

INSPECTION REPORT

Moorside Primary School
Lancaster

LEA area : Lancashire

Unique Reference Number : 119273

Headteacher : Mr P. Gerrish

Reporting inspector : Mr. F. Carruthers
21285

Dates of inspection : 4th. - 7th. October, 1999

Under OFSTED contract number: 707516

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

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Information about the school

Type of school :	Infant & junior
Type of control :	Community
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Bowerham Rd Newlands Lancaster LA1 4HT
Telephone number :	01524 66516
Fax number :	01524 848837
Appropriate authority :	The Governing Body
Name of chair of governors :	Mr D. Woodcock
Date of previous inspection:	March 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr. F. Carruthers RgI	Science	Attainment & progress
	Design & technology	Teaching
Mrs J. Cross, Lay Inspector		Attendance, Pupils' support & guidance, Partnerships with parents
Mrs S. Macintosh	English	The curriculum, English as an additional language
Mr. R. Walker	Music	Attitudes, behaviour & personal development of the pupils, Under fives
Mr B. Potter	Information & communication technology, History, Geography	Staffing, accommodation & learning resources, The efficiency of the school
Mrs B. Clarke	Mathematics, Art	Leadership & management, Equal opportunities
Mr J. Porteous	Physical education, Religious education	Special educational needs, Provision for the pupils' spiritual, moral, social and cultural development

The inspection contractor was:

ISIS
5 Huntsman Close
Beaumont Park
Huddersfield
HD4 7BR

01484 667385

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The Registrar
The Office for Standards in Education
Alexandra House

29 - 33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- All pupils make good progress during their time in school and their attainment in English and mathematics by the time they are 11 years old is above the national average.
Provision for pupils with special educational needs is very good and is a strength of the school.
- The quality of teaching is good in 60 per cent of lessons. The teaching of art is particularly good.
- Pastoral care for the pupils is a strength of the school and the provision for their moral and social development is very good. For their cultural development it is good.
- Partnerships with parents and the community are good.
- The school has a positive ethos, encouraging good standards of behaviour and attainment.

WHERE THE SCHOOL HAS WEAKNESSES

There are some weaknesses in the management of the school. For example, staff with responsibility for subjects of the curriculum do not have the opportunity to monitor standards and provision sufficiently well. Long-term absence of co-ordinators impairs the management of some subjects. Sometimes there are failures of communication between senior managers and other staff.

- I. Long term planning for the school's development is not rigorous enough.
- II. Large classes put pressure on teachers in their efforts to teach all the subjects of the curriculum and some activities become difficult to manage.

The school's many strengths outweigh the weaknesses, which will form part of the action plan that the governors of the school will produce. All parents and guardians of pupils will receive a summary of the action plan in due course.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Overall, the school has made satisfactory progress since the last inspection.

The school has successfully addressed the following key issues from the last inspection report:

- Long-term planning of the subjects of the curriculum has improved;
- Assessment procedures of the pupils' progress have improved;
- Recent developments to provide challenging opportunities for the higher-attaining pupils are having a positive impact;
- The curriculum for the children under five meets their needs and prepares them well for the National Curriculum;
- Teaching time has been increased so that it is at least in line with minimum requirements and staff use time well;
- There is a full programme of teacher appraisal.

In addition, provision for the pupils with special educational needs has improved and is now very good.

The senior management team has been strengthened since the last inspection.

Standards in information and communication technology, judged to be unsatisfactory at the last inspection, are now satisfactory.

However, the school has been only partly successful in developing the role of curriculum co-ordinators and has not developed systematic monitoring of teaching, which were key issues at the last inspection. Standards in design and technology, judged unsatisfactory at the last inspection, have not improved.

The school, with strong leadership of the chair of governors, the expertise of an energetic governing body and senior management team, has good potential to effect further improvements.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Standards in English, mathematics and science in the most recent test results in 1999 have risen slightly.

Standards in information and communication technology are in line with national expectations and standards in religious education meet the requirements of the locally agreed syllabus. Standards in art, geography and history are above what is expected of pupils by the age of 11. Standards in physical education are in line with what is expected of pupils at the age of 11. Standards in design and technology and music are below what is expected of pupils at that age.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	-	Good	Good
Information technology	-	Satisfactory	None seen
Religious education	-	Good	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Overall, teaching is good or better in 60 per cent of lessons, in 11 per cent of which it is very good or excellent. There is a small amount of unsatisfactory teaching [six per cent]. The teaching of pupils with special educational needs is never less than good.

In the reception classes, teaching is never less than good. In 20 per cent of lessons it is very good.

The teaching of art is a strength of the school and is good in all classes.

In Key Stage 1, teaching is good or better in three quarters of all lessons. Almost a quarter of all lessons are very good or excellent. There is no unsatisfactory teaching.

In Key Stage 2, teaching is good or better in just under half of all lessons and there is also some unsatisfactory teaching [nine per cent]. The teaching of design and technology and music is unsatisfactory in Key Stage 2, because the teachers' subject knowledge is insecure..

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	The pupils' attitudes to learning, their behaviour and their personal development are good.
Attendance	Levels of attendance are above the national average and are good. Punctuality to school is generally good.
Ethos*	There is a positive ethos in school supporting good standards of behaviour and attainment.
Leadership and management	The leadership and management of the school are satisfactory overall. There is good leadership by the chair of governors and governors are closely involved in the management of the school. There is a strong senior management team.
Curriculum	The curriculum is broad and balanced. It is good in the reception classes. The element of design in the design and technology curriculum is not well planned for. There is a very good range of extra-curricular activities.
Pupils with special educational needs	Provision is very good and the teaching is good. The pupils make good progress. This element of the school's provision is a strength of the school.
Spiritual, moral, social & cultural development	Provision overall is good. Provision for the pupils' spiritual development is satisfactory. Provision for their moral and social development is very good. Provision for their cultural development is good.
Staffing, resources and accommodation	There is a very good range of expertise among the classroom support staff. The accommodation is very good. Some classrooms, however, are cramped for the large number of pupils. Resources are good.
Value for money	The school provides good value for money, despite having a deficit to carry forward.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not Happy about
<ul style="list-style-type: none"> • The children enjoy school. • The parents feel they play an active part in the life of the school. • The school promotes attitudes and values that parents approve of. • The school achieves good standards of behaviour and attainment. • Most parents are satisfied with the levels homework provided and appreciate the extra-curricular activities offered. 	<ul style="list-style-type: none"> • Large classes hinder pupils' progress and

Inspectors support the positive views expressed by the parents and propose as a key issue for action that the school should monitor closely the impact of class size on pupils' attainment and progress, on the opportunities available for pupils in the larger classes and on the teachers' workload.

• **Key issues for action**

Governors and senior management should:

- develop the role of curriculum co-ordinators so that they can monitor standards and provision better in their subjects;
(paras: 66, 70, 107, 115, 124)

- put in place strategies to maintain the management of subjects where co-ordinators are absent for long periods;
(paras: 67, 150, 168)
- further improve the effective communication systems in place between senior management and other staff, by providing staff with agendas for senior management meetings;
(para: 67)
- improve the effectiveness of the school development plan to improve long-term planning;
(para: 73)
- monitor the impact of large class sizes on pupils' progress and opportunities as well as on teachers' workloads and, where applicable, take steps to improve any adverse effects.
(paras: 75, 77, 83)

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

- Governors and senior management should monitor whether pupils withdrawn from class to be given extra support are regularly missing important parts of the curriculum and by how much.
(para: 42)
- Staff should improve the teaching of the design element in design and technology and raise standards in music in Key Stage 2.
(paras: 16, 35, 36, 146, 149, 163, 164, 167)

Introduction

Characteristics of the school

1. The school, with a roll of 488 pupils, is located in a residential area of Lancaster not far from the University. The school has extensive grounds and buildings, which date from the 1950s, and serves a locality of mixed housing, which includes both older and more modern private housing as well as a large local authority housing estate. The socio-economic circumstances of the pupils' families range mainly from average to above average with a minority whose circumstances are below average. This is reflected in the proportion of pupils eligible for free school meals [12 per cent], which is below the national average of 19 per cent. Each year the school takes pupils from overseas whose parents are studying or working at the university and at the time of the inspection, a number were arriving for the start of the new university term. These pupils usually amount to about five per cent of the school roll. The school receives additional support from the local education authority's provision for pupils with English as an additional language. The school is resourced to cater for six pupils with hearing impairment and currently five pupils are supported by a specialist teacher, who works mainly in class with the pupils so that they receive an education similar to that all the pupils receive. There is an above average proportion of pupils [25 per cent] with special educational needs 19 of whom have statements of special educational need, including those with hearing impairment. Some pupils integrate into the school from the pupil referral unit on the same site. These pupils have emotional and behavioural difficulties and are supported by part-time special support assistants. In some year groups, class sizes are large: the average overall is 32 pupils in a class. In Year 4, there are 38 and 39 in each class.
2. The children join two reception classes when they enter school in the September of the school year in which they become five. Almost all of the 61 children in these classes were still under five at the time of the inspection. The great majority have had some pre-school experience in local nursery schools and classes. There is a broad spread of attainment among the children on intake. The majority, approximately 60 per cent, are at a level appropriate for their age. A good number of children have well developed personal, social and language skills while a similar number have below average skills.
3. The school aims 'to enable [the children] to acquire the essential skills and knowledge, independence of thought, an empathy for others and appreciation of our wider physical, cultural, spiritual and aesthetic environment so that they may increasingly participate in a positive and constructive manner to our society.'
4. The school has agreed targets for the attainment of pupils at the end of Key Stage 2, which the school is having satisfactory success in achieving. For example, the school exceeded targets set for last summer's Year 6 pupils in mathematics and science and narrowly missed achieving the target for English. Targets for the current Year 6 pupils have been revised downwards because of the nature of that year group, which has well above average numbers of pupils with special educational needs.
5. During the inspection, four members of the teaching staff were absent, of whom two were on maternity leave and one was absent on long-term sick leave. Their classes were taken by two temporary teachers and two teachers on short term contracts.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	44	26	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	34	34	38
	Girls	24	23	23
	Total	58	57	61
Percentage at NC Level 2 or above	School	83 [81]	82 [78]	88 [59]
	National	82 [80]	83[81]	87[84]

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	34	38	39
	Girls	24	24	23
	Total	58	62	62
Percentage at NC Level 2 or above	School	83 [80]	89 [87]	89 [75]
	National	82	86	87

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	36	35	71

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	29	27
	Girls	28	26	27
	Total	55	55	54
Percentage at NC Level 4 or above	School	77 [75]	77 [70]	76 [70]
	National	70 [65]	69 [59]	78 [69]

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	28	28
	Girls	28	26	25
	Total	54	54	53
Percentage at NC Level 4 or above	School	76 [80]	76 [71]	75 [84]
	National	68	69	75

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year : 1997 / 8

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

Exclusions

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

Number of exclusions of pupils (of statutory school age)
during the previous year : 1998

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	11
Satisfactory or better	94
Less than satisfactory	6

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

Educational standards achieved by pupils at the school

Attainment and progress

1. The attainment of the children when they enter the reception classes is broad. A good number of the children have well developed personal, social and language skills while a similar number have below average skills. The majority [approximately 60 %] are at a level appropriate for their age. This is confirmed by a 'baseline assessment' of the children in their first few weeks in school. The children make good progress and quickly settle into the school routines. The majority continue to make good progress and, by the age of five, attain the level expected in all the recommended areas of learning, including language and literacy and mathematics. A significant minority achieve beyond that. During the inspection, higher attainers and a good number of average-attaining children were seen to be able to identify a number of letters and simple words by sight. Most children can copy their own names and trace accurately. A good number can construct a sentence using a sentence-maker. Most children can count to ten and a good number can identify numbers up to ten. Average-attaining children can match objects up to five with the correct number.
2. Overall, the pupils make good progress during both key stages and achieve standards above national expectations in English and mathematics and in line with national expectations in science by the end of Key Stage 2. These findings are confirmed by inspection evidence as well as the results of the national tests in 1998. The school compares favourably with the performance of pupils in similar schools in English and mathematics and in line with similar schools in science. The 1999 results have shown a slight rise in performance in all three subjects.
3. Overall, attainment in English is above national expectations at the end of Key Stage 2. The results of the 1998 national tests for the end of the key stage show that 75 per cent of pupils achieved the expected level or higher. This is above the national average. Twenty three per cent achieved the higher levels which again is above the national average. These results were also above the average achieved by similar schools. The previous three years' results shows that both girls' and boys' achievement were consistently above national expectations. The 1999 national test results were similar to those in 1998. At the end of Key Stage 1, standards in English are broadly in line with national expectations overall, as is the proportion of pupils achieving the higher level. The results of the 1998 National Curriculum tests for the end of Key Stage 1 show that 81 per cent of pupils achieved the expected level or better in reading. This is broadly in line with the national average and with the average achieved in similar schools. Eighteen per cent achieved the higher level, which is below the national average and the average for similar schools. In writing, 78 per cent achieved the expected level or better, which is close to the national average and broadly in line with similar schools. Four per cent achieved the higher level. This is below the national average and average for similar schools. The 1999 results show that standards continue to rise and more pupils are achieving the higher levels in reading and writing.
4. The results of the inspection confirm the maintenance of standards in English at both key stages. At the age of 11, the majority of pupils are fluent readers. Higher attainers show a good level of understanding about characterisation and plot in the novels they read. They can use reference books well and read for pleasure a wide range of texts. The pupils' speaking, listening and writing skills are typical of what is expected nationally of pupils. Most pupils speak confidently in class, they can re-tell a short account well and justify their views on particular issues. The writing of the majority of pupils is well organised and well punctuated. They have neat, legible handwriting. At the end of Key Stage 1, most pupils have mastered the early stages of reading and read aloud with a good degree of expression. The pupils have good listening skills and are confident to speak in assemblies of all Key Stage 1 classes. Writing skills are broadly average for their age. Most have a neat handwriting style and are joining letters. They can write poems, letters and instructions to a good standard. All pupils make good progress in both key stages. Teachers in Key Stage 2 set the pupils individual targets to achieve and this improves their rate of progress in the groups formed according to the pupils' level of attainment.
5. In mathematics, standards of attainment at the end of Key Stage 2 were above the 1998 national average, and were also above that of similar schools. Seventy per cent of pupils achieved the expected

Level 4 or above, of whom 20 per cent achieved the higher Level 5. The latest tests indicate that the 1999 results will be similar. By the end of Key Stage 1, pupils' attainment, in the 1998 national assessments, was very low compared with the national average. Early indications from the latest tests indicate that results are now at least satisfactory. Whereas 59 per cent of pupils achieved the expected Level 2 or above in 1998, 87 per cent achieved the expected level or above in the latest results and 19 per cent achieved Level 3. The last inspection report stated that pupils' attainment at the end of both key stages was in line with national expectations. It remains in line at Key Stage 1, but has improved at Key Stage 2 and is now above national expectations. Pupils' use and application of mathematics is now satisfactory at Key Stage 2, but remains under-developed at Key Stage 1.

6. In Year 6 most pupils use the four rules of number confidently, they understand place value well and can apply their knowledge to real-life situations. The pupils have a good understanding of shape and measures and can create line graphs and pie charts to represent information. By the end of Key Stage 1, the pupils work with numbers up to twenty confidently in their heads and higher attainers can set out addition and subtraction calculations vertically as well horizontally on the page. Most pupils name simple two and three-dimensional shapes and can describe their properties. Throughout the school, progress over time is at least satisfactory, and is good for most pupils. The rate of progress directly relates to the degree of challenge and the pace set by the teacher.
7. Standards of attainment in science were in line with national expectations at the end of Key Stage 2 in national test results in 1998. The school's results compare closely to the performance of schools with similar characteristics. In the most recent test results in 1999, standards rose slightly. In these tests, 75 per cent of pupils achieved the expected Level 4, of whom 20 per cent achieved Level 5. Standards in Key Stage 2 have improved since the last report when important scientific skills were judged to be inadequate. At the end of Key Stage 1, standards in science are in line with national expectations. In 1998, teacher assessments indicate that standards were well below the national average and well below the standards achieved by similar schools. However, in the most recent assessments in 1999, standards are in line with national expectations. Eighty nine per cent of pupils achieved the expected Level 2 or above and 17 per cent achieved the higher Level 3. The improvement is accounted for by the fact that the introduction of a nationally recommended scheme of work is having a positive impact on the work being covered, as well as by the particular nature of the Year 2 classes in 1998 and improvements in the quality of teaching.
8. Inspection evidence shows that the pupils in Year 6 have a satisfactory grasp of most concepts, such as reversible and non-reversible change, the dissolving of substances, magnetism and electrical circuits. They know much about the growth of plants and their understanding of the function of the main organs of the body is appropriate. They understand the importance of fair testing and most record their work well. In Year 2, the pupils understand the dangers of medicines well, know about the life cycle of insects at an appropriate level and can carry out simple investigations into forces such as gravity. Progress is satisfactory across both key stages and skills of recording develop well. All pupils gain good experience of predicting and investigating.
9. Pupils with special educational needs make good progress overall. This is particularly true when pupils are grouped by prior attainment for lessons in literacy and numeracy. Teachers have high expectations of the pupils during these lessons and set attainable targets which pupils strive to achieve by the end of the week. Work is often at a challenging level and in one memorable literacy lesson in Year 4 pupils completed a poem and demonstrated good knowledge of technical terms such as adverb, synonym and verb. During this lesson they learned and practised using alliteration. Pupils work hard in lessons especially when learning basic facts such as spellings and tables. They have a will to succeed. During other lessons, such as science, music and history pupils are often well supported by teachers and classroom assistants.
10. Progress of pupils with English as an additional language is generally good. The few pupils who have been at school some time and who are deemed as no longer requiring additional support are making good progress. For example, one such pupil in Year 2 has now reached the average for his age in his ability to read English.
11. Attainment is in line with national expectations in information technology and this is an improvement since the last inspection. The pupils' attainment in word-processing skills and communicating

information is good, whereas skills in the use of computers to control and model are less well developed. The pupils make satisfactory progress. Attainment meets the requirements of the locally agreed syllabus in religious education. Pupils' knowledge of world faiths is satisfactory overall and the pupils make satisfactory progress. Standards are high in art by the end of Key Stage 2 and good in Key Stage 1. Progress is good. This is the result of the good quality of teaching. Attainment and progress in geography and history are above average for pupils at the age of 11. In physical education attainment is typical of what is expected of pupils at this age. Attainment in design and technology and music is below what is expected at the age of 11 and the pupils' progress is unsatisfactory.

Attitudes, behaviour and personal development

12. Pupils' attitudes to school and to their lessons are good, and this has a positive effect on learning and progress.
13. The youngest children settle into the reception classes quickly and enjoy finding out and learning new things. They show very good levels of involvement on independent activities and are very settled considering they have been in school only a few weeks. Their behaviour is good and they try hard to please the teachers. They are careful with equipment and show consideration for others. The children follow the classroom planning board properly when moving from one task to another. They work well together and relate positively to their teachers and to other visiting adults.
14. The majority of pupils in both key stages take a lively interest in their lessons, respond eagerly to questions, concentrate, try hard, and sustain independent and group tasks well. A Year 3 class watched a video recording very attentively, asked significant questions, were very interested and really wanted to know more. Older pupils think carefully and give considered answers; this was particularly evident in an English lesson where they responded to a story and in mathematics where the pupils talked to each other about their findings.
15. In the great majority of lessons behaviour is good. Pupils settle down quickly, pay attention and respond positively to questions and instructions. They work sensibly both independently and in groups, pursuing tasks well without immediate supervision by the teacher. They handle materials and equipment carefully and generally respect the environment of the school. This benefits the quality of learning and the progress they make in lessons. In a small number of instances, when pupils lost interest and concentration, the pace of the lesson was slow and the activities and questioning were unstimulating. Behaviour in the corridors, dining hall and playground is good. Pupils conduct themselves sensibly with due regard for others and most are courteous and civil. In the playground pupils make good use of the space available to pursue their own games and activities without affecting others. There was one fixed period exclusion last year.
16. Pupils with special educational needs show an exceptional ability to listen carefully to their teachers, to work hard and to work for extended periods. Older pupils organise their work well and collaborate with their friends when working in groups. Relationships between pupils with special educational needs and the adults who work with them are very good. There is a mutual respect and understanding, which form a solid foundation for the good work undertaken by these pupils. Teachers are careful to include these pupils in discussions during whole-class lessons, for example religious education and history. This is one reason for the good behaviour of the vast majority of special needs pupils at all times.
17. When pupils with English as an additional language arrive in school, most are initially quiet and subdued. They become integrated into the class activities and routines quite quickly and form constructive relationships with their teachers and other adults, such as nursery nurses, and with other children in their class.
18. Relationships throughout the school are good. Pupils in both key stages trust and respect their teachers, and are comfortable in discussing personal problems as well as participating in class discussion. Year 5 pupils for instance displayed confidence in explaining ideas to adults and Year 6 pupils co-operated very well in collaborative group activities.
19. Pupils' personal development is good. They listen carefully to what others have to say, respect other people's ideas and take turns sensibly in discussions. They develop a sense of responsibility and

appreciate the value of rules. Most develop well in self-esteem and self-confidence. Communication skills improve so that older pupils can express ideas and opinions successfully in a variety of situations. Pupils throughout the school carry out their classroom duties conscientiously, and older pupils look after the libraries and take care of younger pupils. A group of Year 6 pupils have joined in role-play activities with Key Stage 1 pupils and the under fives in Friday afternoon role-play sessions. Pupils are given good opportunities to show initiative in their learning and they respond well. Year 3 pupils, for instance, used a range of books to find out for themselves about evacuation. Year 4 pupils decided which story they would use to turn into a play and Year 6 pupils currently are carrying out research on a member of their families, such as a grandparent, in order to write a biography.

20. As at the previous inspection, the pupils' attitudes, behaviour and relationships contribute positively to the quality of learning, and their personal development remains good.

Attendance

21. Attendance is good. Latest figures for which there are national comparisons show that the level of attendance [95.3 per cent] is above average. The rate of unauthorised absence [0.3 per cent] is broadly typical of the national picture.
22. The vast majority of pupils get to school punctually but a significant minority arrive during the registration period. Lessons begin on time, an improvement on the situation at the last inspection when pupils took too long getting from the playground to their classrooms at the start of morning and afternoon sessions.

Quality of education provided

Teaching

23. The quality of teaching is good. Overall, teaching is good in 60 per cent of lessons, in 11 per cent of which it is very good or excellent. There is a small amount of unsatisfactory teaching [six per cent]. The teaching of pupils with special educational needs is never less than good and is a strength of the school. These findings are an improvement since the last inspection, when one third of lessons were judged to have shortcomings.
24. In the reception classes, the teaching is never less than good and in 20 per cent of lessons it is very good. In Key Stage 1, teaching is good or better in three quarters of lessons. Almost a quarter of all lessons are very good or excellent. There is no unsatisfactory teaching. In Key Stage 2, teaching is good or better in just under 50 per cent of lessons, but there is also some unsatisfactory teaching [nine per cent]. Six per cent of the teaching in Key Stage 2 is very good.
25. The good quality of teaching in the reception classes helps the children to settle into school routines quickly and make good progress. This is much appreciated by parents. The two teachers and nursery nurse manage the children very effectively and provide stimulating activities for them. They have good expertise with this age group and praise the children for effort and achievement at every opportunity. In lessons such as those in the hall promoting the children's physical development the teachers set high standards. A particular feature of the teaching is the prominent use of the role play areas in various rooms and corridors. These are planned and organised by the team of support staff who work in the reception and Key Stage 1 years. All children and pupils in the key stage have very good opportunities to spend time in these areas, which are linked to themes and topics that the pupils are studying. The pupils have the attention of the staff who promote structured play of high quality which benefits the pupils' language skills, their creativity and imagination.
26. In lessons of the National Strategy for Literacy the quality of teaching is good in both key stages. In all lessons, planning is good and the teachers have high expectations of what the pupils can achieve and set targets for all pupils in Year 6. This challenges and motivates the pupils to make good progress. The teaching of English in Key Stage 2 to groups formed according to pupils' prior attainment is an effective use of time. Teachers manage the pupils well and most lessons have good pace and balance. The teachers make clear to pupils what they are to learn that week or lesson, and ask pupils what they have learnt at the end of each lesson. This builds the pupils' self-confidence as well as increasing their

learning. In lessons for the lower-attaining groups, teachers excite and motivate pupils about what they are learning. The questioning challenges pupils to think carefully. There is very clear planning and activities are chosen to enable pupils to make progress. This builds in success and increases their self-confidence.

27. The teaching of mathematics is good. Teachers are making good use of the newly introduced Numeracy Strategy. Lessons are satisfactorily planned, and teachers meet in year groups and key stages to ensure consistency and progression. Many lessons have a brisk pace and the teachers have high expectations. This is helped by the organisation of classes in Years 5 and 6 into groups, based on pupils' levels of attainment.
28. The quality of teaching for pupils with special educational needs is consistently good and sometimes it is very good. Pupils receive good support from their teachers during lessons. In Key Stage 2 there is very good support for pupils with special educational needs when they are taught by specialist teachers for literacy and numeracy lessons. In other lessons teachers plan work which enables these pupils to make good progress. The school is prudent in its choice and deployment of classroom assistants. The quality of the support and thought which goes into supporting pupils with special educational needs is exemplary. Teachers and classroom assistants plan to ensure that academic success is achievable and that targets set in pupils' individual education plans are largely met. There is good classroom support for those pupils who have behavioural problems.
29. The visiting teacher who specialises in English as an additional language has good knowledge and understanding both of her specialist area and of the pupils themselves, their backgrounds and home languages. Her work is well planned and organised and she liaises effectively with the class teachers to provide continuity of provision for when she is not there. She also sets work to send home. An effective example of this occurs on Friday afternoon, when a support teacher goes over the shared text to be used in English lessons the following week. By agreement, that text is then sent home so that parents can read it with their children and translate. This enables the pupils to take part in the lesson and contributes to their progress. There is very good support from a nursery nurse for two newly admitted pupils.
30. In general, teachers have good expertise in the subjects they teach. However, in the small number of lessons where teaching is unsatisfactory, the teachers' understanding of the subject is insecure. This was evident in some lessons of design and technology and one music lesson in Key Stage 2. The teachers have good expectations of what the pupils can achieve. They take steps to challenge higher-attaining pupils in how they group the pupils and the quality of the work they set. There are a number of initiatives, using specialist teachers from associated high schools, to further challenge them. Teachers' weekly planning is good in English and mathematics but inconsistent in other subjects. A new planner for science lessons has been introduced recently and provides good detail but this is not yet being used by all teachers. Plans in other subjects are often too brief and do not include learning objectives. However, there is some good practice in the planning of certain individual members of staff. Teachers manage the pupils skilfully and make good use of support staff to help pupils with special educational needs to make progress. In the majority of subjects, teachers make good use of resources.
31. Across the subjects of the curriculum, teaching is good in art and is a particular feature of the school. All areas and corridors have displays of high quality, providing an environment that is attractive and distinctive. Teaching is good in science. Teaching is satisfactory in information technology, which is an improvement since the last inspection. Teachers' confidence has improved through training sessions held for all staff and this has been crucial to the progress the school has made. Teaching in religious education, geography, history and physical education is satisfactory. Teaching of design and technology and music is unsatisfactory in Key Stage 2 because teachers lack expertise in some aspects of these subjects. No judgement was possible for Key Stage 1 in design and technology and music.
32. The marking of pupils' work, which often includes merit points and other motivating devices, is satisfactory and homework, which is in the process of development since the introduction of national guidelines, makes a satisfactory contribution to the pupils' learning.

The curriculum and assessment

33. Since the last inspection report, the length of the school day has been increased and now meets the recommendations for teaching time in both key stages. This has helped the school to maintain a broad and balanced curriculum successfully, offering all subjects of the National Curriculum and religious education which follows the locally agreed syllabus. There is a comprehensive sex education policy taught through science, personal and social development and a sex education programme in Years 4 and 6.
34. Children under the age of five receive a broad and balanced curriculum, appropriately based on the nationally recommended areas of learning. Experience of role-play is a particular feature and is greatly enhanced by special additional provision being made for it in designated locations in the school on Friday afternoons. The reception teachers' planning is good and helps the children to make good progress towards meeting the desirable outcomes for learning by the age of five.
35. A higher than average time is allocated to the teaching of English and this is used productively. As well as the daily lessons of the 'literacy hour', the school provides additional time for writing, drama, role-play and poetry, in order to provide extended opportunities to raise pupils' attainment in speaking and listening and writing.
36. The curriculum successfully promotes the pupils' intellectual, physical and personal development. Teachers encourage pupils to be independent learners. By Year 2 the pupils know where to go to change their reading books by themselves and understand the system of book bands to be able to replace and select their books. In lessons on literacy and numeracy, they work independently on group activities. They undertake their own research project in Year 6 involving contacting outside agencies and interviewing people. Policies and schemes of work are being reviewed and updated by the governors' curriculum committee and relevant subject co-ordinators, subject to any changes in the curriculum announced by Government for the year 2000. The school has already adopted the nationally recommended schemes of work for science and information technology and is considering schemes for work in geography, history and design and technology.
37. There is a detailed policy for special educational needs, which confirms the school's commitment to providing equal access and opportunity to all its pupils so that they learn and make progress. The school's decision to group pupils for English and mathematics according to their level of attainment ensures that pupils in Key Stage 2 with special educational needs are well supported by specialist teachers. In all lessons the teachers, often working with classroom support assistants, make sure that the targets set in the individual education plans are met. The good progress made by most pupils with special educational needs is the hallmark of most of the lessons seen. In Years 1, 2, 5 and 6 pupils are sometimes withdrawn from lessons to receive additional help, usually connected with reading. Pupils are usually withdrawn from lessons at the same time each week but there is no monitoring of this practice to make sure that the same pupils are not being withdrawn from the same lessons each week. It would be unfortunate, for example, if the Year 2 pupils who are withdrawn from art lessons were continually to miss these enriching lessons.
38. There is a new policy for pupils from ethnic minorities drawn up by the school co-ordinator and the specialist teacher for 'ethnic minority achievement'. This useful policy states the school's commitment to meeting the particular needs of pupils with English as an additional language and lays down what steps the school will take to achieve this. The newly appointed co-ordinator does not teach these pupils but co-ordinates the externally provided support and the school's resources and acts as the link.
39. The provision for extra-curricular activities is very good. It includes a wide range of competitive sports - football, netball, cricket, rounders, athletics, cross-country running and swimming - in which the pupils compete very successfully. There is a 'Maths Club' specifically designed to develop the skills of higher attainers in Years 5 and 6. There are also many visits which enhance the curriculum, including field trips to the River Lune, and visits to local amenities such as the bookshop, local shops, the church and the post office. In addition there are school trips to France, a school exchange with Budapest, links with and visits to a local secondary school. Through a link with an associated secondary school, more able pupils receive in-class support from teachers in mathematics, science, information technology and design and technology. A group of more able pupils in Years 5 and 6 visit the same secondary school for 'master classes' after school. The school supports a local French and German club for pupils which also takes place at a local secondary school. All these initiatives make a good contribution to pupils'

progress.

40. Assessment is used well to inform planning, especially in English, mathematics and science in Key Stage 2, but less so in other subjects. There is a comprehensive 'baseline assessment' of the children on entry and ongoing assessment which helps the teachers identify and promote progress. Records of achievement for each pupil with samples of work show individual progress within and through the years and include copies of reports and assessments at the end of topics, terms and years. Since the last inspection, in Key Stage 2 in English and Years 5 and 6 in mathematics, teaching takes place in groups which are formed according to pupils' levels of attainment in these subjects, based on their optional assessment tests taken in Years 3, 4 and 5. Work is set at an appropriate level for pupils. All pupils in Year 6 are set targets to aim for in English and mathematics. Pupils' previous performance is compared with their present performance to monitor their progress. Pupils achieving the higher levels at Key Stage 1 are followed through and their achievement monitored. Assessment procedures are now good in Key Stage 2. In Key Stage 1 teachers monitor individual pupils' progress effectively by keeping termly examples of all their work. Those pupils with English as an additional language are given a linguistic assessment, in their home language where necessary. Informal assessments take place as part of the regular liaison between the specialist and class teacher to monitor pupils' progress and inform teachers' planning.

Pupils' spiritual, moral, social and cultural development

41. Provision for the pupils' spiritual, moral, social and cultural development is good overall.
42. Provision for spiritual development is satisfactory and is seen mainly in religious education lessons. Year 3 pupils learn about faiths other than Christianity and discover that each has a collection of special sayings and rules which are collected together in a holy book. They are encouraged to think about their own special book and to share thoughts about that book with their friends. Year 1 pupils explore good and bad feelings and one wrote, 'I feel lonely when it is bedtime'. Older pupils begin to understand the nature of faith and feelings when considering the story of Abraham and Isaac. They do not, however, consider what faith means in their own lives. In art pupils are given good opportunities to celebrate the lives of famous artists by exploring their ideas and techniques. There are, however, few opportunities for celebration or reflection in most subjects of the curriculum. During assemblies and acts of collective worship there are some periods of quiet reflection. 'Circle Time' also gives pupils time to reflect on issues which affect their daily lives and this makes a good contribution to the pupils' development.
43. The school makes very good provision for the pupils' moral development. There is a strong emphasis on promoting positive attitudes and there are certificates for effort, good attitudes, courtesy and good behaviour. The school has clear guidelines for behaviour, which are reinforced by the display of school rules around the building. The rules are written in clear language which is easily understood by pupils, for example 'Always listen to what others have to say,' and 'Be fair and kind to everyone'. Pupils understand that their actions affect other people. The overwhelming majority of the pupils choose to behave well both in classrooms and on the playground and older pupils look after younger ones. Pupils know the difference between right and wrong and they choose to behave well. Pupils and teachers promote the school's ethos and its moral code. All adults working in the school are good role models for pupils.
44. The school's provision for the social development of pupils is very good. Pupils are given responsibility for receiving visitors to the school office during the lunch-break and undertake routine tasks such as distributing class registers. Older pupils take responsibility for looking after the school library. During the inspection new pupils, most of whom spoke little or no English, arrived every day as the new term began at the nearby university. The new arrivals became part of the school without fuss as they were cared for by pupils already in school. The school has a large number of pupils with special educational needs including some with hearing impairment and some from the adjacent pupil referral unit. The way in which they are integrated into the social life of the school is a great credit to pupils, teachers and carers. The good relationships between pupils and all adults working in school are a notable feature of the school's life. Pupils are polite to each other and to adults, including visitors. The school has a number of very long corridors and pupils' movement around the school is orderly and sensible. This is particularly important when pupils move between

classrooms at the end of lessons in literacy and numeracy. The school has a very active parent-teacher association which runs a varied social programme for pupils and parents. The arrangements in the dining hall for Key Stage 2 pupils, however, do not make meal times a pleasant, social occasion, as noise levels are high.

45. The school makes good provision for the cultural development of the pupils. There are good links with schools in France and Hungary and there will soon be links with a school in Barcelona. The flags of the nations, especially those of European nations, are seen around the school. Year 4 pupils considering the importance of symbols in their religious education lessons realise that the flag of a nation such as Wales is an important way of identifying with that country. The youngest pupils occasionally have visitors from other countries who explain the differences between English and other cultures. In religious education, pupils in every year group study the practices and beliefs of at least one major faith as well as Christianity. The art curriculum is particularly effective in raising pupils' awareness of the multi-cultural nature of our world through the study of artists world wide, especially the art of aboriginal people. Pupils' awareness of life in a multi-cultural society was described as limited at the previous inspection. This is no longer the case. Visits to museums, bookshops and further afield, for example France, all add to pupils' cultural awareness. Recent visitors who make particularly good contributions to the cultural life of the school include a dance company and theatre group. An exchange between one member of staff and an Australian teacher gave pupils in school good opportunities to find out more about Australia.

Support, guidance and pupils' welfare

46. All staff do their utmost to support and guide the pupils and promote their welfare in a caring, safe and secure environment. Pastoral care is a strength of the school.
47. When the children first start school in the reception classes good arrangements are made to settle them into their new surroundings and routines. Children visit the school with their families prior to admission and attend part-time initially. Some were in school for their first full day during the inspection period and coped well with staying for lunch and the longer time in lessons. Pupils who are admitted mid-term are embraced into the school and well supported by the staff and their new classmates.
48. The pupils' academic progress and personal development are monitored well. Pupils undergo various tests and targets are set for them. Support staff play a very important role in assisting the pupils, both in and out of lessons. Teachers know the pupils well, listen to their concerns and deal with them sensitively. Parents commented that the staff are approachable and receptive when parents have anxieties about their children.
49. Pupils with special educational needs are very well supported. Adults take time to listen to pupils and to explain carefully when pupils are having problems. Academic work is challenging but achievable and pupils are praised for their efforts, especially in whole-class lessons. Pupils with hearing impairment are particularly well supported by a committed teacher and a skilful support assistant. These pupils are well supported in class lessons by teachers and classmates, who make sure that they are included in all activities. Where appropriate, external agencies, such as educational psychologists and assisted learning support staff, help the pupils. Individual education plans are successfully drawn up to help pupils with their learning and behavioural difficulties.
50. In classes with pupils who have English as an additional language, the teachers encourage other pupils in the class to look after the new pupils, particularly at times spent out of the classroom. Pupils have a positive attitude to the new pupils and volunteer eagerly and enthusiastically. Very quickly, the new pupils join in with class activities, but being new to English and in a new, unfamiliar situation, remain rather quiet for a while. There is little evidence of artefacts, displays and books in classrooms of the languages spoken or the countries or reference to the cultures of these pupils. As individuals, the pupils receive the same high level of care and support from adults as do all the pupils in the school. However, class teachers do not automatically receive any pertinent information from a home visit undertaken by the visiting specialist teacher, and they do not have easy access to linguistic assessment records to help them plan effectively.

51. The school's procedures for promoting high standards of good behaviour are effective. The positive behaviour and discipline policy is detailed and clear. Pupils' self-esteem is successfully boosted through the rewards system, which praises achievement of all kinds. House points are suitably granted and special awards presented by the headteacher in the weekly celebratory assembly. During the inspection, staff rewarded pupils for their helpfulness, for their cheery dispositions and for being good listeners as well as for academic achievement. Staff grade sanctions according to clearly defined criteria and each class teacher keeps a detailed record of more serious behavioural incidents. Behaviour plans are suitably devised for those who find it difficult to meet the school's high expectations regarding their conduct, and parents are involved appropriately. A measure of the success of the behaviour and discipline policy is the highly successful integration of pupils with emotional and behavioural difficulties from the adjacent pupil referral unit. These pupils are supported and guided effectively by staff and pupils alike and soon come to be part of the school.
52. Procedures to promote regular and punctual attendance are satisfactory. Parents are expected to inform the school about their children's absence in writing and such notes are appropriately filed. The education welfare officer visits the school fortnightly to monitor the registers of attendance and take action where there are concerns regarding unauthorised absence or patterns of absence. Pupils who arrive late have to report to the school office and the registers are suitably marked to record this.
53. Staff and governors are alert to health and safety issues. Levels of supervision are adequate throughout the school day, including lunchtime, when the majority of pupils in Key Stage 2 eat packed lunches in their classrooms. Good procedures are in place to deal with pupils who fall ill or are injured, to comfort and reassure them. Almost all class teachers and many other staff are trained in first aid, an indication of the school's high commitment to pupils' welfare and particularly important in view of the large site. The supervisory staff at lunchtime ensure that class teachers are aware of any incidents that happen over the lunch period. Risk assessments are suitably undertaken and fire and evacuation procedures prominently posted in each room. Matters relating to child protection are dealt with in full accordance with statutory requirements.

Partnership with parents and the community

54. The school enjoys a successful partnership with parents and the wider community. The very good opportunities provided by the school for parents to get involved in their children's education are a major strength.
55. Parents particularly appreciate the encouragement they receive to play an active part in school life. The school, in association with a local college of further education, invests much time and effort into supporting the 'Parents as Educators' programme, which enables parents to learn more about the curriculum and how it is taught whilst gaining recognised qualifications. Many of those who undertake the courses help on a voluntary basis in school, reassured that they are better able to give effective support. Through this scheme parents have designed and produced the 'story bags' and mathematics activity packs that pupils borrow to enjoy with their families. A number of classroom support assistants working in the school have undertaken such courses. Other courses are also organised by the school. For example, parents have attended meetings to explain how the children are helped with their difficulties, the involvement of external agencies and how they themselves can give support. Parents of those under the age of five are successfully involved in 'baseline assessments' to determine their children's attainment on entry to the school. The visiting specialist teacher makes home visits to all the new pupils who have English as an additional language. Their parents provide a vital link. As well as providing the school with information about their children, they support their children's learning by explaining and translating books sent home. This provides their children with a better understanding and contributes to their progress in school. Parents also attend assemblies and school functions throughout the year.
56. A group of other adult volunteers offer their skills and practical assistance, for example in classrooms, hearing readers and helping with information technology, the library, the school bank and educational visits. The parent-teacher association is also active in practical ways around the school in addition to organising social and fund-raising events. Through the recent efforts of the association, significant improvements have been made to the grounds and internal decor, and film nights, discos and weekend family walks have been arranged and much enjoyed. The staff appreciate the strong practical and

financial support received from parents and the wider community.

57. Parents are well informed about the curriculum through the prospectus, the very good information booklet for parents of the under-fives, termly work sheets that outline what will be taught and through occasional meetings. The most recent curriculum evening on literacy was a resounding success owing to the considerable efforts of staff and governors to enliven the subject. There was a very large attendance. Parents are informed if their child is placed on the register of special educational need and are appropriately involved in reviews and target-setting. Parents of most pupils with special educational needs attend annual review meetings. Copies of all necessary documents relating to a child's educational needs are sent to parents. Parents are encouraged to come into school for a chat at any time throughout the year. Half-termly newsletters update all parents effectively about everyday school life and further information, such as minutes of governing body meetings, is available in the parents' room. The provision of this room strengthens the school's commitment towards getting parents into school.
58. Parents are invited to attend formal consultations with class teachers in the spring and summer terms. Some parents commented that they would like an earlier opportunity to discuss progress. However, all are welcome to make appointments to speak to the staff throughout the year. The annual written reports are sound in quality. They successfully inform parents about attainment and progress in the core subjects of English, mathematics and science, but rarely sufficiently identify areas for development.
59. The school's use of the community to raise standards and contribute to pupils' personal development is good. Close links established with associated secondary schools raise standards in mathematics, science and information technology through 'master classes' and specialist teaching. Educational visits in the locality support pupils' work effectively in subjects such as history and geography. Visiting speakers and performers have included theatre and dance groups, musicians, a vet, an artist and police, fire and health service representatives. Useful links are maintained with local churches. The school takes part in numerous competitive sports, which raise standards in physical education and help pupils' personal development.

The management and efficiency of the school

Leadership and management

60. The leadership and management of the school are satisfactory overall and this is a balance of significant strengths and some weaknesses.
61. The last inspection report identified several key issues relating to the leadership and management of the school. There was no systematic monitoring of the quality of teaching and learning in the classrooms, and the role of curriculum co-ordinators was under-developed. A review of the time available for teaching and the introduction of teacher appraisal were required. Additionally, the role of the governing body and the senior management team required strengthening. Many of these key issues have been successfully addressed. The time available for teaching meets statutory requirements, and a satisfactory system for teacher appraisal is in place. The senior management team is now a well-established decision making body. The management of the school by the headteacher, staff and governors is now satisfactory. However, the role of curriculum co-ordinators and the procedures for monitoring and evaluating the curriculum remain unsatisfactory.
62. The headteacher gives effective support to all members of staff and plays a key role in the good management of pupils. He has been instrumental in developing strong links with parents and the community. He is concerned about school improvement and about the need to develop and refine targets so that standards of attainment continue to improve, and has delegated this area to the deputy headteacher. The headteacher has effectively developed many clear lines of communication. However, most staff are not aware of the agenda items for the senior management team meetings, in which strategic decisions are taken. Consequently staff cannot always contribute to the discussions. Whilst there is a very positive climate for learning, some members of staff have found difficulty in keeping abreast of the rapid rate of educational change and this has caused stress. Staff absence is a problem, and the management of design and technology has been left unsupported. This is unsatisfactory.
63. Under the strong leadership of the chair of governors, the governing body is now providing very

effective support. Meetings are properly constituted and the various committees are empowered to oversee the work of the school. The governors have worked hard to become involved in the many school activities; they visit classrooms, and are keen to learn more about the curriculum. They examine the educational targets set by the school, and give clear direction to finance and budget setting initiatives.

64. The senior members of staff are developing active roles in managing the school. Most show a willingness to lead and manage. The headteacher and deputy headteacher have clearly defined roles and areas of management. The deputy headteacher has a full-time teaching commitment, however, and is unable to develop this leadership role fully. All teaching staff had appraisal interviews in 1999, and new job descriptions allied to these are currently being written by the headteacher. Staff now understand their roles and responsibilities, and links between appraisal, job descriptions and school development are being made. A strong sense of purpose is evident in the school, and some strengths such as the monitoring of standards at Key Stage 2 and the provision for pupils with special educational needs are emerging.
65. The headteacher has monitored the quality of teaching and learning in the classrooms. There are key stage co-ordinators who work hard to ensure continuity and progression but there is no time available for curriculum co-ordinators to monitor their subjects. They do not know where the good quality of teaching is and opportunities to build on good practice are missed. They lack information about consistency of teaching and continuity and progression between classes. Their role of curriculum overview and leadership is still under-developed.
66. The school's provision for special educational needs is led by committed and able co-ordinators who ensure that the requirements of the Code of Practice are met in full. They work with the teacher for pupils with hearing impairment to provide both academic and social integration of all pupils. There is a need, however, for the school to monitor those pupils who are withdrawn from some classes for additional support to ensure that they have access to the whole curriculum. The school has two named governors for special educational needs and both give very strong support to the school. There is now a co-ordinator for the provision for pupils with English as an additional language.
67. The school has aims which are successfully achieved. Parents appreciate the caring environment which permeates the school though at the parents' meeting, they expressed concern about the large class sizes in some year groups.
68. Development planning, its implementation and evaluation, are unsatisfactory. Some targets which were set immediately after the last inspection have not been met. However, there is a development planning process in place. Staff meet to raise issues and agree common targets. Draft plans are taken to each of the governing body committees but the current development plan is out of date and consequently does not include these decisions. There is very little in the current plan to show the strategic development of the school and few costings by which governors can gauge the effectiveness of spending.
69. The school has a positive ethos promoting good standards. The headteacher, governors and parents all work hard to ensure an attractive, well-maintained school. Attitudes, behaviour and relationships between staff and pupils are good. The school with its reinvigorated governing body has good capacity to effect further improvements to the provision.

Staffing, accommodation and learning resources

70. There are sufficient, appropriately qualified staff to teach the subjects of the National Curriculum and religious education. Current financial restraints result in some large classes. This results in a heavy workload for teachers and has the potential to hinder the pupils' progress and reduce opportunities for them to receive adult support. The classroom support staff provide very good, much valued and effective assistance for teachers throughout the school, especially in the larger classes and in the support of pupils with special educational needs. However, there is only one nursery nurse shared between the two reception classes. The commitment and hard work of the teachers have a very positive effect on the good progress and standards of attainment of pupils and the attitudes they adopt. The allocation of support that the school receives from the local education authority's service for pupils new to English is currently two half days. They receive no additional support otherwise except for a short period on a Friday afternoon when, with hearing impaired pupils, they look at the following week's shared text in

English lessons.

71. Procedures for teacher appraisal have improved since the last inspection and are now satisfactory. The interviews held annually with senior staff result in well-defined job descriptions and mutually agreed areas for development. The induction programme for the newly qualified teacher is satisfactory and she is well supported by her mentor. Professional development of the staff is well focused upon both the needs of the school and national initiatives. This has enabled staff to improve their expertise in key areas and prepare for the successful implementation of the National Literacy and Numeracy Strategies.
72. Accommodation is very good for implementing the curriculum. Some classrooms are too small to accommodate the number of pupils in the large classes but generally there is plenty of space around the school for pupils to work and for good storage of resources. There are good library spaces, which include a room for each key stage, and the school has the use of two good-sized halls and a separate large dining room. The hard play areas are of sufficient size. The grassed areas are large and well maintained and contain interesting and stimulating features such as a wildlife pond. There is also a wooded area which is used to enhance curricular opportunities, especially in science.
73. The school provides very good facilities for the pupils with special educational needs. Both the Star room and the Voyager room are exciting places for pupils to work and pupils enjoy their time in these rooms. Pupils with hearing impairment have their own base room where they meet with their teacher. The school has carpeted those classrooms where hearing impaired pupils work for most of their time.
74. All aspects of the school accommodation are maintained to a good standard and are very clean and tidy. Much credit is due to the site manager and the cleaning staff for this. In addition the staff put up very attractive and interesting displays of pupils' work, themes and topics. Areas for improvement are identified and plans are made to address these issues, for example improving access for wheelchairs.
75. Resources are at least satisfactory for all subjects of the curriculum. Provision for English, science, information technology, geography and history is good and provision for special educational needs and art is very good. Good use is made of the local area for visits which enrich the curriculum for geography and history. The co-ordinator of the school's provision for pupils with English as an additional language, in collaboration with the visiting specialist teacher, has co-ordinated appropriate resources for these pupils. The resources are now listed on a database for teachers, with guidance as to what years they are appropriate for and their level of English. Extra resources were purchased last year to support teachers with pupils with English as an additional language in their class. These support the learning and language development of the pupils well.

The efficiency of the school

76. The overall efficiency of the school is good and the school gives good value for money.
77. The school has to manage its finances with great care in order to maintain the pupils' standards of attainment and the educational opportunities and quality of environment it provides for its pupils. In this, the governing body supports senior management very well in ensuring the school is effectively managed financially and all resources, including staff, are carefully deployed. The finance committee, which holds regular meetings, is working closely on the plan drawn up jointly with the local education authority's finance officer to address the issue of the large deficit budget which it has to manage. This deficit was not of the school's making but arose from accounting discrepancies between the school and the local education authority. The school is clear about its priorities and continues to initiate and develop whilst being constantly aware of its budgetary problems. Good consideration has been given to alternative provision of services which has led to some financial benefits.
78. Some difficult decisions regarding levels and deployment of staff have had to be made. This has resulted in some very large classes, but the decisions have been justified by the good progress that is made overall by pupils, including those with special educational needs, in these classes. The quality of the work of support staff has a significant effect upon this good progress.
79. The high calibre of the work of teachers and classroom support assistants who work with pupils who have special educational needs is a significant factor in the good progress which these pupils make as

they pass through the school. Pupils who have learning difficulties or behavioural problems, or both, have good self-esteem and self-confidence and this is due largely to the very good support given by all adults with whom they come into contact. The provision for special educational needs is well resourced.

80. Staff make good use of all the accommodation, which provides the pupils with an attractive and well cared for learning environment. Good use is made of learning resources and staff and pupils take good care of them.
81. Financial control and school administration are very good and finances are kept in good order. Any information required by the headteacher or governors is readily available. Clerical and administrative staff perform their duties very efficiently, ensuring that their unobtrusive systems only minimally involve the headteacher and teachers. The school runs smoothly on a day-to-day basis.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

82. Children under five are taught in two reception classes and are admitted full-time, after an initial staggered start for the first three weeks, in the September of the year in which they reach the age of five. At the time of the inspection there were 61 children in all, of whom seven had reached five years old. They had been in school only four weeks and the week of the inspection was the first time they had attended for the full day. They have two teachers and share a nursery assistant. The majority of children entering the reception class have attended nursery classes and schools elsewhere. The children are of a wide range of attainment on entry to the school, but the majority of children, approximately 60 per cent, are at a level appropriate for their age. A good number of children have well-developed personal, social and language skills, while a similar number have below average skills.
83. Children make good progress in both reception classes as they settle quickly into the routines of school, sit still and listen well, are keen to learn, try hard and persist with tasks. The quality of teaching is good. It is well structured and organised and supports children's development of knowledge and skills. By the age of five, the majority of children are attaining at the level expected in all the "areas of learning", and a significant minority are working towards Level 1 of the National Curriculum.
84. In personal and social education the children make good progress. Even at this early stage of the year children demonstrated good behaviour. They were attentive, listened carefully and followed instructions appropriately. They pursued independent activities sensibly, working well with other children. They understood the instruction board for choice activities and followed it appropriately. They concentrated well and were keen to answer questions. They particularly enjoyed a mental maths session counting up to ten, and gleefully spotted deliberate mistakes the teacher made. Most children relate well to adults and engage in conversation readily. They are careful with equipment and show consideration for others. They walk in very orderly fashion to and from the hall for lessons in physical education and try hard to please the teacher. Both teachers create an orderly and secure environment for the children to work in. They are very effective in helping children appreciate the importance of rules and taking responsibility for themselves. Children are well taught about right and wrong, and about fairness, sharing and having consideration for others. By the age of five the great majority of children have achieved the desirable outcomes for personal and social education.
85. In language and literacy most children are attaining at an appropriate level and are on course to achieve the desirable learning outcomes by the age of five. Progress is good. Children listen carefully to instructions and stories and can sustain attention well. They are beginning to understand "title", "cover" and "left to right", and interpret events in a story, making use of the pictures. Most are willing to answer questions and can explain and describe clearly. All pupils can identify a number of letters and words by sight. High attainers and a good number of average attainers can do this confidently and can form their names using plastic letters. Many can copy their own names using name cards. Most can match a small number of key words, can construct a sentence on a sentence-maker copying the teacher's model, and trace accurately. Most can write letters with good formation and size. Each child can generate a sentence orally and can identify wrong word order on a sentence maker. A good number understand what a full stop is. The teaching of language and literacy in both classes is good. Teachers have a very good understanding of early literacy and promote well the basic skills of letter and word recognition, of pencil control and letter formation and the communicative skills of reading and writing for meaning. In the lessons observed, teachers managed the children very effectively, stimulating interest, encouraging response, praising effort and achievement, and providing good opportunities for skills to be practised and reinforced.
86. In mathematics, children are on course towards achieving the desirable learning outcomes, and progress is good. Most children can count to ten in chorus. High and average attainers can count on reasonably confidently up to ten. All join in number rhymes well. An average-attaining group working with the teacher was able to order numbers one to five, match objects to number, and build towers containing up to five bricks in order. In another lesson a high attaining group was able to create sets up to six and could draw the correct number of beads on a string in their writing books. A good number of children could identify wooden numbers up to ten. Most can recognise square and circle, and understand "bigger and smaller than". The teaching is good in both classes. Both teachers plan carefully, taking account of

the range of attainment in the class. A variety of stimulating activities are prepared and the tasks set by teachers stretch pupils' abilities very well. Progress, although good, is adversely affected by the number and quality of resources for mathematics.

87. In their knowledge and understanding of the world, most children are appropriately on course to achieve the desirable learning outcomes by the age of five. They make good progress. They explore features of living things, finding out for instance about "real" bears from pictures and non-fiction books. They explore, observe and discuss different ways of creating purple, orange and green, using a variety of materials - paint, felt-tip pens, play-dough, coloured film, chalk and crayons. At the same time as learning which colours to mix, they are developing understanding of how the colours are created. They are able to use scissors and cut quite accurately. They can use play-dough and cutters neatly. They are developing familiarity with the computer and a number use the mouse confidently and can operate a simple programme. The teaching is good. Teachers effectively encourage exploration and observation and develop children's descriptive and explanatory language skills well.
88. In their creative development children are attaining appropriately and progress is good. They experiment with colour, shape and texture, developing an understanding of mixing primary colours. They have developed simple printing techniques with apples and used glue and tissue paper to create a collage. Co-ordination and fine motor skills were being developed in threading up and down through holes. The children sing rhymes tunefully and confidently, and are developing their sense of beat through clapping and body movements in time with the music. They sang "Old King Cole" tunefully, and were beginning to develop their understanding of loud and quiet and slow and fast contrasts. The children engage well in imaginative play and take good advantage of the specially created role-play areas in the school. The teaching again is good. Both teachers encourage the children's creativity and imagination. Staff use resources well.
89. In their physical development children make satisfactory progress and are on course to attain the desirable learning outcomes by the age of five. In physical education lessons they are generally good at finding a space without touching other children. In one lesson seen there was a tendency for pupils to bunch and not use the extremities of the room. They can "grow" slowly or swiftly from a curled position when required. They can march and jump, and can hop around the hall well for their age. The children do not have access to a secure outside area and the number and range of large apparatus and toys are limited. This adversely affects progress in imaginative and exploratory aspects of physical development. However, there are plans to develop such an area. Teachers are very encouraging and set high expectations regarding behaviour and response to the physical education activities. Limited time in the hall is used well.
90. Children under the age of five receive a broad and balanced curriculum, appropriately based on the nationally recommended areas of learning. Role-play is greatly enhanced by special additional provision being made for it in designated locations in the school on Friday afternoons. This provision has been developed and is supervised by the nursery nurses, and enables children from reception and Key Stage 1 classes to play together. Ongoing assessment is satisfactory and influences what is planned. 'Baseline assessment' is carried out both at the beginning and end of the reception year. Current record-keeping is appropriate for language and literacy and mathematics but unsatisfactory for the other areas of learning. A considerably improved continuing record sheet has been developed but has not yet been implemented. The old format is still operating this year.
91. The availability of nursery support on only two days for each reception class limits the amount of sustained interaction between adult and child and the amount of individual support children receive in their learning. Both reception teachers operate as joint co-ordinators for Early Years, one having a main responsibility for curriculum and the other for induction procedures. Both are keen to develop Early Years education and have developed a number of initiatives over the last few years. They are clearly aware of the priorities they would like to improve provision, particularly in relation to planning, assessment and record-keeping, resources and support. Very good information is provided for parents in relation to the transition from home to school and for supporting the work children carry out at school. Very good induction procedures have been established to build a close relationship with parents. There is no outside play area available currently and insufficient large apparatus and toys. Classroom resources are adequate, but many are worn and outdated and there are shortages of basic materials for mathematics. Since the last inspection, a start has been made to revising the policy document for Early

Years, but this has been temporarily suspended pending further national guidance. Planning has improved and now satisfactorily meets the needs of children under five and prepares them well for the National Curriculum.

The core subjects

English

92. Overall, attainment is above national expectations at the end of Key Stage 2. The results of the 1998 National Curriculum tests for the end of the key stage show that 75 per cent of pupils achieved the expected levels. This is above the national average. Twenty three per cent achieved the higher levels which again is above the national average. These results were also above the average achieved by pupils in similar schools. The 1999 results show that 75 per cent of pupils achieved the expected results or better, 24 per cent achieving the higher levels. The previous three years' results show that the attainment of both girls and boys was consistently above national expectations. The breakdown of boys' and girls' results in 1999 shows boys performing 10 per cent less well than girls overall, and 13 per cent less well in reading. Girls' results were well above national expectations. To increase boys' interest in reading and improve their achievement, books have been purchased that will appeal to their interests for use in the 'literacy hour' and beyond. The special educational needs area has been given a spaceship theme to appeal to boys. Targets for this year's National Curriculum tests for the present Year 6 classes, however, have been re-negotiated with the governors and the school adviser to take into account the relatively high proportion of pupils with special educational needs.
93. By the end of Key Stage 1, standards are broadly in line with national expectations overall, as is the proportion of pupils achieving the higher level. The results of the 1998 National Curriculum tests for the end of Key Stage 1 show that 81 per cent of pupils achieved the expected levels or better in reading. This is broadly in line with the national average and with the average achieved in similar schools. Eighteen per cent achieved the higher level, which is below the national average and the average for similar schools. In writing, 78 per cent achieved the expected levels, which is close to the national average and broadly in line with that of similar schools, four per cent achieving the higher level. This is below the national average and the average for similar schools. The 1999 results show that 78 per cent achieved the expected levels or better in reading, 34 per cent achieving the higher level. In writing, 81 per cent achieved the expected levels or better, nine per cent achieving the higher level. An increased percentage of pupils achieved the higher levels in reading and writing at the end of Key Stage 1 in 1999. The results of the inspection confirm the maintenance of standards at both key stages.

Speaking and listening

94. By the end of Key Stage 2, standards are broadly in line with national expectations, significant numbers achieving above them. Pupils in Year 6 express themselves clearly in lessons and show awareness of an audience. For instance, they talk confidently to an adult when explaining their ideas about what is appropriate in a book aimed at young readers. When they draft questions to ask a member of the family, they show in their responses that they can frame questions to fit a particular person and situation. They can also tell a short account of an event, using a variety of sentences and with detail. In response to a piece of text, pupils give extended answers when explaining or justifying their interpretation. They listen carefully to each other and to their teacher. Most pupils, including those with special educational needs and those with English as an additional language, make good progress in their lessons in Key Stage 2. Pupils in Year 3 answer the teacher's questions in full sentences and listen to each other's responses. They know how to form questions when given particular words such as 'who' or 'what'. In Year 4, after writing their own acrostic poem, some pupils read their poems to the class with increasing confidence. Pupils in a lower-attaining group in Year 4 had a lively, animated discussion when discussing which verbs and adjectives to include in the poem they were writing collaboratively with the teacher.
95. At the end of Key Stage 1, standards are in line with national expectations, though a significant minority achieve above that. Pupils in Year 2 read their shared text aloud confidently and with expression. They predict what comes next in a shared story and explain their ideas. They are familiar with and use the language of books and layout, such as author, illustrator and publisher. They read out their own poems with expression to the class. In science they write a script for a weather forecast and present it confidently in assembly. Most pupils, including those with special educational needs and those with English as an additional language, make good progress in Key Stage 1. In Year 1 they listen well and give considered answers to the teachers' questions. They can hear and respond to rhymes at the end of words.

Reading

96. Standards at the end of Key Stage 2 are above national expectations and all pupils make good progress. Pupils read aloud accurately and fluently and show a good understanding of what they read. In Year 6, the higher-attaining pupils read and analyse a novel by Alan Garner. In their group reading sessions, they then work effectively with the teacher on character and plot development in the novel. Pupils enjoy reading and talking about what they read and why they like particular books, and enjoy discussing them with each other. They particularly like the 'Harry Potter' novels. They answer questions and can make inferences about what they are reading. All pupils, including those with special educational needs and those with English as an additional language, make good progress during the key stage. Pupils of all levels of attainment have a good basic understanding of how to find information from reference books and encyclopaedias. Some are familiar enough with the school library to be able to locate fiction by author and use the card index system to locate non-fiction by reference number. Most pupils also visit local libraries. Older pupils also use them particularly when undertaking a project in English in Year 6, for example. As a result of the shared reading of the class text as part of the 'literacy hour', pupils read out aloud with expression. They gain fluency in reading and read a wider range of texts.
97. Standards at the end of Key Stage 1 are broadly in line with national expectations. Higher-attaining pupils read with fluency, accuracy and understanding. In shared reading sessions, pupils read with expression. They understand the structure of a text and use terms such as author and illustrator appropriately. Pupils, including those with special educational needs and those with English as an additional language, make good progress during the key stage. Some pupils in Year 1 are becoming more fluent readers. They develop a satisfactory awareness and understanding of the sounds that letters make. They use this knowledge to help them read unfamiliar words. They recognise question marks, capital letters and full stops in the texts that they read.

Writing

98. Standards at the end of Key Stage 2 are broadly in line with national expectations. Most pupils use punctuation correctly, incorporating speech marks, commas and question and exclamation marks in their writing. They use paragraphs appropriately. Their writing is well organised and structured. They write appropriately for a range of purposes and audiences and in a range of forms. For example, they write letters to organisations, locate information and make notes. They interview and write biographies of their grandparents. They keep a diary for a week about themselves in the same style as Adrian Mole. They write traditional and non-traditional versions of children's tales, such as The Three Little Pigs. They express points of view writing book reviews. Most pupils' handwriting is fluent and legible. Standards of spelling are generally good as are presentational and word processing skills. Pupils make frequent use of dictionaries and thesauruses. Pupils, including those with special educational needs and those with English as an additional language, make good progress during the key stage. Pupils in Year 4 develop an awareness of their audience. They write and perform their own versions of famous fairy tales as a play. Year 6 pupils make books for reception pupils which they will read to them. Pupils write in a range of forms also for different subjects, for example writing formal reports in science, writing accounts of visits and creative writing on Romulus and Remus in history.
99. Standards at the end of Key Stage 1 are broadly in line with national expectations. In Year 2 the pupils know how to write instructions, letters, reports, poems. By the end of Year 2, higher-attaining pupils are developing their sentence structure. They use more subordinate clauses, and show a greater awareness of the conventions of story telling, such as the beginnings and endings. Their writing becomes joined up and neater. Pupils, including those with special educational needs and those with English as an additional language, make good progress during the key stage. Most use capital letters and full stops in their writing and can write a few short sentences.
100. All pupils, including those with special educational needs, have good attitudes to all aspects of English. Most pupils are attentive and concentrate well in lessons. In whole-class sessions they listen well and are keen to contribute to the discussion. They develop confidence to express their own views. They have positive attitudes to reading. They enjoy reading a range of books, both in the 'literacy hour' and their own reading. Most pupils use local libraries for recreational and research purposes. Younger pupils read regularly at home, as is evident from their home-school book. Pupils with special educational needs are

enthusiastic about reading. They enjoy reading aloud together and work well in their groups.

101. The quality of teaching is good. Overall, two thirds of lessons are good, one lesson observed was very good and the remainder is satisfactory. There is no unsatisfactory teaching. Most of the teaching in both key stages is good. In all lessons of the National Literacy Strategy, planning is good and the teachers have high expectations of what the pupils can achieve and set targets for all Year 6 pupils. This challenges and motivates the pupils to make good progress. When pupils are working in groups in the 'literacy hour' they work individually. Consequently, they have limited opportunities to develop their speaking and listening skills and clarify their understanding with one another. Teachers manage the pupils well and most lessons have good pace and balance. The teachers make clear to pupils what they are learning in that week or lesson, and ask pupils what they have learnt at the end of each lesson. This builds their self-confidence as well as increasing their learning. Teachers make good use of the introductions to lessons to develop skills in speaking and listening and thinking. Pupils are given time to think before they answer, or to extend their ideas, and respond thoughtfully. Pupils work well in their groups. Teachers form good relationships with pupils. They make lessons interesting so that pupils are involved throughout. Their displays of work are well presented to motivate pupils to produce work of a high standard. In lessons for the lower-attaining groups, teachers excite and motivate pupils about what they are learning. The questioning challenges pupils to think carefully. There is very clear planning and activities are chosen to enable pupils to make progress. This builds in success and increases their self-confidence.
102. The subject co-ordinators have managed the introduction and implementation of the National Literacy Strategy very well and staff have benefited from the training and support they have received. The governor with responsibility for Literacy has attended all necessary training and regularly visits the school as a classroom helper. The headteacher has monitored lessons but there is no systematic feedback to co-ordinators. This limits their ability to monitor the impact of this relatively new initiative on standards, the quality of the provision and the teaching and learning. Assessment procedures are good, especially in Key Stage 2, with optional assessments in Years 3, 4 and 5. They are used well to group the pupils in English and set pupils' individual targets for them to achieve in Year 6. There is a good portfolio of moderated work for each key stage, which is regularly updated. Staff make good use of the available accommodation and learning resources. The newer books are of good quality and plentiful. They cover a good selection of fiction and non-fiction of different kinds and from different cultures, including a Bengali folktale. Mostly they are kept outside classrooms, within easy access.
107. **Mathematics**
103. Standards of attainment in the 1998 national tests at the end of Key Stage 2 were above the 1998 national average, and were also above that of similar schools. Boys and girls performed equally well. Scrutiny of the latest tests indicates that the 1999 results will be similar. By the end of Key Stage 1, pupils' attainment, as reported in the 1998 national assessments, was very low compared with the national average. Tests indicate that results are now at least satisfactory. Eighty seven per cent of pupils achieved the expected Level 2 or above, of whom 19 per cent achieved Level 3. This good improvement is the result of better focused teaching in Key Stage 1 classes.
104. The last inspection report stated that attainment at both key stages was in line with national expectations. It remains in line at Key Stage 1, but has improved at Key Stage 2 and is now above national expectations. Pupils' use and application of maths are now satisfactory at Key Stage 2, but remain under-developed at Key Stage 1. Throughout the school, progress over time is at least satisfactory and is good for most pupils, including those with special educational needs and those with English as an additional language.
105. Scrutiny of pupils' work shows that by the end of Key Stage 2, most pupils use the four rules of number confidently and have a sound understanding of place value. They successfully apply their mathematical knowledge to real-life situations, for example when they calculate the number of boxes of pencils to order for the school. Pupils develop a secure knowledge of fractions, percentages and decimal numbers. They used square metres and square centimetres well when they calculated the area of space required by each child in the class. Their knowledge of shape, space and measure develops well. They carefully produce line graphs, pie charts and distribution curves. However, little use is made of computer-generated graphs.

106. By the end of Key Stage 1, pupils show good mental agility when working with numbers to twenty. Many have a sound understanding of tens and units and confidently add and take away from a number. Higher-attaining pupils can round numbers to the nearest ten and correctly add numbers to one hundred and above, interpreting calculations laid out vertically and horizontally. Pupils recognise and correctly name simple shapes and can describe some of their properties. They take part in making class block graphs showing data such as birthdays and colour of eyes and progress to constructing successfully their own graphs.
107. The progress made by pupils in Key Stage 1 is good overall. It is satisfactory in Year 1 and ranges from good to very good in Year 2. The pupils develop sound mental strategies, and confidently apply them when solving problems. Most younger pupils can correctly add and subtract numbers up to ten. They recognise numbers to twenty and many go beyond. They measure accurately using a range of non-standard units such as paper clips and cubes, and are learning how to estimate the number they require. During Key Stage 2, there are examples of both satisfactory and good progress in all year groups resulting in pupils making good progress overall. At both key stages, the rate of progress relates directly to the degree of challenge and the rigour of the pace set by the teacher. Pupils with special educational needs and those with English as an additional language make good progress. In Years 5 and 6 they make very good progress as a result of the good support they receive.
108. Pupils' attitudes to mathematics are good overall and are often very good. They enjoy the subject and show interest and enthusiasm in their work. Pupils persevere and show good levels of concentration appropriate to their age. They listen respectfully to their teachers and to the contributions of classmates. Positive relations prevail and there is a good working atmosphere in the majority of classrooms.
109. The quality of teaching is good overall, and is very good in approximately one third of lessons. In the very good lessons, the learning objectives are shared and achieved and a brisk pace is set. The teacher challenges the pupils to think and to account clearly for their answers. There are high expectations and no behavioural problems. Scrutiny of the lessons seen during the inspection shows that pupils attain more in those lessons where they are grouped according to prior attainment. Whilst younger pupils in Key stage 2 are making good progress in the majority of lessons, it is difficult for teachers to set challenging activities for the range of abilities when class sizes are so large. Teachers are making good use of the newly introduced National Numeracy Strategy. Lessons are satisfactorily planned, and teachers meet in year groups and key stages to ensure consistency and progression. Whilst pupils are asked to learn multiplication tables at home, work covered in lessons is rarely reinforced by the setting of regular, appropriate homework. Marking of pupils' work is inconsistent across classes.
110. The Key Stage 1 and 2 mathematics co-ordinators are very enthusiastic and determined to raise standards of attainment throughout the school. Their co-ordinating roles are developing strongly. They have successfully introduced the Numeracy Strategy, and have developed suitable medium and short term planning sheets. They give a good level of support to their colleagues. However, there are no opportunities for them to monitor the quality of teaching and learning in the classrooms or the pupils' work over time, or to share good practice by watching effective teachers teach. The co-ordinators have developed realistic assessment strategies for pupils in Key Stage 2. These are informing good target setting initiatives. The mathematics curriculum is broad and balanced and good links are made with other subjects. This was demonstrated in a recent history topic when pupils studied chronology. They successfully constructed time lines and used proportions and Roman numerals. Scale and co-ordinates were used in geography, and measurement of depth and width in a river study. Assessment procedures at Key Stage 1 are under-developed, particularly between year groups and for predicting performance in the national tests. Resources to support the teaching of mathematics are satisfactory and of good quality. A knowledgeable and enthusiastic governor has been appointed to oversee work in numeracy. He has attended various courses and gives good support to the co-ordinators.
111. Whilst little additional work is set for high attainers within the classroom setting, much has been done to provide additional opportunities. A 'Maths Club' meets weekly. It is open to high achievers in Years 5 and 6. Many challenging activities are undertaken such as developing mathematical games. Members of the group recently visited a local insurance company and calculated levels of premium. A small group of pupils attend after-school master classes at an associated grammar school, and the head of mathematics there visits school on a weekly basis to work with eight high attainers for a half-term.

developing their skills in using and applying mathematics. A recently held Parents as Educator course has resulted in the development of a mathematical trail and a start has been made in making up boxes of mathematical games for parents and pupils to borrow. These initiatives are contributing greatly to the life of the school and to mathematics in particular.

Science

112. Pupils' attainment in the 1998 national tests was close to the national average and to that of pupils in similar schools. In the most recent test results in 1999, standards rose slightly. In these tests, 75 per cent of pupils achieved the expected Level 4 and above, of whom 20 per cent achieved Level 5. The school achieved its agreed target for that group of pupils. In recent years, boys and girls have performed equally well. Pupils perform equally well in all aspects of science, including experimental and investigative work. Standards, as judged during the current inspection, are in line with national expectations at the end of Key Stage 2. They have improved since the last report, when important scientific skills were judged to be inadequate.
113. By the end of Key Stage 1, standards are also in line with national expectations. In 1998, teacher assessments indicated that standards were well below the national average and well below the standards achieved by similar schools. However, in the most recent assessments in 1999, standards are in line with national expectations. Eighty nine per cent of pupils achieved the expected Level 2 and above, of whom 17 per cent achieved the higher Level 3. These findings are confirmed by inspection evidence, both in samples of work from last summer's Year 2 classes and in lesson observations. Boys and girls performed equally well in these results. The improvement is accounted for by the fact that the introduction of a nationally recommended scheme of work is having a positive impact on the work being covered, as well as by the particular nature of the Year 2 classes in 1998 and improvements in the quality of teaching.
114. By the end of Key Stage 2, the pupils have a satisfactory understanding of concepts such as how some changes to materials are reversible and some are not, how switches affect the current in electrical circuits and how solutions reach a point of saturation. In an investigation to discover when saturation occurs, the pupils in Year 6 demonstrated through discussion a good background understanding of how substances dissolve and were beginning to see the careful process they would need to follow if they were to be absolutely certain at what point saturation takes place. Higher attainers grasp the need to make sure each spoonful of substance holds the same quantity, whereas lower attainers have yet to see the significance and they discuss at length whether to count the spoonfuls upwards towards saturation or backwards from an already saturated point. The pupils' knowledge and understanding of the body and its functions are good and most acquire a good grasp of plant pollination and germination as well as seed dispersal. Their understanding of fair testing and the recording of their work are at least satisfactory and often good. They show good levels of accuracy, drawing from observation the structure and shape of seeds. They use magnifiers and microscopes appropriately.
115. By the end of Key Stage 1, the pupils understand how our senses help us to explore all that is around us and can name the major external parts of the human body. They follow the growth of plants such as beans and find out about the life cycle of the butterfly. They develop a good understanding of the dangers of medicines and some household substances and can describe the symbols which indicate poisons. They gain a good grasp of the dangers of electricity in the home. The pupils begin to carry out their own investigations, for example into the effect of a slope on the speed of a toy car. Higher attainers are able to write their own accounts of these investigations with a good degree of detail for their age. Most pupils record their work simply with the support of worksheets and their class teachers.
116. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. In the lessons observed, progress was sometimes good. This was generally where the teaching had a good focus and the activities held the interest of the pupils, for example in a Year 2 lesson on the hazards and safe use of medicines. In the lesson, the pupils had to assign pictures to a chart on the blackboard and they all learnt from this class activity. The pupils talk about concepts with increasing sophistication and they make good progress explaining to an adult what they are investigating. For example, pupils of higher and average attainment in Key Stage 1 answer questions in full sentences with a good degree of detail. In a Year 4 lesson, the pupils were able to categorise food items into carbohydrates, proteins and vitamins and were making progress applying that

knowledge to their own weekend diet. Most of the class could categorise a few correctly, while higher attainers were grasping the concept quickly. The pupils' skills at recording their work develop generally well and, especially in Key Stage 2, the pupils use graphs and tables to set out their findings. Older pupils begin to record findings using line as well as block graphs, but there are fewer opportunities to use information technology to record work, as evident in samples seen. Skills of observation and prediction develop satisfactorily.

117. The pupils have good attitudes to the subject. In lessons, pupils listen well and join in class discussions, and most offer ideas readily. Levels of concentration are generally good, though some pupils with statements of special educational need require the support of an adult to help them keep on task. When this is available, the pupils make good progress. There were good examples of pupils working together on investigations. They co-operate and share out tasks appropriately, though some pupils who have statements for behavioural difficulties find this aspect of the work challenging. Their class friends often display considerable patience and support in these instances. Across the age range, the pupils generally present their work neatly but there is some variation between classes and the use of pen in some Key Stage 2 classes results in work of variable quality.
118. The quality of teaching is good in both key stages and this is an improvement since the last inspection. There is a good range of practical activities to promote the pupils' skills of investigation, missing especially in Key Stage 2 at the last inspection. The teachers' knowledge and understanding are good and there is a good level of challenge in the work. This is especially so in lower Key Stage 2 classes, where, for example, simplified work on parallel and series circuits in electricity challenges the pupils' thinking well. The teachers manage the pupils well and use resources well in practical work. Lessons have a brisk pace and some staff make good use of the plenary session to summarise the learning and take it further. In one very good lesson, the class teacher explained and displayed the objectives for the lesson on the blackboard, held a very good level of discussion with pupils, including even those quiet members of the class unwilling to contribute, and pitched different aspects of the activities according to the attainment of the pupils. The teachers use mathematics and skills of speaking, listening, reading and writing in this subject, but their use of information technology is under-developed. Although staff have recently introduced a form of weekly planning which contains a good level of detail, this is inconsistently used by class teachers. Teachers mark the pupils' work conscientiously and comments are generally brief and supportive.
119. The two key stage co-ordinators manage the subject satisfactorily. They have reviewed and re-drafted the subject policy, introduced a scheme of work that follows national guidelines and introduced new short-term planning sheets and assessments records. These are all contributing positively to the provision. However, the co-ordinators have little opportunity to monitor standards, provision, planning and the quality of teaching. This is a weakness. Where classes are large in size, some activities become difficult. However, the staff manage these problems well, and when support staff are available they make good use of them. The teachers are setting challenging targets for the pupils individually and this is helping them to track progress. The staff make good use of resources as well as the school grounds, visiting speakers, drama groups and visits to places of interest such as Leighton Hall to support their teaching. Year 6 pupils visit St. Martin's College to see a specialist give a lesson on electricity. These various activities make a good contribution to the pupils' spiritual, moral and social development.

Information and communication technology

120. The previous inspection found that standards were such that 'pupils achieve below the national expectation' and 'underachieve' in Key Stage 2. Attainment was judged to be satisfactory at the end of Key Stage 1. The school has moved forward inasmuch as both attainment and progress are now satisfactory at both key stages. Teachers' confidence has improved through training sessions held for all staff and these have been crucial to the progress the school has made.
121. By the age of eleven, the pupils know how to word-process well and can retrieve, organise and present their work. Many are able to choose different types and sizes of fonts and use them effectively in presenting their work. Through these word-processing activities they gain experience of communicating
122. information and this aspect of their work is the strength of the school's curriculum for information technology. There is very little evidence of the use of databases, except in Year 3, and handling

information is under-developed. There is some use of programmable toys and control software by the younger pupils for directional commands of control. There are insufficient resources in school, however, to develop this aspect for the older pupils. The satisfactory use of spreadsheets is an example in Year 6 of using skills of modelling using computers. The pupils can save work and print.

123. At the age of seven pupils can use the keyboard appropriately and know how to use the arrow keys to move the cursor and delete. They learn the various components of the computer system and they can control the mouse and click and 'drag' appropriately, as shown by the ability of Year 1 pupils to dress and undress the teddy bear. Pupils can word-process and use the shift key for capital letters, and they know how to include the full stop. An example of their satisfactory ability in word-processing is evident in the booklet produced about Guy Fawkes. They can use a small variety of programmes to support their learning in other areas of the curriculum, but this is limited. The majority of pupils can not save or print their own work.
124. Progress is satisfactory throughout the school with a natural emphasis being given in Key Stage 1 towards the development of keyboard skills. At Year 3 there is very marked and accelerated progress where the very good knowledge, skills and enthusiasm of the teacher have a very positive impact on progress. A database was made and e-mailed to the USA. The pupils used graphics well to produce excellent fairy tale booklets. The very good acquisition of knowledge and skills acquired at this stage helps the pupils to make satisfactory progress in subsequent years. Pupils with special educational need make good progress and the subject has a significant impact upon their programme of learning.
125. Pupils are enthusiastic about using the computer and the younger ones also enjoy listening to stories on the headphones of listening centres. They understand that they must take their turn to work on the computer and when it comes they work hard and co-operate very well with their small group of two or three pupils. They help each other very well, passing on to each other the skills they have learnt.
126. The quality of teaching is satisfactory in both key stages. Only two lessons, both in Key Stage 1, were seen involving the teachers teaching computer skills directly to the pupils. Both of these were good and the teachers used appropriate methods to bring about learning and understanding of the keyboard. All other observations concerned small groups and only isolated and brief intervals of teaching were observed. There is, however, good monitoring and supervision of these small groups and there is an adequate system of record-keeping.
127. Although there are sufficient computers in each class to provide ready access, the school awaits the setting up of the computer suite before the needs of the pupils can be fully met. There are only limited opportunities for direct teaching and there is then often considerable delay before all pupils are able to practise for themselves the newly learnt skills. The co-ordinator was absent for the period of inspection but the policy, providing good guidance for the non-specialist, and the quality of the work produced by her pupils, indicate good leadership and development of the subject.

Religious education

128. Standards at the end of both key stages are in line with the levels expected in the locally agreed syllabus. All pupils, including those with special educational needs, make satisfactory progress. In two lessons in lower Key Stage 2, pupils make good progress.
129. Pupils in Key Stage 1 know that festivals are an important feature of religious life. They know the importance of the Christian festivals of Easter and Christmas and of the Jewish festival of Hanukah. They know that some things such as the celebration of harvest are found in many religions and cultures. This helps them to understand that different people and cultures think of God in different ways. They study the lives of the great people of faith in many of the world's religions. They understand that Christians believe that Jesus is the Son of God and that Andrew was his follower. They know about the importance of Mohammed to Islam and of Sita and Rama to Hindus. They think about special times in their own lives such as birthdays and know that particular days are special to people of different religions.
130. In Key Stage 2 pupils study the major world religions. Older pupils consider the four noble truths of Buddhism and try to relate those to their own lives and thinking. They understand the effects of greed

as a national and personal problem. During discussion one boy said, 'I wanted a Manchester United shirt, but it'll only change next week.' Pupils in Year 5 think about the faith displayed by Abraham as he prepared to sacrifice his son. Year 4 pupils know about the importance of symbols in every day life and in religion. They know that symbols can be a means of communication as in traffic signs, and they can also be an expression of something unseen, such as loyalty to a team or country. Younger pupils know that a book is important because of its content and not because of the way it looks on the outside.

131. Pupils have good attitudes to their work. They listen carefully when teachers explain difficult ideas such as faith and symbolism. They join in discussions and make interesting points clearly and without embarrassment. They ask sensible questions and show interest when their friends are trying to explain their own ideas.
132. In both key stages half the teaching is good and half is satisfactory. In the satisfactory lessons, teachers explain difficult concepts clearly and allow pupils to contribute their own ideas. Opportunities are sometimes missed, however, to help pupils to develop abstract ideas. For example, in a lesson in a Year 5 class the teacher did not take the opportunity to reflect on faith as an attribute in the pupils' own lives. The good teaching relates abstract ideas to the lives of the pupils so that they can begin to grasp concepts such as belief. The pupils are encouraged to share their ideas and knowledge and teachers help pupils to make sensible comparisons between the belief systems of different faiths.
133. The subject is well led by a knowledgeable co-ordinator, who is awaiting advice from the local education authority before introducing a new assessment system for religious education. The subject is adequately resourced in most areas but some of the materials are looking old. In some areas, such as the study of Sikhism, there are relatively few resources.

Other subjects or courses

Art

134. Pupils' attainment in art was described in the previous inspection as being in line with national expectations. The findings from this inspection indicate that standards in art are above those normally seen in seven year olds by the end of Key Stage 1, and well above standards usually found in eleven year olds by the end of Key Stage 2. Pupils of all abilities, including those with special educational needs, make at least good progress throughout the school. Progress at Key Stage 2 is often very good, particularly in the acquisition of new skills such as perception in portraiture. Pupils are introduced to a comprehensive range of materials and tools. Their work is attractively displayed and makes excellent visual impact. Art is a strength of the school.
135. Pupils at Key Stage 1 use well established routines such as mixing paint confidently, and use their observational skills to good effect as when painting portraits of their teddies. The majority take great care when using crayons and pastels, and use skills such as adding texture to effect when producing sunflowers in the style of Vincent Van Gogh. Evidence of pupils' ability to complete sustained pieces of work was demonstrated in their study of "The Big Banquet" by Jose Pinto. They created a three-dimensional effect, combined a range of materials and showed good control over the range of media used.
136. At Key Stage 2, there is a level of maturity in the pupils' art work. They have developed a good knowledge and understanding about a range of techniques, and are able to use these skills to produce some very creative and imaginative results. For example, when creating compositions of fruit in the style of Paul Cezanne, pupils in Year 5 skilfully applied paint using a variety of tools and techniques to depict the background material, and achieved excellent results. Throughout the key stage, pupils develop a sense of style in their paintings and drawings, using influences such as Monet and develop an awareness of pattern, shade and techniques. Skills and techniques improve well. The pupils demonstrated extremely fine use of pencil when capturing the work of Hockney, and skilfully used pastel and charcoal while copying the work of Turner. There are also very good examples of using art to depict humour. Pupils have studied cartoon art and three dimensional pop art in the style of Magritte. The focus of art work often relates successfully to work in other areas of the curriculum; for example, the designing and making of collages in a history project on Henry VIII, or the modelling of a river bed in geography.

137. Pupils have good attitudes and enjoy art. This is evident through direct observations, the attractive displays of pupils' work and photographic records. At both key stages, pupils demonstrate a positive attitude towards art; they behave well in lessons and are eager to begin the activities introduced by the teacher. They show very good levels of concentration and take pride in their work.
138. The teaching of art is good. Scrutiny of teachers' planning indicates that teachers prepare well-structured lessons which are appropriately matched to pupils' levels of ability. They provide a wide range of materials and encourage experimentation. Teachers have a clear knowledge and understanding of art. They set high but realistic expectations for pupils, and promote pupils' self-esteem through the very attractive mounting and display of their work. In the work displayed in school, and in the subject portfolio, there is evidence of the systematic teaching of skills, for example in the development of the use of pencil and scale in pupils' self-portraits.
139. The art co-ordinator was absent at the time of the inspection. However, scrutiny of the long term plan, continuity between parallel classes and progression between year groups shows that the co-ordination of art is good. The co-ordinator has developed a very detailed scheme of work, which gives good support and guidance for the teaching of the subject. There is a very good range of learning resources which are stored in two central areas. A small number of computer programs are used to support the teaching of art, but there were no examples of computer-generated art.
140. Pupils at both key stages have studied the art of other countries. They have observed the work of Australian artists and there are some excellent examples of their interpretation of aboriginal arts and crafts. Charles Jacob, a local artist, recently visited the school to unveil a stunning mural based on his work "The Regatta". This was a Key Stage 1 initiative and involved pupils from different classes working together. Overall, art makes a valuable contribution to pupils' personal, social and cultural development.

Design and technology

141. By the end of Key Stage 2, standards are below what is expected of pupils at the age of 11. There is insufficient evidence to give a clear judgement on standards at the end of Key Stage 1. Only one lesson was observed in this key stage and there was little evidence from samples of work seen. By the end of Key Stage 2, the pupils' skills in the making element of the subject are satisfactory, but insufficient emphasis is put on the design element and as a result, the pupils have unsatisfactory skills in creating ideas, planning procedures, predicting difficulties and reviewing and evaluating their products. From teachers' planning, it is evident that teachers take this important element into account but skills are under-developed. At the last inspection, provision was judged to be unsatisfactory and the school has made insufficient progress to remedy all the weaknesses.
142. By the age of 11, the pupils have had experience of designing and making a variety of objects but whereas skills of making, drawing and painting are clearly evident, skills of planning, researching, adapting and evaluating are under-developed. For example, the pupils make a wall hanging, linked to history work on the Tudors. They make board games that focus on science topics, such as food chains, and construct a tower from paper and waste material, in a topic on the strength of structures. In Year 5, the pupils design a shield to protect their arm and body. This work also includes stitch work and weaving. The progress of all pupils, including those with special educational needs, is satisfactory in the making element of the programmes of study, but it is unsatisfactory in the design element.
143. The pupils have good attitudes to the subject, they respond well in lessons and sustain concentration. This was evident in the one lesson seen in Key Stage 1, when the pupils were so engrossed in making and fastening their teddy bear, that they did not want to finish as the lesson ended. Older pupils show initiative when they make a mistake, for example in joining a new piece of thread. The pupils' behaviour in lessons is always good.
144. The quality of teaching in the one lesson was observed in Key Stage 1 was good but there is insufficient evidence to judge teaching in the key stage as a whole. In Key Stage 2, the teaching is unsatisfactory overall. This is because insufficient emphasis is placed on designing. One good lesson was observed in Key Stage 2. In the good lessons seen, the teachers asked pertinent questions and gave good

demonstrations which were appropriately pitched for the age group. In the lesson on making a shield, the teacher narrowed the focus of the lesson well so that the pupils concentrated on the objective of the task - to make the shield for strength. In the lesson making teddy bears, the teacher listened carefully to the pupils' suggestions, valuing them and sharing their enthusiasm for the task. However, in two unsatisfactory lessons observed in Key Stage 2, there was insufficient emphasis on developing designing skills. In one lesson, not enough attention was given to detailed measurements before cutting out, and planning by the pupils was not encouraged. In another lesson, the teacher had a simple planning sheet for the pupils to use, but she did not allow time for the pupils to reflect on the stages of planning so that the pupils could benefit from the activity.

145. Currently there is no co-ordinator for the subject and, although the subject meets statutory requirements, it lacks the guidance and support necessary to raise standards. For example, whereas long-term planning clearly identifies which topics should be taught and how they complement other subjects of the curriculum, short-term planning is brief and lacks objectives. There are few instances of pupils using planning sheets to help the process along. A good link is maintained with an associated secondary school, when a teacher from that school takes Year 6 pupils through the process of designing a running shoe.

Geography

146. Attainment at the end of both key stages is above what is typical of pupils of these ages and the pupils make good progress. This good progress is also made by those pupils with special educational needs.
147. In Key Stage 1 pupils learn about the physical and human features of their own environment and begin to appreciate how their own locality is similar or different from other places. Year 1 pupils look at a simple Atlas and find "where we live". They learn about their own address and acquire some geographical language, such as country. By the early months of Year 2 pupils recognise the shape of Great Britain and can locate England, Scotland, Wales and Northern Island on their map. Some higher-attaining pupils can name and locate the seas and waters surrounding our islands. They develop skills in direction and talk and write about examples of short and long journeys.
148. The work of Key Stage 2 extends the skills and knowledge which have been acquired in Key Stage 1. In Year 3 pupils work well on a local study and learn factual information about Lancaster and their local surroundings. Very good progress in skills and knowledge is made in Year 4, when pupils draw plans using symbols and keys from aerial photographs. Work with four figure grid references extends to eight figure grids and there is the beginning of good knowledge of ordnance survey maps often related to the visit and study of Borwick. The main focus, supported by field trips for both Years 5 & 6, is the river study of the River Lune. In this detailed study there is a good acquisition of geographical language associated with rivers. Pupils develop the practical use of mathematics through the good opportunities to measure widths and depths and draw profiles of the river bed. By the age of eleven most pupils can undertake geographical investigations by asking and responding to questions and use a range of geographical skills and resources.
149. Pupils' attitudes to their work are satisfactory and the pupils respond appropriately to learning about the environment both locally and further afield. There are some good examples of work produced by independent study and examples of group work which illustrate the collaboration and positive relationships that exist. Behaviour is good. The pupils listen carefully to their teacher, show interest in the task they are given and they work with a satisfactory degree of concentration and determination.
150. The quality of teaching is always at least satisfactory. Pupils are managed well and provided with interesting tasks which are carefully explained and which have purpose. This impacts positively upon the quality of their effort. Teachers listen to and value the pupils' ideas and make a great effort to include in discussions pupils of all levels of attainment. Many opportunities arise in geography for the extension of pupils' skills of literacy and numeracy. Pupils are required to read for information and record findings and write their own address. Numeracy is particularly well served in the river study, in the use of scale and the use of co-ordinates.

History

151. In both key stages pupils make good progress in history and, for their age, have an above average knowledge of past events and the characters that have influenced history.
152. In Key Stage 1, pupils are developing an awareness of the past and are learning the order of events. They begin to understand the difference between the distant past and the recent past and they develop and begin to use the appropriate vocabulary to explain their reasoning; for example pupils in Year 1 describe teddy bears as being the oldest or the youngest. By Year 2 the pupils have learnt about some historical characters such as Florence Nightingale. They know the main events of her life and the significance of her actions to caring and nursing. They make good progress in their growing awareness of the sources of historical knowledge. They make good use of information technology in writing the story of Guy Fawkes and in the good extended writing following the visit to Leighton Hall. By the end of the key stage the majority of pupils get a firm grasp on the differences between life 'then and now'.
153. In Key Stage 2 pupils build upon the solid foundations laid in Key Stage 1. They progressively develop the ability to describe the contributions made by people and events and the legacy of these events to the world of today. For example both Years 3 & 4 study the Romans, the younger pupils learning what the Romans were like and some of their customs. This leads to the older pupils considering the reasons for the Roman invasion of Britain and understanding that 'caster' at the end of a place name indicates the

site of a Roman fort. Pupils currently in Year 3 gain understanding of what life was like for children during the war and learn the reasons why so many were evacuated from the cities. The study of the Tudors provides a good focus for pupils in Years 5 & 6 and in this context they are making good progress. The majority can suggest reasons for and the results of main events. They begin to understand why people, for example Henry VIII, acted the way they did. A very good example of extensive study, employing research skills, is apparent in the computer written work on prehistoric man. Pupils with special educational need make good progress across both key stages.

154. Pupils' attitudes to history are always satisfactory and often good when the pupils are presented with lively and interesting lessons. They show a satisfactory level of interest in the legacy of the past and the majority are keen to learn more. They join in discussions and answer questions enthusiastically. They concentrate well when they are working and make every effort to record accurately what they have learnt. They are well behaved and listen attentively to both their teacher and other pupils.
155. Throughout the school teaching is satisfactory and there are examples of good teaching. Teachers are usually clear about what they want the pupils to learn and they then employ appropriate methods and resources to achieve this objective. Most are enthusiastic and move the lesson forward at a good pace, which maintains and stimulates pupils' interest. A good number of visits are arranged and this further enhances the provision the teachers make.
156. Teachers use the opportunities arising in history lessons to extend well the pupils' skills in literacy. Pupils are required to read for information and the older pupils write lengthy reports about what they have found. There are good examples of creative writing based upon such historical legends as Romulus and Remus. The support history provides for literacy is a strength of the subject. Concepts of time, sequencing of events, time lines and working with proportions are good examples of history being used to further pupils' mathematical ability.

Music

157. Attainment at the end of Key Stage 2 is below what is typical of pupils of this age. As it was not possible to observe any lessons in Key Stage 1 during the week of the inspection, judgements for that key stage are based on scrutiny of policy, of planning and of a video recording of last year's Christmas performance. They are also based on observation of assemblies and hymn practice and on discussion with pupils and staff.
158. By the end of Key Stage 2, few pupils are on course to achieve standards in line with what is expected of pupils at this age. Most pupils join in singing, but many lack confidence and do not follow the line of the melody well. Although some pupils co-operate effectively in group work, mostly high attainers, most children find difficulty in working together because they are unclear about what they have to do.
159. In Key Stage 2 pupils' progress is unsatisfactory. Progress is restricted by the lack of a structured curriculum and the insecure knowledge and confidence of teachers. Thus, although pupils do increase their knowledge and understanding of musical elements and make some gains in skill in listening, performing and composing, there is a lack of clear and steady development.
160. Progress in Key Stage 1 is satisfactory. Most pupils sing in tune and follow a rhythm satisfactorily. Many sing out confidently, as witnessed in assembly and in the Christmas performance of "The Grumpy Sheep". The pupils have developed satisfactory understanding of elements such as loud and quiet and fast and slow, and can reproduce simple rhythmic patterns.
161. In the lessons observed, the pupils' behaviour was generally satisfactory and the pupils were interested in the work. However, some restlessness, noise and lack of concentration developed as pupils' interest waned in those lessons where there was little variation in pace, insufficient encouragement and lack of clarity in the tasks set. These weaknesses all adversely affected the pupils' attitudes.
162. The quality of teaching in Key Stage 2 is unsatisfactory. The teachers, although interested in music, rely heavily on a course book used throughout the school. This was evident in planning generally and in the three lessons seen. Medium and short-term planning is imprecise and makes little or no reference to the programmes of study of the National Curriculum. In two lessons too little sparkle and enthusiasm were

generated, and too little guidance and encouragement were given to improve singing. Group composing tasks were ill-defined so that most pupils were unclear how to proceed. In one instance, the teacher's planning, management skills and methods were generally satisfactory and pupils made some progress. In the other case, pupils' interest and involvement were insufficiently sustained and pupils were not given appropriate opportunity to practise and improve performance. Pupils made little progress and the lesson was unsatisfactory. Teachers in two instances provided satisfactory models in leading singing themselves. Generally in Key Stage 2 there is no consistent approach to planning, no clear identification of how different areas of the curriculum are to be properly implemented, and no clear indication of how skills in performing, appraising and composing are to be built upon.

163. The co-ordinator, who was a music specialist, left in the summer and the headteacher has not yet been able to find a member of staff with the confidence to take on the role. With the lack of a co-ordinator, there is no specialist guidance at present. A junior and senior school choir and recorder group are temporarily suspended. However, the school supports instrumental tuition for violin, woodwind and guitar lessons. Currently forty-three pupils are having instrumental tuition. Two parents run a folk-singing group every Tuesday lunchtime for older pupils. The session seen was well attended and the majority of pupils clearly enjoyed it. Provision for music has not improved since the last inspection.

Physical education

164. Attainment is in line with what is typical of pupils at the end of both key stages. Since the previous inspection the school has reduced the time pupils spend in physical education lessons by about one third. Yet it is clear from talking to pupils and teachers and from the teachers' planning that the full range of the National Curriculum for physical education is taught. Pupils have the opportunity to take part in games, gymnastic, dance, athletics and swimming lessons.
165. Pupils in both key stages know the importance of warming up and cooling down in lessons. They know that safe working is important. Pupils in Key Stage 1 can run and skip safely in a confined space taking care to dodge away from others. They learn to throw and catch a ball over a short distance and improve their skill as lessons progress. Younger pupils in Key Stage 2 practise their ball throwing ability over an increasing distance. The majority of pupils gain in skill but a few have difficulty in judging the relationship between the power required and the distance to be covered. In gymnastic lessons, older pupils demonstrate good skills when moving at different levels and finding different ways of moving along a low bench. In a Year 6 games lesson pupils showed marked improvement in football skills. They began with simple passing skills and by the end of the lesson all pupils were attempting to kick the ball with their "wrong" foot and with the outside of their foot. Year 6 pupils displayed very good awareness of space and movement in a dance lesson taken by the Ludus dance company. Both boys and girls moved smoothly at different levels and clearly enjoyed working with two gifted dance teachers. Swimming skills develop well and the great majority of pupils are able to swim at least 25 metres by the end of the key stage. Most pupils make satisfactory progress in lessons and some pupils with special educational needs, especially those with several learning and physical problems, make good progress.
166. The pupils have good attitudes to the subject and behave well. The pupils respond to teachers' urgings to work quietly and enjoy the rigour required to achieve success. A particular feature of many lessons is pupils' concentration as they work hard to improve their performance. They work well in pairs and small groups and always ensure that pupils for whom English is not their first language and pupils for whom movement is not easy are included in all parts of the lesson. This is usually done by quiet demonstration and sign language. Teachers insist that commands are obeyed instantly and pupils try hard to comply.
167. The quality of teaching is satisfactory overall. In the lessons seen, teaching was good in one lesson and satisfactory in all others. In the satisfactory lessons, planning ensures that skills are built carefully as lessons progress. Pupils are helped to grow in confidence and are challenged to improve their performance. In the good lesson, clear planning led to pupils of all levels of ability making progress over the time of the lesson. Lessons make good use of the available time and space and teachers use praise to stimulate pupils to greater effort. The acoustics in both halls make it difficult for pupils to hear their teachers and pupils are encouraged to work quietly. In all the lessons seen teachers pay attention to safe practice. Pupils are encouraged to make constructive comments on their own performance and the

efforts of their friends. The school takes part in competitive soccer, netball, cricket, swimming and cross country running. Orienteering takes place in the school grounds but the development of outdoor and adventure activities is limited.

PART C: INSPECTION DATA

Summary of inspection evidence

A team of seven inspectors carried out the inspection over a period of 25.5 inspection days. During the inspection, the team

- observed 87 lessons or parts of lessons related to curriculum for the under-fives, the subjects of the National Curriculum and religious education;
- observed acts of collective worship and registration periods;
- listened to approximately 10 per cent of the pupils read individually or in reading groups;
- sampled and evaluated the pupils' work;
- discussed the work with pupils;
- held discussions with governors, the headteacher, the senior management team, subject coordinators and some support staff;
- read and evaluated all major curricular, administrative and management documentation, including teachers' plans and samples of pupils' assessments, records and reports.

In addition, 31 parents attended a meeting with members of the inspection team and the team analysed 143 questionnaires completed by parents.

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	488	19	120	58

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	18
Number of pupils per qualified teacher	27:1

Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	125.5

Average class size:	32.5
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FINANCIAL DATA

Financial year:	1998
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	£
Total Income	756 020
Total Expenditure	786 484
Expenditure per pupil	1598
Balance brought forward from previous year	-33397
Balance carried forward to next year	-63861

PARENTAL SURVEY

Number of questionnaires sent out:

488

Number of questionnaires returned:

143

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	48	47	4	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	46	3	4	0
The school handles complaints from parents well	23	45	23	6	2
The school gives me a clear understanding of what is taught	18	64	9	10	0
The school keeps me well informed about my child(ren)'s progress	24	56	6	13	1
The school enables my child(ren) to achieve a good standard of work	26	60	9	2	2
The school encourages children to get involved in more than just their daily lessons	25	51	17	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	21	55	16	7	1
The school's values and attitudes have a positive effect on my child(ren)	33	57	7	2	1
The school achieves high standards of good behaviour	30	56	12	1	1
My child(ren) like(s) school	53	41	4	1	1

Other issues raised by parents

Large classes hinder the pupils' progress and give rise to stress among the teachers.