example of effective teaching was observed in a Year 1 lesson in which pupils were ordering cards of different lengths using appropriate vocabulary. The class teacher's very good knowledge of the subject allowed for a well-conceived, clear exposition embracing different branches of mathematics. Teaching had shortcomings in one Key Stage 1 lesson, where the teacher did not make the most of the opportunity to teach a small number of higher attaining pupils rigorously, and expectations of what they could do were not high enough. Throughout the school, marking of pupils' work is good and comments are made on the content and quality of the work to help pupils improve and develop their written work.

119. The subject co-ordinator provides effective leadership. She has been instrumental in the successful implementation of the National Numeracy Strategy and has a clear vision for the future development of the subject. Resources are good, well managed and efficiently used. However, the use of information technology as a tool for learning is underdeveloped. Strategies for assessing pupils and monitoring their achievement are good. Assessment information is well used when planning work for pupils of differing attainment.

Science

120. At the time of the last inspection, standards of attainment in science were reported as being below average at the end of both key stages. In the national tests and assessment results in 1998, teacher assessment shows the percentage of pupils reaching the expected level (Level 2) at the end of Key Stage 1 was, overall, above the national average. The percentage of pupils reaching the higher level (Level 3), was below the national average. Results at the end of Key Stage 2 indicate that the average levels pupils attained in science were well below the national average and were very low when compared with those achieved in schools with pupils from similar backgrounds. Results of the Key 2 tests for 1998 relate to only six pupils, of whom four were at the school for less than three months before the tests, and three were on the school's register of special educational needs. Inspection evidence indicates a significant improvement this year and that standards are now in line with national averages at the end of both key stages. The recently released results of the 1999 tests confirm this judgement. The co-ordinator has benefited from effective inservice training with the result that the scheme of work has been updated and gives good support to teachers. This, together with a greater emphasis on experimental and investigative science, has led to the improvement in standards.

121. By the end of Key Stage 1, pupils understand that materials can be twisted, bent, squashed or stretched and that some materials are permanently changed. They know that materials are chosen for specific purposes, on the basis of their properties, in the building of

houses, for example,. They are able to record their findings using simple tables, drawings and charts. A scrutiny of previously completed work shows that pupils have a simple understanding of classification, and describe the basis for grouping animals in terms such as the number of legs or the way in which they travel. They describe the changes that take place as human beings and animals grow, and recognise that different living things are found in different places. They compare objects and living things, and record their observations using simple tables, sentences and diagrams. They have a good understanding of the functions of some of the organs of the human body, such as the eye and the ear, and compare the effects of similar phenomena, such as the colour of lights, or the pitch of sounds. Higher attaining pupils compare the movement of different objects in terms of speed and direction.

122.By the end of Key Stage 2, written work and observation of lessons show that pupils have a breadth of understanding of all aspects of the programmes of study of the National Curriculum. Within the area of experimental and investigative science, pupils predict what will happen and understand the concept of a fair test. For example, when Year 6 pupils investigate the speed at which solids dissolve, they recognise the need for fair testing and how to vary one factor whilst keeping others the same. Within the area of life processes and living things, pupils identify organs, such as the petal, stamen and stigma of different plants observed. They identify major organs of the human body and identify the positions of these organs. Higher attaining pupils recognise that there is a great variety of living things and understand the importance of classification. In their study of materials and their properties, pupils describe methods, such as filtration, that are used to separate simple mixtures. Year 6 pupils have made efficient, simple filters, using sand, gravel and filter paper to separate a mixture of soil and water. They use scientific terms such as evaporation and condensation, to describe changes. Higher attaining pupils have a good understanding of saturation. Pupils use their knowledge about reversible and irreversible changes to make predictions about whether other changes are reversible or not. Within the area of physical processes, pupils correctly describe and explain physical phenomena, such as how a particular device in an electrical circuit may be switched on or off. Pupils of all abilities show a clear understanding of simple electrical circuits. Higher attaining pupils begin to apply ideas about physical processes to suggest a variety of ways to make changes, such as altering the current in a circuit.

123.Pupils enter the school in reception and mid-year with below average attainment and make good progress as they pass through the school. Most pupils have attended the school for only 18. Teachers and support assistants are aware of the needs of pupils with special educational needs and the work planned for them enables them to make very good progress. Consistent teaching ensures the development of skills in considering evidence, drawing conclusions and explaining results in terms of science as they pass through the school. There are good opportunities in all classes for pupils to carry out experiments, but higher attaining pupils in Key Stage 2 require further opportunities to demonstrate their ability to conduct the whole process of planning and carrying out an experiment.

124.Pupils in both key stages have good attitudes to science. Behaviour is good in lessons and pupils concentrate well. They work well together, taking turns and sharing apparatus. Pupils show respect for their teachers, other adults and each other. When working together, they value each other's contributions and every pupil is made to feel important within the group. They are confident in sharing predictions and answering questions. The very good relationships that exist in classes give pupils the confidence to share their findings with the

class at the end of lessons.

125.The quality of teaching in all lessons observed was good. Scrutiny of pupils' work and of teachers' planning indicates that teaching over time is good. Throughout the school, lessons are well planned and are based on secure knowledge of the subject. All lessons have clear learning intentions and these are appropriately shared with pupils so that they are aware of what they are to learn. Interesting tasks are well chosen with a good balance of information giving and opportunities for pupils to find things out for themselves. A good example of this was seen in a Year 3/4 lesson where pupils were being challenged to break a circuit and to put a suitable object in the gap to close the circuit. Pupils in this lesson were being challenged to predict what would happen when each object was put in the gap. Teachers are effective in assessing pupils' work during lessons and in examining and marking their written work.

126.The co-ordinator is taking part in a teacher exchange programme but inspection evidence indicates that she provides effective leadership. Planning is good, covers National Curriculum requirements and helps to ensure continuity in pupils' learning as they pass through the school. Resources are good, well managed and efficiently used. As in other areas of the curriculum, the use of information technology as a tool for learning is underdeveloped. The subject makes a strong contribution to pupils' literacy and numeracy skills, as well as to their spiritual, moral, social and cultural development.

OTHER SUBJECTS OR COURSES

Information technology

127.Since the previous inspection, the school has not improved standards of attainment at either key stage and these remain below national expectations. As before, pupils are not generally confident in the use of the mouse and keyboard skills and are not able to save and retrieve work without support. Word processing skills are limited and pupils do not regularly have opportunities to draft and re-draft work using the computer. Control technology, data handling, and modelling and monitoring experience are limited. Resources are no longer adequate. The school provides too few opportunities for pupils to learn through information technology. Staff are inadequately trained. This subject does not meet statutory requirements because there is insufficient emphasis on all strands of the subject.

128.By the end of Key Stage 1, pupils can, with support, use a graphics programme to create and print their own pictures. Within the work sample there are examples of short, word-processed passages, but little evidence of re-drafting.

129.By the end of Key Stage 2, Year 6 pupils can use a CD ROM to find information about other countries and to experiment with simulation packages, such as Crystal Rain Forest, for developing geographical understanding. They are not confident in using information technology independently for personal study.

130.Pupils, including those with special educational needs, make unsatisfactory progress in both key stages. They are not introduced to sufficient knowledge and skills at an appropriate level for their ages, to enable them to reach the expected standards by the time they leave school at 11. Word processing is not used as an effective extension of their work in other subjects in order for pupils to feel comfortable and secure in its use. Computer programs are

rarely used in other subjects, such as English and mathematics, and pupils' information technology skills are not systematically developed through other subjects of the curriculum. During the inspection few examples were observed of pupils using information technology to support their learning.

131. Pupils' enjoy the subject and their attitudes are good overall. Behaviour is generally good. Pupils are generally motivated and most work with sustained concentration. They are keen to discuss their learning activities and work well together in pairs or small groups. Boys and girls work equally well together on tasks and pupils with special educational needs participate fully in lessons.

132. Information technology lessons were observed during the inspection across both key stages. Pairs of pupils were observed at work on computers during a few other lessons, but there were limited interactions between the teachers and pupils at these times. The quality of teaching is judged, therefore, on the evidence of direct teaching, the scrutiny of teachers' planning and the amount of progress made by pupils through both key stages. The quality of teaching for information technology is overall, unsatisfactory at both key stages. There is evidence of effective teaching in some classes, but a lack of opportunity in others. Teachers have made little progress in developing their own knowledge and skills of information technology since the previous inspection and many lack confidence in its use and application. Planning does not cater for the needs of higher attaining pupils sufficiently or build on what the pupils already know, understand and can do.

133. There is insufficient focus on ensuring the development of pupils' skills of information technology, and too few opportunities for pupils to practise them. The regular use of the computer, or any other information and communications technology resource, is managed unsatisfactorily in many classes and opportunities to develop pupils' knowledge and skills are not systematically planned. Too often, teachers are building on standards that are below those expected and the computers available have not been reliable or effective in providing appropriate tasks. Resources are unsatisfactory, particularly for control technology, modelling and monitoring. The situation is improving and the school has already identified this subject as a focus for further improvement.

134. The co-ordinator is new in post but has already introduced a good policy and the government endorsed scheme of work, which is already having a beneficial affect on planning. Teachers understand the need to improve their own knowledge and several have already attended training, which is having a positive impact on their own confidence and on the opportunities they provide for pupils in their class. The school has been successful in acquiring additional funds for staff training and it has been accepted on to the National Grid for Learning, which will enable the school to be linked to the internet and extend pupils' learning opportunities.

Religious education

135. Standards of attainment in religious education are in line with the level expected by the local agreed syllabus at the end of both key stages. The previous inspection report indicated that pupils had a sound knowledge of the Christian faith. This is still the case, but pupils

throughout the school now also have a sound understanding of the richness and diversity of other faiths. This represents a significant improvement since the last inspection. Teachers feel well supported by the school's scheme of work, which is closely linked to the local agreed syllabus, and there is good coverage. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths. By the end of Key Stage 1, they know about special places of worship, understand how different faiths celebrate their major festivals, such as Christmas, Easter and Diwali, and know that a major element in many faiths is that of caring for one another.

136. By the end of Key Stage 2, pupils can relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. They know facts about the main faiths in Britain such as Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism. Pupils know that each faith has a Supreme Being, a Holy Centre, and key leaders such as Jesus, Moses, Muhammad and Guru Nanak. They also know that each faith has a Holy Text, for example, the Qur'an, the Torah, and the Bible, and that each gives rules and examples for living such as the Ten Commandments and the five Pillars of Wisdom. They develop a good understanding that religions share some common features. For example, the role of festivals and the importance of giving as well as receiving are well understood.

137. Pupils, including those with special educational needs, make good progress in both key stages. As they become older, pupils develop the maturity to apply to their own lives the meaning of stories such as that of the Good Samaritan and the Prodigal Son, and examples set by people such as Jesus, Guru Nanak and Anne Frank. They show no signs of intolerance towards those whose beliefs differ from their own. Good behaviour and positive relationships contribute to pupils' progress and reflect their attainment in the subject.

138. Pupils' response in lessons is mostly good. The majority of pupils throughout the school show real interest and listen attentively to teachers and to each other. A particularly good example of this was seen in a Year 2 where pupils were listening to their class teacher and to each other as they named places special to them both in school and at home in an introductory lesson on places of worship. The majority of pupils work well together and show confidence when speaking to the class as a whole. They are keen to answer, and to ask relevant questions. Pupils are very sincere when saying prayers in assemblies and at the end of the school day.

139. The quality of teaching has improved significantly since the last inspection. Teaching observed during the week of inspection ranged from very good to satisfactory and was good overall. Teaching is good where the teachers, who have, through their own personal research, become confident in their knowledge of the subject, are more able to motivate pupils' thinking through interesting discussion and rigorous, planned questioning. A very good example of this was seen in a Year 2 lesson where pupils were challenged to go from naming their own special places, such as their bedrooms, to naming places of worship such as churches, mosques and synagogues. Special features of the good teaching are the sincerity and sensitivity with which teachers approach Christianity, other faiths, and the issues raised in lessons. Teaching is generally used well to reinforce moral values and provide recognition of pupils' own value as individuals.

140. The subject co-ordinator effectively promotes religious education throughout the school and has clear vision for its future development. The importance of equality of opportunity and the need to encourage respect for, and understanding of, other faiths is emphasised appropriately in lessons. The teaching of religious education is supported and enhanced by well planned assemblies, acts of collective worship, prayers at the end of the school day, and visiting speakers. There is a very good range of stimulating artefacts to promote knowledge and understanding of this area of the curriculum.

Art

141. The previous inspection judged standards in art to be satisfactory. The inspection report of 1995 recommended that pupils should be given greater opportunities to look at and investigate the work of famous artists. There was no scheme of work and plans did not ensure progression of pupils' knowledge, skills and understanding. Although the number of lessons observed during the inspection is limited, a thorough scrutiny of pupils' work and of classroom displays, and discussion with pupils indicate that standards in art are now above the average for pupils' ages. Art is a developing strength.

142. By the end of Key Stage 2, pupils produce detailed drawings and paintings, and they make good use of colour, line and tone in their work. Pupils draw self-portraits showing detail such as freckles and eyelashes. They have made plaster masks, and used oil-resist washes to provide interesting backgrounds. They can sketch in portrait and landscape and talk about what they like and dislike about the work of other artists, including Monet, whose style of painting they can reproduce in their own work. At Key Stage 1, the pupils show good painting and drawing skills, experiment well with varied media, and are developing an understanding of different artistic techniques. For example, Year 2 pupils have studied Armand Seguin's work, discussed and reviewed their own work, and then mounted sections in the same style.

143. Pupils of all abilities, including those with special educational needs, make very good progress in art. They begin in the youngest class experimenting with colours. At Year 1 pupils are learning about shades of blue and have looked at 'Alice' by Modigliani and compared it to one painted by the headteacher. Colour strips are used effectively to aid discussion. At Year 3 pupils are progressing to the mixing of primary colours to make secondary colours through their work on kites. Work on the styles of other artists is developed in Year 4 using pastels and viewfinders to reproduce sections of work in the style of Wolfe Khan. Year 3 and 4 pupils have studied the work of William Morris and reproduced repeating patterns.

144. All pupils enjoy their art lessons. They listen attentively to their teacher's introduction to the lessons, concentrate well and are willing and able to explain and evaluate their work. Pupils take a pride in their work and are eager to point out and discuss their work in the many high quality displays in classrooms and throughout the school. They work safely with tools and materials, respond very well to any challenge and are willing to work collaboratively when required.

145. The teaching of art throughout the school is very good. All teachers have a very good

knowledge and understanding of the subject, particularly using the work of famous artists to develop pupils' skills. This judgement represents an improvement on the findings of the last inspection. Planning is very good and builds on previous work to ensure very good progress.

146. The art curriculum is relevant and broadly balanced. Every opportunity is taken to link art with other subjects, including literacy, history, geography and design and technology. A very good art policy and scheme of work is in place and followed by all. The subject is very well led by an enthusiastic co-ordinator who demonstrates very good subject knowledge and draws examples from across the curriculum to support learning and progression. Regular teacher evaluations are recorded and examples of pupil's work added to portfolios to show progression over time. Visits, such as to the Grundy art gallery in Blackpool, enrich the school's art provision. Displays of pupils' work in all subjects are of a high standard. Art has a high profile around the school for example, in the main reception area there is a display about the work of L.S. Lowry. Accommodation is very good and resources are plentiful, neatly stored and easily accessible to staff and pupils.

Design and technology

147. Provision for design and technology has improved since the last inspection and pupils make sound progress as they pass through the school. Although taught as a discrete subject, it enhances many areas of the curriculum, such as literacy, science and geography. A good example of this is where Year 6 pupils use their knowledge of circuits gained in their science lessons when designing and making a fairground. Throughout the school, pupils make good use of their numeracy skills when measuring and weighing materials.

148. At Key Stage 1, pupils leave the Reception Year with sound skills in design and construction. They use construction kits to explore model making and are developing a sense of how things function through their work with moving toys, using axles and wheels. Recent work in Key Stage 1 has featured designing and making 3-dimensional sculptures linked to their topic on houses. By the end of the key stage, pupils are developing a sound sense of how things function when, for example, they consider how wheels and axles are used in toys that move. They use pictures to develop and communicate designs and make judgements about the outcomes of their work. Examples of Year 2 garden designs on display show that pupils reflect on their designs and suggest improvements where necessary.

149. Pupils at Key Stage 2 use an increasing range of materials and techniques. By the end of the key stage, they exhibit a sound level of competency and are able to choose from a range of tools, materials and resources. They are able to assemble their products by cutting and shaping components and materials with some precision. Year 4 pupils evaluate ideas, showing understanding of the situations in which designs will have to function, and they have an awareness of resources as a constraint. Evidence of this was seen when they were making pop-up books and evaluating their products as they developed. Pupils in Year 5 and Year 6 make effective use of their numeracy and literacy skills as they weigh out ingredients when following instructions for bread making. Completed work in design and technology is generally imaginative and takes account of aesthetic considerations. Good examples of this are the weaving patterns made by pupils in Year 3 and Year 4.

150. Pupils' enjoy the subject and their attitudes are good. Inspection evidence indicates that pupils are well motivated and that most work with sustained concentration. They are keen to discuss their learning activities and work well together. Boys and girls work equally well on tasks, and pupils with special educational needs participate fully in lessons. Behaviour is

good and pupils work well together.

151. The quality of teaching ranges from good to satisfactory and is satisfactory overall. It is good where the lesson is well structured and there is an appropriate focus on the skills to be developed. An example of this was seen in a Year 4 lesson, linked to the teaching of literacy, in which pupils' skills were being developed as they made pop-up books. Teaching has shortcomings when time is not well used, and opportunities to continue to challenge pupils as they work are missed. More rigorous teaching of the subject is required to ensure that pupils' skills are systematically and progressively developed as they pass through the school.

152. The headteacher is managing the subject in the absence of the co-ordinator. There is a good scheme of work in place which guides teachers' planning and indicates the links to be made with other subjects. There is a wide range of resources available to pupils. The accommodation allows the subject to be effectively taught.

Geography

153. As in the previous inspection, the planned topic work planned focused mainly on history. During the inspection, it was possible to observe only one geography lesson at Key Stage 2 and none at Key Stage 1. However, a thorough scrutiny of work shows that by the end of both key stages pupils' attainment is average for their age.

154. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils enter Key Stage 1 with a limited recall and understanding of place. They make satisfactory progress in developing their geographical knowledge and skills throughout the key stage. They are beginning to use signs and symbols, simple grid references and compass directions, through their study on estate agents and routes to school.

155. At Key Stage 2, pupils can recognise and describe human and physical processes and understand how these can change the features of places. They use appropriate vocabulary in their discussions and in communicating their findings. They can identify similarities and differences and demonstrate a good awareness of localities beyond their own, through their studies of Africa.

156. When talking about their work, pupils show a sense of curiosity about where they live and other places, and they develop good social skills when engaged in group activities and discussion. They express an interest in the subject and enjoy their work. In the Key Stage 2 lesson, pupils co-operated well, and their positive attitudes contribute significantly to the progress they make.

157. The indications are that the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Lesson planning is linked well to the scheme of work. At Key Stage 2, tasks are particularly well matched to pupils' abilities. Pupils with special educational needs receive very good support from non-teaching assistants and make good progress at both key stages. Teachers make good use of field work in geography; for example, the visit to Worthington Lakes to extend pupils' understanding of the water cycle.

158. The co-ordinator is new in post and has clear plans for the future development of this subject. There is a good policy and scheme of work. New assessment records have been introduced, from September 1999, to enable pupils' progress to be tracked more rigorously. Accommodation is very good and the quality and quantity of learning resources are appropriate. Too few opportunities are planned for pupils to develop information technology skills through geography. The co-ordinator has recently monitored pupils' work and the arrangements for monitoring and supporting classroom practice are developing. The subject makes a good contribution to the pupils' literacy skills, through planned opportunities for speaking and listening, and also to pupils' cultural development, for example, through pupil links with Jamaica.

History

159. By the end of both key stages, pupils attain average standards for their ages. This is an improvement since the last inspection, when standards were slightly below national expectations. For example, a recent topic at Key Stage 2, on World War 2, pupils demonstrate sound factual knowledge of the period and show a clear understanding of cause and effect.

160. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs make good progress at both key stages and are well supported by classroom assistants. At Key Stage 1, pupils are steadily developing a sense of chronology by sequencing events and using common terms to describe the passage of time. They ask and respond to questions about the past, for example, when demonstrating how to use a washboard or carpet beater in Victorian times.

161. At Key Stage 2, the pace is faster and pupils continue more quickly to develop their historical skills, knowledge and understanding through relevant study units, for example World War Two. At both key stages there are few opportunities for pupils' to develop personal study skills either in class or for homework.

162. Pupils enjoy learning about the past and take pride in presenting their work, both in books and displays. They behave well in lessons and enjoy positive relationships, both between themselves and with adults.

163. The teaching of history is satisfactory at Key Stage 1. It ranges from good to very good at Key Stage 2 and is good overall. In a satisfactory lesson at Key Stage 1, about houses and homes long ago, the pace was steady and teacher expectations sound. In a very good lesson at Key Stage 2, on Boudicca's revolt, tasks were very well matched to pupils' abilities and the pace was challenging. Teachers generally have good knowledge and skills to teach the subject and planning is detailed and linked to the scheme. Consideration is given to history projects the pupils may have covered in previous schools and altered appropriately.

164. Management of the subject is satisfactory. The history co-ordinator is new in post, but is beginning to develop the subject effectively. There is a useful policy and scheme of work and new assessment records have been introduced to monitor progress. The curriculum is broad and balanced for both key stages and is well linked to other subjects such as literacy,

numeracy, geography and design and technology. Resources are generally satisfactory but information technology remains an underused resource. Systems for monitoring the quality of history teaching are not yet fully implemented. The accommodation and displays around the school are used well to support learning. Since the last inspection, field study visits are more frequently used to enhance pupils' interest and knowledge, for example, through local visits to observe different house types.

Music

165. Since the last inspection, the provision for music has improved in that there is now a helpful scheme of work in place, which gives good guidance to teachers, and there is a good number of untuned percussion instruments for class work.

166. Singing is a strength of the school, both in lessons and assemblies. In large groupings, pupils respond sensitively to the mood of songs and sing rhythmically and in tune, enunciating their words carefully. By the end of Key stage 2, pupils sing songs and rounds that have two parts, and maintain independent instrumental lines with awareness of other performers. Pupils' singing has a good reputation locally and popular concerts and productions, such as the 'World War Two Review', are regularly mounted for parents and friends of the school. A local old people's home benefits from visits by singing groups. The music and dance club, which meets each week after school, attracts an impressive number of boys and girls. Pupils are provided with many opportunities to listen to and appraise the works of famous composers, for example, 'Atlantis' by Nigel Hess. The subject makes a strong contribution to pupils' spiritual, social and cultural development.

167. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. This judgement is based on lessons observed, discussions with staff and pupils, scrutiny of teachers' plans and upon video recordings of pupils' performances. Pupils of all ages tap out simple rhythms and have a good bank of remembered songs. From an early age, they know some methods of musical notation – with symbols and lines of different length, for example. Year 2 pupils tap out complex rhythms using percussion instruments, following a conductor's instruction. They also identify loud and soft sounds and play instruments appropriately. In a Year 2 lesson, pupils were observed composing, making expressive use of some of the musical elements including dynamics and timbre. In Key Stage 2, this is developed further and technical terms such as piano and forte are introduced. Pupils learn to play in groups and perform their finished pieces. They select and combine appropriate resources, use musical structures, make expressive use of musical elements and achieve a planned effect.

168. Pupils enjoy their music lessons. They concentrate well and are very well behaved. They work well together in groups, co-operating sensibly to compose pieces of music that they can perform for the class. They respect the instruments, and tidy away without fuss.

169. Teaching is good in Key Stage 1 and very good in Key Stage 2. The majority of teachers are non-specialists but all teach the subject with enthusiasm. Lessons are carefully planned, with provision made for pupils to perform with others and develop a sense of audience by ending with a tuneful product for evaluation,

170. The subject is conscientiously managed and is an increasingly valuable part of the school's provision. The co-ordinator gives good advice and help to teachers. The recently introduced scheme of work provides teachers with good support and specific ideas. The school has identified the need for a further supply of tuned instruments to further enhance the teaching of the subject.

Physical education

171. Pupils enter the school with a wide range of attainment and soon begin enjoying a broad curriculum which is clearly designed to promote their physical development and social interaction. All aspects of physical education are covered through the year. Lessons in games, dance, gymnastics and swimming were observed during the week of inspection. Older pupils are provided with opportunities for outdoor and adventurous activities through their links with the army physical training corps.

172. Pupils throughout the school, including those with special educational needs, build on previous learning, improve their performances, and make good progress in Key Stage 1 and very good progress in Key Stage 2. This represents a significant improvement since the last inspection, when the majority of pupils were making sound progress. The provision of swimming lessons, which the school pays for, is another good example of the school's dedication to the well-being of its pupils. The subject makes a good contribution to pupils' spiritual, social and cultural development.

173. By the end of Key Stage 1, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing, and are beginning to gain an appropriate awareness of space. They plan and perform simple skills safely, and show control in linking actions together. In games lessons, pupils learn elements of games-play that include running, throwing and catching, and control using hands and feet. In dance, they explore moods and feelings and develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

174. Pupils enter Key Stage 2 with a sound basis for further development. In games, pupils are developing sound ball skills and are applying these effectively in small-sided games. Pupils practise and improve skills of sending, receiving, striking and travelling with a ball. They show an increasing ability to evaluate their performances. For example, in a Year 5/6 gymnastic lesson, pupils were effectively comparing and improving their performances and techniques when devising a sequence of symmetrical movements and asymmetrical shapes. Pupils make excellent progress in swimming at the local pool because of the quality of the instruction they receive from the specialist instructor and the accompanying teacher.

175. In both key stages, pupils' response to lessons is very good and they enjoy all aspects of the subject. They are always appropriately dressed for lessons. All pupils actively participate in warm-up sessions and work energetically throughout lessons. They show commitment, are able to sustain effort and are keen to practise skills and techniques. Boys and girls work well together. Pupils appreciate each other's efforts and have a good awareness of the need for fair play. Pupils are very good ambassadors for the school when they attend swimming lessons at the local pool.

176. The quality of teaching ranges from satisfactory to good in Key Stage 1, and is good overall. The range of teaching in Key Stage 2 is from satisfactory to excellent and is very good overall. This represents an improvement since the last inspection when teaching was reported as sound. Teachers set a good example by being always appropriately changed for lessons. They form positive relationships with pupils and are sensitive to the needs of the less able. The teaching is characterised by secure knowledge of the subject, explicit learning objectives and well-paced lessons which motivate pupils and add to their enjoyment. By the end of Key Stage 2, pupils are provided with opportunities to use initiative, make decisions and to evaluate and extend their work.

178. The subject co-ordinator provides very effective leadership. Resources are very good, are well managed and efficiently used. The school hall is well used for gymnastics and dance but the ceiling is too low to allow the use of large, fixed apparatus. However, good use is made of the army gymnasium for this area of the curriculum. The outdoor accommodation is of good quality and provides very good space for lessons. A good range of extra-curricular sports, such as football, netball, cross-country, athletics and dance is provided by teachers and further enhances the curriculum.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

179. Time spent in observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection was 31 hours 30 minutes: 3 hours 20 minutes at pre Key Stage 1, 12 hours, 50 minutes at Key Stage 1 and 15 hours and 20 minutes at Key Stage 2. In addition, a further 34 hours 28 minutes were spent on the inspection activities listed below. The inspection was carried out by a team of three inspectors who spent a total of 10.5 inspector days in the school.

- *.50 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes and lunchtimes;

- *.discussions were held with all teaching staff and some non-teaching staff;

- *.many pupils were heard to read and were questioned about their mathematical knowledge and understanding;

- *.Samples of the work of three pupils representing the full range of ability in each year group were inspected in addition to work examined during lessons;

- *.all available school documentation was analysed;

- *.attendance records, pupils' records kept by the school and teachers' planning documents were examined;

- *.the budget figures were inspected;

- *.discussions were held with pupils, parents and governors;

- *.a parents' meeting was held and the views of 11 parents at this meeting, as well as those of the 21 families who responded to a questionnaire, were taken into account.

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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	96	3	12	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	13.7

Education support staff (YR – Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	60.8

Average class size:	19.2
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Financial data

Financial year:	1998/1999
	£
Total Income	271,099.00
Total Expenditure	278,977.00
Expenditure per pupil	2268.00
Balance brought forward from previous year	35044.00
Balance carried forward to next year	27166.00

PARENTAL SURVEY

Number of questionnaires sent out:	96
Number of questionnaires returned:	21

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	52	48	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	30	0	0	0
The school handles complaints from parents well	41	44	15	0	0
The school gives me a clear understanding of what is taught	59	41	0	0	0
The school keeps me well informed about my child(ren)'s progress	44	44	4	7	0
The school enables my child(ren) to achieve a good standard of work	48	48	4	0	0
The school encourages children to get involved in more than just their daily lessons	55	41	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	48	48	4	0	0
The school's values and attitudes have a positive effect on my child(ren)	56	41	0	0	0
The school achieves high standards of good behaviour	56	33	11	0	0
My child(ren) like(s) school	74	19	0	4	0

Other issues raised by parents

No significant issues were raised by parents. Parents felt that the school had liaised well during the transfer from Cyprus. Parents praised the welcoming ethos of the school. The additional literacy home study materials were found to be very helpful. Parents felt the school gave a very high priority to literacy and numeracy. They liked the home-school agreement. Parents valued the opportunities to talk to teachers about their child's progress. A few parents felt that pupils from Warton could not easily attend after school activities.

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