

INSPECTION REPORT

Torrisholme County Primary School
Morecambe

LEA area: Lancashire

Unique Reference Number: 119283

Headteacher: Mr Finn P Bugge

Reporting inspector: Mrs K Tickell
17218

Dates of inspection: 1 – 4 November 1999

Under OFSTED contract number: 707518

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Low Lane Torrisholme Morecambe LA4 6PN
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Huddart
Date of previous inspection:	15 – 18 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Kathleen Tickell, RgI	Art	Attainment and progress
Eva Mills, Lay Inspector	Music	Leadership and management Attendance Support, guidance and pupils' welfare Partnership with parents and the community Equal opportunities Teaching The efficiency of the school
John Lewis	Information Technology Science	Staffing, accommodation and learning resources Special educational needs The curriculum and assessment
Trish McDonnell	Design and Technology English/Literacy Geography	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
John Pugh	Mathematics/Numeracy Physical Education Religious Education History Early Years	
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The Registrar
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MAIN FINDINGS

What the school does well

- The curriculum for under-fives is broad, balanced and very relevant. It covers all the areas of learning very well.
- Very good teaching occurs in most subjects, but most consistently in English and science. In Year 6 (including the mixed age Year 5/6 class) the teaching was consistently good or very good.
- Good progress in pupils' mental and oral work in numeracy.
- Good systems are in place for promoting consistently high attendance.
- Good support teaching is provided for pupils with specific learning difficulties where activities are well matched to their needs.
- The school provides a wide range of extra-curricular activities which support and extend pupils' learning.
- The provision for the health, safety and general welfare of pupils is good.
- Liaison with the local secondary school is good.
- The school's budget is well managed.

Where the school has weaknesses

- I. The school is not fulfilling the statutory requirements for the information technology curriculum and pupils attainment is below expectations.
- II. There is some unsatisfactory teaching in the middle years of Key Stage 2.
- III. Governors are not fully involved in monitoring and evaluating the work of the school.
- IV. Procedures for the effective professional development of staff are not in place.
- V. The rate of school improvement is constrained by the limited involvement of the headteacher in matters of curriculum evaluation and professional development of staff.
- VI. Higher attaining pupils' work is not always closely matched to their abilities.
- VII. Although pupils' attainment levels on leaving are well above average in English and mathematics, these are only average in terms of schools in similar contexts; and in science results are below this level.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There has been a gradually improving trend in pupils' attainment in English and mathematics since the last inspection. In science, trends over time are more static. Improvements are also evident in the quality of teaching of design and technology which was unsatisfactory at the time of the last inspection, but which now has many good features. The teaching of art and music has also improved since the last inspection and it now reaches a satisfactory standard.

The school has made some progress in developing its assessment procedures since the last inspection. However, the school still has work to do in ensuring that the assessment procedures are implemented consistently by all teachers and used effectively in their day-to-day planning.

The school has made significant progress in developing its monitoring procedures to improve the quality of curriculum coverage and subject co-ordination. The school development plan has also improved in its quality and usefulness and is now used as a means of prioritising areas for improvement.

The deficiencies in accommodation mentioned in the last inspection report still remain. Plans have now been

approved for a new classroom to be opened during the next academic year.

The school is well placed to make further improvement under the leadership and management of the headteacher and governing body providing that they work together more effectively to evaluate the school's current performance and agree actions for tackling areas of weakness.

· **Standards in subjects**

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

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

The performance of pupils in English and mathematics is well above the national average and is broadly in line with the average for similar schools. In science pupils' performance is in line with the national average but below the average for similar schools. Pupils' attainment in religious education is in line with the expectations of the Lancashire Agreed Syllabus for religious education at the end of both key stages. In information technology, pupils' attainment is below the national expectation at the end of both key stages.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Good
Information technology		Unsatisfactory	Unsatisfactory
Religious education	Good	Good	Satisfactory
Other subjects	Good	Good	Satisfactory

Teaching was at least satisfactory in 92 per cent of all lessons observed. It was very good or better in 24 per cent of lessons and in 8 per cent it was less than satisfactory. The teaching of the under-fives is consistently good. Teaching in the mixed age class (Year 5/6) and the other Year 6 was also consistently good or very good. Variation in the quality of teaching was most evident in Key Stage 2 ranging from that which was excellent to that which was unsatisfactory. The teaching of literacy is good.

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	Pupils' behaviour in and around the school is satisfactory. Behaviour in class lessons is usually good.
Attendance	Attendance is very good with rates very high in comparison with other schools nationally. Good systems are in place for reporting absence.
Ethos*	Pupils show good attitudes to learning in most classes. They are generally courteous and polite. Relationships between pupils and between teachers and pupils are good.
Leadership and management	Leadership and management are satisfactory overall. The governing body is committed and their role in monitoring and evaluation is developing. The headteacher does not fully steer the central developments in the school as he is too bound up in administrative and budgetary matters.
Curriculum	The curriculum for under-fives is broad, balanced and very relevant. In Key Stages 1 and 2 the curriculum has breadth and reflects the emphasis on the national priorities of literacy and numeracy. The information technology curriculum does not meet statutory requirements.
Pupils with special educational needs	Pupils with Statements of Special Educational Needs make good progress, and those who are receiving extra support for literacy also make good progress. Other pupils with differing special needs do not receive sufficient support in class and, as a consequence, the rate of their progress is slower than it should be.
Spiritual, moral, social & cultural development	Pupils' spiritual, social and cultural development is satisfactory. Pupils' moral development is good.
Staffing, resources and accommodation	There is an adequate number of suitably qualified and experienced teachers who are appropriately deployed but arrangements for extending and spreading existing skills are patchy. The accommodation has some deficiencies which impede the efficient teaching of the curriculum. Resources for all subjects are adequate with the exception of information technology, design technology and history.
Value for money	The school provides satisfactory value for money.

**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
VIII. The school is easy to approach if parents have questions or problems	XIII. Children spend a substantial amount of
IX. The school achieves high standards of good behaviour	XIV. The provision for lunchtime supervision is
X. The school promotes positive attitudes and values	XV. There are inconsistent approaches to pupils
XI. Parents feel welcome in the school	
XII. Parents appreciate the "surgeries" with teachers to discuss their children's progress	XVI. The school gives too few opportunities for

Inspection judgements support parents' positive views of the school. Parents' concerns about lunchtime supervision were justified in some instances where the quality of personal support occasionally lacked sensitivity. Parents' concerns about the lack of opportunity for children to develop skills in information technology were also borne out by the inspection but the school has plans to develop this subject through improved facilities. The school encourages pupils to take their reading books home in Key Stage 1, but there

are some inconsistencies in Key Stage 2.

KEY ISSUES FOR ACTION

In order to improve the quality of teaching in the areas this report has identified as unsatisfactory and maintain greater consistency across the school the governors and headteacher should:

- XVII. put in place a programme of professional development for all staff which is clearly linked to identified individual needs as well as the needs of the school (paragraphs 90, 96, 181, 198);
- XVIII. ensure that all subject action plans are clearly related to improved pupils' outcomes (86, 152);
- XIX. ensure that existing good practice within the school is shared and disseminated more widely across the school (46, 92, 228);
- XX. improve the systems for evaluating the quality of teaching and its impact upon pupils' learning in the classroom by building upon the information provided by the monitoring process (84, 88, 153).

In order to ensure higher attaining pupils' work is more closely matched to their abilities, the headteacher and staff should:

- XXI. ensure assessment procedures are implemented consistently by all teachers and used effectively in their day-to-day planning (57, 59, 60);
- XXII. ensure that planned activities are challenging and well matched to pupils' needs in order to establish the optimum conditions for pupils to succeed at the higher levels (41, 42, 45).

In order to improve pupils' attainment in information technology the headteacher and staff should:

- XXIII. revise the strategic plan for the development of information technology in order to make more effective use of existing facilities and to plan more effectively for staff training and long-term developments (112, 222, 228);
- XXIV. ensure all teaching is at least satisfactory by immediate in-house sessions where the knowledgeable staff upgrade the expertise of the weaker, and make certain that equipment is sufficient and fully functioning (29, 221, 228).

In order to ensure greater involvement in monitoring and evaluating the work of the school the governing body and headteacher should:

- XXV. ensure that there are clear allocations of responsibility for monitoring the goals and targets in the school development plan (83, 86);
- XXVI. ensure there is a clear distinction between goals and targets and the action taken to achieve them (88);
- XXVII. find and carry through measures for reducing the headteacher's time and emphasis upon administrative and budgetary matters to enable him to play a more strategic role in matters relating to teaching and curriculum development (84);
- XXVIII. improve the quality and flow of information from the school to ensure the governors are well informed in order to carry out their roles effectively (83, 104, 106).

INTRODUCTION

Characteristics of the school

1.The school is based in a residential area based on the old village of Torrisholme in the north-west part of Morecambe. Pupils attending the school are drawn mainly from this area, where private home-ownership is the norm. An increasing number of pupils have been admitted in recent years from the Lancaster border area and beyond, which includes council and housing association estates.

2.The school is large compared to other primary schools nationally, having 388 pupils on roll aged between four and 11 years. There are 204 boys and 184 girls. The majority of pupils entering the reception classes have experienced pre-school and/or nursery provision outside the local education authority's arrangements. Their attainment on entry is above average as indicated by baseline assessment information.

3.The admission policy is that recommended by Lancashire Education Authority, with first priority being given to brothers and sisters of existing pupils at the school. Other priorities are clearly set out in the prospectus. Almost all pupils are white and there are no pupils attending the school for whom English is an additional language.

4.There are 33 pupils (eight per cent) on the school's register of special educational needs. This is well below the national average. Five pupils (1.3 per cent) have Statements of Special Educational Needs. This is broadly in line with the national average. Twenty pupils (five per cent) are eligible for free school meals - a figure below Lancashire and national averages.

5.The school's aims are:

- .to provide a broad and balanced curriculum, in accordance with the National Curriculum;
- .to provide each pupil with a full grounding in the basic skills of reading, language and number;
- .to help pupils develop lively enquiring minds and to communicate effectively;
- .to develop personal moral values, self-respect and self-discipline;
- .to acquire high standards of behaviour, appearance and achievement.

1.Main priorities are:

- .to improve staff understanding of National Literacy Strategy and provide adequate resources;
- .to train staff in the methods and programmes of the National Numeracy Strategy;
- .to increase the use of correct science vocabulary by pupils;
- .to set up home-school contracts;
- .to implement effective assessment procedures.

• **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	29	21	50

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or Above	Boys	25	23	26
	Girls	20	19	19
	Total	45	42	45
Percentage at NC Level 2 or above	School	90 (83)	84 (88)	90 (90)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	27	27
	Girls	19	18	20
	Total	46	45	47
Percentage at NC Level 2 or above	School	92 (87)	90 (94)	94 (91)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	48	41	89

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	37	41	41
	Girls	35	34	36
	Total	72	75	77
Percentage at NC Level 4 or above	School	81 (83)	84 (77)	86 (82)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	33	40	35
	Girls	33	32	35
	Total	66	72	70
Percentage at NC Level 4 or above	School	74 (75)	81 (73)	78 (83)
	National	68 (65)	69 (65)	75 (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.4
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	24%
	Satisfactory or better	92%
	Less than satisfactory	8%

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Attainment

1. The most recent reported results of the national tests for Key Stage 1 in 1999 show that the percentage of pupils who achieved at or above the expected levels in reading was above the national average but was broadly in line with the average for similar schools. The percentage of pupils who achieved at or above the expected levels in writing and mathematics was in line with national averages but was below the average for similar schools in mathematics and well below in writing. At the age of eleven, the average National Curriculum Points Scores indicate that whilst pupils' performance was well above the national average in English and mathematics, it was broadly in line with the average for similar schools in these two subjects. In science pupils' performance was above the national average but was below the average for similar schools. There is a gradually improving trend in pupils' attainment over time in English and mathematics – though there was a slight dip in the English results this year at the end of Key Stage 2. The trend in pupils' attainment in science is more static.

2. Evidence from the inspection shows that pupils under the age of five attain levels that are above the national expectation in all areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Pupils at this age show an interest in their work, are well motivated and are eager to answer questions. They have good pencil control and generally form their letters correctly. They can use words from the reading scheme to compose simple sentences. In mathematics, pupils can count objects and recognise numbers up to ten and some are able to do simple additions setting out their own sums.

3. Attainment at the end of Key Stage 1 is above the national expectation in English, mathematics, science, geography and design and technology. Attainment in history, art, physical education (PE), and religious education is in line with the national expectation but it is below in information technology. There was insufficient evidence available to make a judgement about pupils' attainment in music at the end of both key stages. In English, pupils listen well in class, are able to follow instructions and speak out confidently contributing constructively to discussions. They can read with understanding using a range of strategies. In mathematics pupils have a good understanding of place value and are able to use this knowledge when ordering numbers up to 100. They can mentally add and subtract numbers up to and beyond 10 with good speed and accuracy.

4. At the end of Key Stage 2 pupils' attainment is above the national expectation in English, mathematics and geography and it is in line with the national expectation in science, design and technology, history, art, physical education and religious education. It is below the national expectation in information technology. Pupils achieve high standards in speaking and listening skills at the end of Key Stage 2. They use language with confidence and precision to explain, question and discuss issues. Pupils read well and understand the structure of books, using the index, contents page and glossary successfully. Pupils' attainment in mathematics – particularly in number related activities – is developing well. In Year 6 the majority of pupils can add, subtract multiply and divide numbers up to 1000, including decimals, with confidence. In science, pupils have an awareness of the elements of scientific investigation and have a clear understanding of the notion of fair testing.

5. There is a weakness in pupils' understanding and application of information technology at both key stages. Too few pupils are able to demonstrate any knowledge of databases or simple spread sheets and there are major inconsistencies in how pupils achieve in terms of accessing and attaining similar levels of skill in communicating and handling information.

11. *Targets set by the school*

6. The school has set targets of 84 per cent for English, 80 per cent for mathematics and 85 per cent for science for the current Year 6 pupils in the year 2000. These targets, whilst slightly higher than those set for the previous year, are lower than the school actually achieved in 1999 in mathematics and science. The targets are also below the median for the performance of pupils from similar schools in 1999 for mathematics and science (81 per cent and 90 per cent respectively). This indicates that the targets should be comfortably achieved.

12. *Progress*

7. Pupils under the age of five make satisfactory progress during the reception year in all areas of learning. Over the course of Key Stages 1 and 2 pupils make satisfactory progress in all subjects with the exception of information technology where progress is slow and science at Key Stage 2 where pupils are making good progress. For example, pupils made clear gains in their understanding of the need for a standard system for circuit design whilst relating their knowledge to real life situations. Progress in developing good handwriting skills is erratic over Key Stage 2 and is generally unsatisfactory – though in Year 6 pupils are making rapid progress and they attain satisfactory levels by the end of the key stage. Pupils at both key stages have made good progress in their mental and oral work in numeracy. Progress in pupils' understanding and use of centimetres, metres and kilometres is particularly good in Year 6.

8. Pupils with statements of special educational needs and those pupils whose learning needs relate to literacy make very good progress as a result of clearly targeted support. Other pupils with differing special needs do not receive sufficient support in class and, as a result, their progress is slower than it should be.

14. **Attitudes, behaviour and personal development**

9. Pupils under the age of five years have well-developed personal and social skills. They co-operate well with each other during imaginative play in the "baby clinic" and whilst exploring in the sand tray. They listen well on the carpet when the whole class is together. They show curiosity and are eager to answer questions. They enjoy their learning and are keen to celebrate one another's achievements.

10. Pupils show good levels of concentration in lessons and are interested in their work. There are good attitudes to learning in most classes. In some classes, notably in Years 2 and 6, pupils have very good attitudes to work. Pupils respond enthusiastically to the mental and oral activities in mathematics implemented as part of the numeracy strategy. Where attitudes are not good, this relates to the quality of teaching in the class. Pupils' capacity for personal study is satisfactory. Where teachers plan for individual project work pupils demonstrate that they can carry out personal research. For instance, in the Year 6 class pupils had chosen aspects about the Victorians to research further at home. Pupils in Year 6 had also carried out an investigation into Morecambe as a holiday resort and into memorabilia relating to the Winter Gardens. Pupils have few planned opportunities to use the library for personal study.

11. Pupils' behaviour in and around the school is satisfactory. Behaviour in class lessons is usually good where teaching shows best practice, but pupils behave boisterously in the playground at breaks and lunchtimes. There are some instances of unsatisfactory behaviour in a small number of lessons in both Key Stage 1 and Key Stage 2 and also at the end of a Key Stage 2 assembly. There were no incidents of bullying observed during the inspection and no instances of poor behaviour, so systems for dealing with these could not be checked. No pupils are excluded from school.

12. Pupils are generally courteous and polite. They open doors and say "please" and "thank you" to one another. Pupils show respect for the learning resources and equipment and take their share in the classroom routines and in tidying up. Relationships between pupils and between teachers and pupils are good and are especially good in classes in Years 2 and 6.

13. There are some examples of pupils working collaboratively, such as in Year 2 where pupils helped each other with a dance sequence, in Year 4 where pupils worked together to design an electrical circuit and in Year 6 where pupils produced a summary of the lesson in mathematics. In some classes pupils find it difficult to

collaborate and on balance this is something which the school needs to develop further.

14. Pupils respect other people's feelings and are sensitive to other people's values and beliefs. This is reinforced well in classes where there are clear ground rules for listening to one another's views and for respecting different points of view. In Year 6, circle-time, when pupils sit round with their class teachers to discuss issues of importance together, is used effectively to make pupils aware of feelings and the need to consider others. These pupils listen to one another, respect others' opinions and make sensible and mature observations.

15. Pupils have limited opportunities to demonstrate initiative and take responsibility. Three pupils operate a shop selling biscuits at break time and Year 6 pupils tidy the library. Year 6 pupils play wordgames with reception children at lunchtime. Generally, however, this is an area which the school needs to develop further.

21. **Attendance**

16. Attendance at the school is very good with rates very high in comparison with other schools nationally.

17. The school has good systems in place for reporting absence and parents are prompt in letting the school know the reasons for their children's absence. Consequently there is virtually no unauthorised absence.

18. Pupils are prompt to school and lessons begin on time. Pupils give reasons and apologise on the rare occasions when they are late.

19. The high attendance rates and prompt start to lessons have a positive effect on pupils' learning.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

25. *Main data*

20. The overall quality of teaching in the school is good and is effective in meeting the needs of most pupils. Teachers are hard working and committed to providing the best education for their pupils. Teaching was at least satisfactory in 92 per cent of lessons observed. Of that percentage, teaching was good in 32 per cent and very good in 24 per cent. Most of the 8 per cent of lessons in which teaching was unsatisfactory were in Years 4 and 5, in Key Stage 2, with teaching in only one lesson unsatisfactory in Year 1 in Key Stage 1. No lessons of poor quality were observed during the inspection.

21. Teaching in Year 1, Year 4 and Year 5 showed the most variation from very good to unsatisfactory. Teaching in the under-fives, Year 2 and Year 3 was consistently satisfactory or better. A larger proportion of good and very good lessons were observed in lessons for the under-fives and Year 1. Teaching in the mixed age class in Year 5/6 and the other Year 6 class, was consistently good or very good. Variation in the quality of teaching was most evident in Key Stage 2 where it ranged from that which was excellent to that which was unsatisfactory.

22. Examples of very good quality teaching were seen in most subjects but consistently in English, science, design and technology, physical education and religious education. In mathematics, geography, history, art and music, teaching overall was satisfactory. Teaching in English, mathematics, science and history had the most variation in quality from very good to unsatisfactory. In information technology, the quality of teaching is unsatisfactory.

23. Teachers generally have secure subject knowledge of National Curriculum core subject requirements. Recent training in numeracy and literacy has improved teachers' subject knowledge in these areas significantly.

Many teachers have secure subject knowledge for other areas of the curriculum - for example, science and design and technology - and this expertise is being used effectively to encourage those teachers less confident in teaching the more complex skills for those subjects. Teaching in information technology is unsatisfactory based upon the evidence of pupils' work, teachers' planning and subject knowledge. Teachers' skills in information technology need further development in association with improvement to the school's resources and facilities in order to provide pupils with an opportunity to develop their information technology skills.

24. Most teachers plan their lessons well and use a wide range of teaching methods to manage, organise, question, enthuse, encourage and motivate pupils. Explanations are nearly always clear. For example, in a science investigation lesson in Year 5/6, pupils were given clear explanation of how to approach the investigation of recognising the differences between liquids, solids and gases, in order to record their observations successfully. In another science lesson in Year 2, the explanation given on how to test fairly to give accurate results was particularly effective in ensuring that pupils got into the investigation quickly. The support given to pupils is often helpful without directing pupils too closely. For example, in a design and technology lesson in Year 3, Year 5 and Year 6, pupils were guided well towards making their own decisions to improve their designs rather than the teacher providing the answers. This strategy had a motivating impact on pupils who worked hard to improve their designs for wall hangings, packaging for biscuits and bridge designs. Introductions are generally lively and purposeful and often linked to personal experiences. For example, in a challenging art lesson in Year 2, the teacher linked the personal experiences of eating snails in France to stimulate pupils' interest in the sketching of a large snail shell using a variety of mediums. She emphasised the need to create a texture effect in the sketch, which linked well to lesson objectives. In a lesson for the under-fives the teacher structured and resourced the session well to ensure learning in pupils' understanding of the changes that take place as they grow up. In these lessons pupils were motivated to learn and understand the concepts.

25. Teachers often pay high regard to pupils' answers respecting their thinking, their ideas, their thoughts and continuing to use probing questions to build up ideas for further enquiry. For example, in an English literacy lesson in Year 3, very good questioning sought pupils' views on a particular aspect of a story reflecting the relationships between the fisherman and his wife. In a physical education lesson in Year 5/6 a pupil's mistake in demonstrating a technique was used positively and sensitively to encourage others to not make fun and celebrate successes.

26. There were some good active learning approaches used, for example, in an under-fives lesson pupils were actively encouraged to participate in the lesson by exploring the comparisons between different paper clips to join together card to make puppet caterpillars, developing their joining skills as a result. In Year 5 pupils made comparisons between the taste and texture of different biscuits and in Year 3 they explored the comparisons between different weaving materials and methods of presentation before developing their own designs. In many lessons deliberate, carefully planned grouping strategies encourage pupils to move on supported by quick review and complemented at the end of the lesson by scope for reflection on what had been learned. For example, in a science lesson in Year 6 on electric circuits, pupils quickly identified common aspects of simple circuits, discussed them in detail, proceeded in groups to design simple alarms and quiz games and reflected on their success or otherwise at the end of the lesson.

27. Many good examples were seen of teachers giving guidance in mid-task in both timely and appropriate ways, often encouraging pupils to question their own understanding of a particular problem or technique. For example, in a physical education lesson in Year 3, good instruction and key points were well demonstrated to reinforce the correct technique for performing a forward roll.

28. Homework is generally well used to extend pupils' classroom work. The recently introduced pupil homework planners in Key Stage 2 are useful in informing parents and keeping pupils on track. There are inconsistencies, however, in how and when they are used by teachers with the effect that parents do not have a clear view of the school's homework strategy. Parents raised the issue of consistency at the parents' pre-

inspection meeting.

29. Teachers often exhibited a high level of enthusiasm and this was infectious in stimulating the motivation to learn - for example, in an English lesson in Year 1 drawing pupils' attention to typographical features of text and punctuation and generating excitement when looking for small words 'hidden' inside larger words.

30. Most teachers have high expectations of themselves and their pupils and in the majority of lessons pace is engaging and brisk. For example, in a mathematics lesson in Year 5/6, high expectations, the brisk pace and altering of teaching methods kept pupils interested. The high expectations resulted in pupils making good progress in their understanding of converting kilometres to metres and in understanding six-figure grid references.

31. Within many lessons teachers gave a clear sense of purpose and good feedback. They developed positive rapport and relationships between themselves and their pupils. For example, in a Year 2 lesson in literacy pupils valued the praise given for good work, they worked harder and made good progress as a result. Most teachers maintain good discipline and good behaviour which results in the lesson progressing well and the children making at least satisfactory progress.

32. In most lessons teachers do not provide opportunities for pupils to use information technology in their work to record and present the outcomes of their scientific and mathematical investigation data - for example, by desktop publishing for added effect, to control simple models, present reports or write creatively using word-processing techniques. This lack of opportunity prevents pupils from making progress and moving onto higher levels of attainment in information technology and in many subjects.

33. Most teachers make effective use of the resources available - for example, in developing pupils' research and investigation skills using science and design and technology resources in lessons in both key stages. The very good collaboration between the local high school and the school - for example, in science investigation activities and computer sensing - has a positive impact on pupils' progress and attainment.

39. *Weaknesses*

34. In the lessons which were less than satisfactory or which were otherwise satisfactory but had unsatisfactory features, teaching was characterised by a lack of clear expectation, inadequate planning, over-reliance on published schemes of work, dull unchallenging activities, low expectations in particular for the higher attaining pupils and an inconsistent balance between teacher directed input and pupils working independently or in groups. In some of these lessons classroom and behaviour management was inconsistent in quality, some teachers had limited understanding of the range of strategies that could be employed to ensure effective achievement of the teaching objectives and pupils made unsatisfactory progress and under-achieved as a result.

35. Work is normally well matched to pupils' prior attainment - for example, in a science lesson in Year 2, where tasks were well designed to take individual pupils forward from their position of prior attainment in their understanding about forces. In some instances, however, particularly in mathematics in both key stages, work is not particularly well planned to meet the needs of the higher attaining pupil. In mathematics, the over-reliance on published schemes and a reluctance to move into higher levels of the scheme of work for fear of impinging on other teachers' planning are preventing the higher attaining pupils from moving onto higher levels of attainment, in particular in how they are able to apply their mathematical knowledge and skill to real and relevant situations.

36. There is also great variation in the practice of assessing and marking pupils' work and using the outcomes of assessments during units of work to help teachers gauge pupils' progress and understanding and then to plan the next stage of learning and promote pupils' progress and attainment. The impact of this weakness is that some pupils do not fully understand what is required of them and they make less progress than might be expected. In the weaker lessons pace is slow because pupils often merely repeat previously mastered knowledge and skills rather than moving on to new experiences - for example, in some mathematics lessons in Year 4 and

5. In some lessons pupils are also not given enough opportunities to think for themselves. Unsatisfactory teaching is often marked by long periods of explanation or questions with one-word answers that are right or wrong and this taxes the concentration of pupils - for example, in a lesson in Year 5 the teacher took too long explaining the task which led to worsening of behaviour.

42. *Special Educational Needs*

37. The teaching provision for pupils with special educational needs has many strengths and few weaknesses. Relationships are good and pupils are well known as individuals by their teachers. There were some particularly good examples of support teaching and work that is well matched to pupils' individual needs. For example, in lessons for the under-fives and in Year 4, pupils with specific learning difficulties are given excellent support to become fully integrated into the class activities; they make good progress as a result. Where pupils are removed from the class for additional literacy support they also receive good instruction and make good progress as a result. The assessment of these pupils is regular and constructive, with detailed, up-to-date records. However, in those sessions where there are some weaknesses, pupils on the school's special education needs register who have special needs other than literacy - for example, of a behavioural or emotional nature - do not receive sufficient support in the classroom. This lack of support has a negative impact on teaching and other pupils' progress because teachers have to spend too much time keeping these pupils on task.

38. Overall, individual education plans for pupils with special educational needs are good and helpful to staff in guiding their planning to meet pupils' needs closely. However, in most lessons teachers do not make reference to the recommendations for development other than for literacy with the effect that some pupils' needs are not being fully met.

44. *School improvement*

39. In response to the previous inspection report, the school has made some progress in securing a more consistent approach to planning pupils' work which identifies long- and medium-term objectives. However, limited progress has been made in defining activities appropriate for different abilities, in particular the higher attaining pupils who, on occasion, remain disadvantaged by the inconsistencies in teachers' short-term planning and classroom management and organisation. Some progress has been made in addressing the issues which contributed to unsatisfactory teaching in the previous report - for example, developing subject expertise.

40. In order to improve the quality of teaching and learning even further the school should now:

Work to remove inconsistencies in:

- expectation of what is required by pupils;
- planning work for all pupils to ensure that it is appropriate to their needs;
- assessing and marking to guide teachers in their planning and to help pupils understand what it is they need to do to improve;
- support for those pupils with special education needs to ensure that support addresses the recommendations in individual education plans - for example, behaviour management;
- using information technology more to help pupils with their work, in particular, research, investigation and presentation techniques.

• **The curriculum and assessment**

• *Curriculum*

1. Curriculum planning for the under-fives is good. A broad, balanced and very relevant curriculum is provided for the pupils in the reception classes which covers all the required areas of learning well. In Key Stages 1 and 2 curriculum planning to ensure carefully judged steps in learning is in place for all subjects except information and communications technology. However, the small allocation of teaching time in music and art is having an

impact on the depth of knowledge and breadth of experiences the children are offered in these subjects. Overall the planning for purposeful links between issues studied and well-judged steps in learning is satisfactory.

2. In Key Stages 1 and 2 the curriculum is generally broad and balanced. However, in music, art and religious education the time allowed for these subjects limits the curriculum, which has an adverse impact on the depth of knowledge and range of learning opportunities provided for the children. The greater emphasis placed on the core subjects of English and mathematics reflects the national priorities for literacy and numeracy. Teaching time is in line with that recommended by the Department for Education and Employment at both key stages.

3. The school has gone some way towards tackling the curriculum issues mentioned in the last inspection. The curriculum now fulfils the statutory requirements in all subjects apart from information technology where the requirements of the National Curriculum are not wholly in place. Aspects of this subject which need further attention and emphasis include the use of databases and simple spreadsheets. The provision for religious education meets the requirements of the agreed syllabus. The school also provides sex education as part of a health education programme. The school has been involved for some time in a Partners in Health project which promotes a healthy lifestyle. This is effective. One of the main priorities of the scheme is to develop a detailed sex and drugs education plan for the school to enhance the curriculum.

4. The religious education, geography and history schemes of work have been well developed since the last inspection and although the time allowed for these subjects in the curriculum is limited the activities planned are well thought out and make best use of that time. The music and art schemes are less established although the recently purchased music scheme is having a positive impact on learning.

5. The school has implemented the Literacy Strategy and is following the guidelines detailed in the Framework. The school has also taken on the mental and oral activities of the National Numeracy Strategy and added them to the present mathematics scheme. This has had a positive impact throughout the school by improving children's ability and confidence in mental calculations. The children have responded enthusiastically to the mental and oral activities in mathematics.

51. *Particular Needs*

6. The children who have physical disabilities are well integrated into the classes. Teachers, classroom assistants and children make a great deal of effort to ensure they are given the same opportunities as the other pupils in the school. Children working in a mixed age class are not disadvantaged; they are taught the planned programme of work for their specific age group wherever possible. Where this is impractical, arrangements are in place to ensure they do not cover the same work twice. This allows pupils to make satisfactory progress in their work. There are no issues of gender; boys and girls are taught the same work and allowed to participate in all sporting activities. There are very few children from different cultural backgrounds in the school, but those who do attend are well integrated.

7. Curriculum provision for pupils with special educational needs is good for the under-fives and also for all those children with Statements of Special Educational Need. They are given suitable support by well qualified staff and they make good progress. Individual education plans are in place and they are regularly reviewed. The school has chosen to make literacy a priority for other pupils on the school's special educational needs register because of the limited financial resources available. The quality of this provision is good. The school has little provision for mathematics and behavioural difficulties with the result that pupils with particular needs in these areas currently receive insufficient extra support. Overall provision is satisfactory.

53. *Extra-curricular activities*

8. There is a wide range of extra-curricular activities offered which support and extend pupils' learning. These activities are predominantly offered at Key Stage 2. They vary from football, netball, other team games and athletics, to recorder playing and a science club. There is also an opportunity for older children to participate

in a very popular residential visits to The Isle of Man and The Lakes. In their report the governing body rightly recognise the additional time given to these activities by teaching staff to enhance the curriculum offered to the children.

54. *Assessment*

9. Records for children under five are good and are used effectively to guide planning. A good baseline assessment is used to group pupils for activities. Ongoing assessment through planned activities is also good and particularly effective in one class.

10. The statutory requirements to assess pupils' achievements in English, mathematics and science at the end of Key Stage 1 and Key Stage 2 are met and the results of these tests are reported to parents. The school also produces an annual report to parents for each pupil, in the core and foundation subjects.

11. The school has moved some way towards developing its assessment procedures since the last inspection in order to tackle the deficiencies noted in the report. The policy for assessment is not consistently implemented throughout the whole school and the programme of assessment opportunities is not consistently planned throughout Key Stage 1 and 2.

12. The school usefully carries out an interim assessment of the core subjects in Year 4, using the supplementary test material issued nationally to all schools, in order to track children's progress through Key Stage 2. The school has also recently introduced a system of assessment intended to track the children's progress in the core and foundation subjects as they transfer from one year group to the next through the two key stages. This is currently in place for mathematics, science, geography and history. The information available to guide curriculum planning from this system is therefore limited at present.

13. The day-to-day assessment of pupils' work in Key Stage 1 and 2 that is carried out to match work planned to the needs of the pupils is presently inconsistent. A more systematic approach is required to make sure all teachers make effective use of this information in their day-to-day planning.

14. Overall, satisfactory progress has been made towards developing assessment procedures, which now need to be completed and embedded in order to ensure greater consistency of practice throughout the school.

60. **Pupils' spiritual, moral, social and cultural development**

15. The daily act of worship meets statutory requirements. There has been improvement since the last inspection, however, assemblies often lack the sense of occasion when no music is provided and opportunities are lost to develop pupils' spiritual awareness and self-knowledge. In Key Stage 1 assemblies for the whole of the infant department are taken by one teacher with no other staff present and this makes it difficult for the teacher to create the right atmosphere for quiet reflection. Class assemblies offer more opportunity for quiet reflection and thoughtful response. In Year 5/6 after a science lesson the teacher prepared the pupils very effectively for the assembly next day by inviting them to reflect on the context of the phrase 'seeing is believing'.

16. Overall pupils' spiritual development is satisfactory. The Lancashire Agreed Syllabus for religious education provides opportunities for pupils to acquire the knowledge and insight into values and beliefs through the study of Christianity and other world religions.

17. Provision for pupils' moral development is good. Teachers are good role models. They deal with moral issues effectively and there is plenty of positive reinforcement to ensure that pupils know the difference between right and wrong.

18. Provision for pupils' personal and social education is satisfactory. It is now covered in science lessons throughout the school and a dedicated weekly lesson is provided for Year 6 pupils. This provision is

supplemented by thoughtfully planned or useful incidental activities in many classes throughout the school. For example, in one Year 4 class the teacher ensures a good start to the day by inviting pupils to share experiences with her as she calls out the register. Ground rules are well established in some classes, so the pupils are aware of the expectations of behaviour, such as not to laugh if someone gets something wrong. Deviant behaviour is handled sensitively in most classes and pupils are reminded of expectations of behaviour by positive reinforcement of expectations. There are frequent instances of teachers making sure that all pupils' achievements are recognised. For example, in a PE lesson in Year 3 pupils were praised for their performance leading to increased motivation and improved performance. In some classes pupils are encouraged to evaluate each other's work and to suggest ways in which work could be improved as, for example, in a Year 2 art lesson when pupils considered carefully the improvements which could be suggested to the next group who were working on the activity.

19.Provision for pupils to take responsibility is underdeveloped in the school. There are some good examples such as the Healthy School initiative and some Year 6 pupils are now certificated First Aiders, but overall there is little provision to support pupils in developing awareness of the school as a community.

20.Provision for pupils' cultural development is satisfactory. There are visits arranged to the Cottage Museum and the Judges Lodgings in Year 2 and to the City Museum in Lancaster. Pupils in Year 5 visit Rufford Hall as part of their study of the Tudors. Pupils in Year 6 carry out research into Morecambe and the Winter Gardens. The local area is well used by pupils in Year 1 as part of their topic on houses. Pupils study contrasting localities as part of the geography syllabus. There are links in geography with Dolphinholme School, which is a small village school.

21.There is satisfactory provision for pupils to experience the richness and diversity of other religions. Religious education makes a valuable contribution to pupils' understanding of other cultures and religious traditions and to study them in some depth. The school arranges visits to the local churches and to places of worship further afield to develop pupils' cultural understanding. However, other subjects such as music, geography and art make only a limited contribution to pupils' wider cultural understanding. There are some examples of pupils studying Western European artists such as Picasso and of stories from other cultures being read as part of the Literacy Hour. However, overall provision for pupils' cultural development is not well developed.

67. Support, guidance and pupils' welfare

22.Class teachers provide good day-to-day support for pupils. They know pupils well, are aware of their needs and often take time to discuss their concerns. Relationships between teachers and pupils are mostly good.

23.The standard of lunchtime supervision is variable. Although some examples were seen during inspection where supervisors dealt with problems in a sensitive manner, especially in the reception playground, there were times when the quality of personal support was unsatisfactory with raised voices and an unsympathetic attitude. The school is aware of the need for training in this area.

24.A system for the monitoring of academic progress through regular assessment of pupils' work has recently been developed. Although this is useful in some subject areas, the inconsistency of its use means that the tracking of progress is not yet fully effective.

25.Attendance is well monitored by class teachers who are quickly made aware of reasons for absence. The monitoring of behaviour is the responsibility of class teachers. In Key Stage 2, breaktime detention is given where there are lapses. This is well documented and teachers are able to identify recurring problems. Poor behaviour in the playground is reported to senior staff.

26.The provision for the health, safety and welfare of pupils is good with some particularly good practice seen when pupils carefully examine the hall floor after lunch and before physical education for hazards. Suitable procedures are in place for dealing with accidents.

27. Since the last inspection a child protection policy has been formalised and the school now complies with legal requirements. There is good contact with support agencies when required.

28. There is good support for pupils who have problems with literacy where pupils are identified and withdrawn from class for short sessions of reading recovery. This support is not available in other areas such as numeracy or behavioural difficulties.

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

29. Parents view teachers at the school as approachable and helpful and appreciate the time taken by staff to discuss any concerns they may have.

30. Information provided about the school and its work is satisfactory overall. The prospectus and governors' report to parents contain all necessary information and parents are now informed termly about topic work. In reception, information about pupils' work is particularly good.

31. There is little parental support in classroom activities and what there is mainly occurs in Key Stage 1. However, when parents do help in school, this is useful and contributes to pupils' learning.

32. Although annual written reports vary in quality and some place more emphasis on attitudes than on skills and understanding, they are mostly satisfactory. Parents are well informed on pupils' progress in 'surgeries' which take place throughout the school year. During inspection an example was seen where a parent was given detailed information on attainment, progress, strengths and weaknesses as well as guidance on ways to help at home. Parents of pupils on the school's register of special educational needs are also appropriately involved in reviews of their progress.

33. At the pre-inspection meeting parents stated there were inconsistencies in the detail and quality of the information they received from the school. However, evidence from the inspection indicates that home-school communication is broadly consistent throughout the school with some good practice seen in reception. In Key Stage 1 reading books are sent home weekly with appropriate reading records. However, in Key Stage 2, pupils do not always take reading books home and the level and quantity of homework varies from class to class.

34. The school has an active Parents and Friends Association which among other social and fundraising events organises the Torrisholme Gala. This association has raised approximately £15,000 for the school over the last four years.

35. Links with business and industry remain underdeveloped and the school has made little improvement since the last inspection in this area. The community is used well as a resource in history and geography projects.

36. Liaison with the local secondary school is good and includes some curricular liaison. A good example was seen during inspection where a teacher from the secondary school visited a science lesson in Year 6 to gather information on what pupils can do in science.

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

82. **Leadership and management**

37. The 1996 inspection report stated that the governors' contribution to the school development plan was too limited and that their role in many matters was underdeveloped. There is a clear improvement in the way in which governors carry out their role. Committees of the governing body for curriculum, buildings and finance, staffing meet regularly and recent moves have ensured that these are regularly minuted and that agendas are

provided before the meeting. Individual governors have made clear contributions as critical friends of the school. For example, a detailed report relating to the security of the school has been produced and some recommendations already implemented. The chairman of governors is in school frequently – once a week on average – and ensures that relevant issues arising from national and local correspondence are discussed. He attended the school target setting visit with the headteacher and the local education authority (LEA) representative and has produced a useful synopsis of information for the full governing body. Procedures are now in place for individual governors to have a link with a teacher in order to become more informed about the work of the school. The governing body's involvement in the school development plan, however, remains limited and their work in monitoring and evaluating the progress of the school towards achieving its targets also remains limited. One of the reasons for this is the nature of the quality and flow of information from the school to enable governors to carry out their role effectively. For example, formal reports often lack detail about school activities, pupils' achievements and staff development.

38.The work of the headteacher is mainly administrative and managerial. He has no regular teaching commitment and has little involvement in classrooms. He does not currently lead any of the initiatives related to monitoring the quality of teaching or of pupils' performance through the analysis of performance data, or of overseeing the professional development of staff. These have been delegated to the deputy headteacher. The headteacher has had oversight of the school's implementation of the National Literacy Strategy and the National Numeracy Strategy and these are being implemented satisfactorily. A significant proportion of the headteacher's time is spent on budget management and this he has accomplished prudently. Currently, however, the headteacher has little direct impact upon key areas of monitoring the quality of teaching and pupils' performance and behaviour. The school is satisfactorily managed but there are weaknesses in the headteacher's leadership function that limit the quality of educational provision. In order to move the school forward, it is essential that the headteacher becomes more strategically involved in those matters which relate directly to the quality of teaching and to pupils' attainment and progress.

39.The deputy headteacher has a positive impact on the work of the school in the key areas of teaching, learning and monitoring pupils' standards of achievement. He has demonstrated good leadership skills. For example, he has given effective support to curriculum co-ordinators in developing their role. His analysis of pupils' performance in the national tests has led to suggestions for action to tackle areas of relative underperformance. For example, in science the analysis indicated that experimental and investigative work is weak (weaker than the national trend also) and higher ability pupils' needs should be addressed. Recommendations following the analysis consisted of analysing content time allocated to this aspect in school and observing and reporting on the quality of teaching. These recommendations were relevant and appropriate but they now should be followed up by taking further action based upon the information gathered as a result of the monitoring process.

40.The role of subject co-ordinators in co-ordinating their subjects has improved significantly since the last inspection – though some are further on than others. The majority of co-ordinators now give effective support to colleagues, understand the need to monitor their subject, and have carried out teaching observations. Whilst some co-ordinators' monitoring reports are largely descriptive there are some excellent examples of clear evaluative comment which, if acted upon, will result in definite improvement for the subject, for the quality of teaching and for the school. The monitoring reports for science and physical education, for example, are clear, constructive, evaluative and focus upon important teaching points as well as making references to school policy when necessary. All co-ordinators have produced a useful action plan for their subject which indicates developments for the future and these plans feed into the school development plan. However, the emphasis in these plans is mainly upon policies, procedures and resources with little reference to the outcomes for pupils or targets for raising standards. Co-ordinators should now build upon the constructive work they have already done by placing greater emphasis in their plans on outcomes for pupils.

41.Provision for those pupils who have Statements of Special Educational Needs and those whose needs are related to literacy is well managed and their needs are addressed very effectively. The special educational needs co-ordinator manages the existing arrangements very well. There is a governor nominated to oversee provision, who is also a teacher at the school. For pupils with other special needs, however - for example, relating to numeracy, emotional or behavioural difficulties – provision is not sufficiently targeted. The school should now give consideration to the broadening of provision to ensure that those pupils who have special needs other than literacy receive appropriate support.

42. Whilst monitoring procedures are clearly established at the school, evaluation of the results has not always led to the school taking effective action to improve quality in the particular areas of need which have been identified as a result of the monitoring. For example, instances of inappropriate midday supervision have not led to training opportunities on behaviour management for the relevant personnel. (The supervision of pupils in the playground at lunchtime was an area about which parents expressed concern at the parents' meeting prior to the inspection). Similarly, whilst instances of unsatisfactory teaching have been identified, this has not resulted in a clear programme of individual needs identification and targeted support and professional development.

43. The aims and policies of the school are generally reflected in its day-to-day work. The relationship between teachers and pupils in almost all classes is good. Behaviour is generally good. There are, however, inconsistencies of approach in many aspects of school life and there are some instances of a lack of common purpose shared between governors and school staff. The school has taken some steps to address this. For example, several governors have recently attended a useful training course on 'Working Together'. Some governors have also met with their 'link' teacher, though in most cases these meetings are not yet established.

44. Inconsistencies in the work of the school were also reflected in the views of parents at the pre-inspection parents' meeting with different responses being given according to which class their child was in. Currently there is no agreed statement of values which underpins the work of the school. There has been no involvement of the governing body, teaching and other staff in the formulation of such a mission statement. In view of the instances of lack of cohesion, the school should involve all parties in reviewing the school's aims and in establishing an agreed mission statement which underpins the work of the school and the school development plan. Several teachers have had no opportunity over the last two years for individual discussion of their professional development and individual needs with a senior manager.

45. All statutory requirements are met with the exception of those for the information technology curriculum and the appraisal and professional development of staff. (Appraisal arrangements are presently the subject of a national review).

91. Staffing, accommodation and learning resources

46. There is an adequate number of suitably qualified and experienced teachers and they are generally appropriately deployed. Their qualifications and experience are mostly sufficient to meet the demands of the National Curriculum and the needs of children under five, including the provision for literacy and numeracy. There are some very well qualified staff in a number of subjects including information technology. However, other staff in this subject require additional support to allow them to teach the requirement of the curriculum.

47. All full-time and some part-time teaching staff have special responsibilities in addition to their class teacher responsibility. These responsibilities are mostly in relation to subject co-ordinator with one teacher responsible for extra-curricular activities (football).

48. Support staff and administrative personnel are suitably qualified and adequate in number.

49. The specialist teacher for special needs is very experienced and the allocation of external support staff to pupils with special educational needs is good. All classroom support staff are effective - for example, when taking small groups for design and technology - but their deployment, with the exception of non-teaching support for under-fives, means they spend too little time in some classes to make a significant contribution to the standards achieved.

50. Staff have the opportunity to attend in-service courses but arrangements for the professional development of the staff are unsatisfactory. Teachers had not had interviews with the staff development officer to identify their professional needs. This has resulted in the weaknesses in some teachers' knowledge and skills not being

satisfactorily addressed. For example, a small minority of teachers did not have an appropriate repertoire of strategies for dealing with poor behaviour. Others lacked the confidence and knowledge to support pupils in using and applying information technology effectively. There is no system for appraisal in operation.

51.The accommodation has some deficiencies which impede provision of the curriculum. For example, a large Year 1 class taught in a mobile classroom has inadequate facilities to develop the Key Stage 1 curriculum. In addition, a large Year 5 class is taught in a relatively small mobile classroom. The teachers in these mobile classrooms make every effort to reduce their negative impact and some have made them into successful learning environments.

52.Outside play areas are generally adequate, there are good size fields and good sports pitches. The library for Key Stage 1 is bright and sufficiently large for groups of children to work in. The Key Stage 2 library is not used sufficiently to support individual learning and research. In addition, the shelves are very high and pupils are unable to reach the books on these higher shelves without using a step. The work displayed around the school enhances the learning environment. There are some very good displays of work in classrooms and other areas of the school.

53.Resources for all subjects are at least adequate with the exception of design and technology and history, where resourcing is barely adequate and information technology where resources are unsatisfactory. The school uses museum loans effectively to supplement the resourcing of history. There are good teaching materials and artefacts to support religious education. The school library has a range of books which adequately meet the curriculum needs of most subjects, with the exception of information technology, design and technology, religious education and some areas of science. There is insufficient large play equipment for under-fives. The school makes good use of visits, for example, to study centres, to enhance curriculum provision.

54.Since the last inspection the school has worked on a number of issues to improve provision. The school is to have a permanent additional classroom, as a result of the Government's class size initiative, to replace one of the mobile classrooms.

55.The school is well maintained, clean and tidy. Displays are attractive and often used as a useful resource for learning.

56.The school admits more than its standard intake number each year, so taking in a considerable number of additional pupils. This does mean the school's accommodation and resources are often stretched to meet this demand.

102. **The efficiency of the school**

57.The school's budget is well managed and generally efficiently used. There is a sound policy for financial delegation with key roles clearly defined. The policy is well implemented. The governing body has within its group substantial expertise in finance management. This expertise is beginning to be used effectively in managing the school's financial resources.

58.The process of setting the budget is satisfactory and is shaped by the educational objectives of the school. This process receives the necessary direction by the headteacher but does not always involve governors and staff fully. The information and financial options upon which decisions are made by the headteacher are not always shared or discussed with the effect that governors and staff are not always fully aware of the alternatives and the impact of financial decisions.

59.The budget is linked closely to the school's priorities for change as identified in the school development plan. The aspects of the school's work to be maintained and new initiatives to be introduced are carefully costed and expenditure is sanctioned appropriately by the full governing body following guidance from the headteacher to the finance committee.

60.The senior management looks at the future needs of the school through a satisfactory three-year plan, and is beginning to use the information positively to make projections of need. This plan does contain sufficient financial detail to help governors consider expenditure requirements. The information required to enable the governors to measure the impact of their spending decisions, however, is inconsistently applied to the objectives within the plan. For example, the references made to the purchase of curriculum resources - £1000 for mathematics, £1000 for literacy, £900 for music and planned expenditure on information technology - have no accompanying criteria in place which will enable the governors to measure the impact of that spending on pupils' attainment and progress.

61.The deployment of teaching staff is generally satisfactory; the school makes appropriate use of teachers' expertise in subjects and after-school activities - for example, in music, sport and interest clubs such as science. Non-teaching staff and other adults are generally deployed efficiently and make a positive contribution to the life of the school and pupils' attainment - for example, when supporting practical activities in design and technology. For those children with a specific Statement of Special Educational Need support staff are deployed very efficiently and pupils make good progress as a result. Deployment of support for other pupils on the school's special education needs register, however, is not particularly well catered for when considering the amount of time and staff available within the school.

62.Accommodation is deployed appropriately. The design of the building and a large number of temporary buildings make management and organisation difficult at times. However, the school does not always use the space available efficiently. For example, one large Year 1 group is situated in one of the smallest temporary buildings, when a larger space exists which contains a much smaller group. This inefficient deployment of space contributes to difficulties in managing the full range of activities for that Year 1 group and they make less progress than they might as a result. Wherever possible, wall space in every classroom is used effectively to celebrate children's work and to stimulate learning. Small areas in classrooms in Year 2 and Year 5/6 are being used particularly efficiently for interactive displays.

63.Learning resources are deployed satisfactorily, in particular new resources for literacy.

64.Financial control is secure and managed appropriately by the headteacher with support from the school's administrative assistant. The school has addressed all the issues identified in the most recent auditor's report to ensure that all systems are transparent and secure and that all income and expenditure are clearly accounted for.

65.The quality of financial information presented to the governors by the headteacher has improved with the increased involvement of the chair of finance committee. This information now contains much more detail than in the past and enables the governors to be more aware and fully accountable for the schools' financial management procedures. This detail also ensures that budget allocations are not overspent at the end of the financial year and that the school ensures best value for money by purchasing through central suppliers, tendering and seeking the most efficient service. The governors and staff pursue value for money appropriately without losing quality.

66.The specific funds made available to the school for pupils with a Statement of Special Educational Needs are being used efficiently. The specific grants for staff development and training are not being used efficiently to meet the needs of teaching and non-teaching staff - for example, in developing a positive ethos and culture for the management of children during lunch-times, developing teachers' skills in classroom management and organisation, where they are considered weak, and continuing the development of teachers' needs to meet the long-term strategic objectives for the school.

67.Since the last inspection in 1996 the school has made some progress in improving the school development plan in that there is now a more coherent plan for improvement which is appropriately linked, with costings, to the educational aims and priorities for the school. The governors' finance committee now meets more than once a year but meetings are still not frequent enough to meet the increasing demands of accountability in financial and strategic management required by new legislation in the local management of schools. The governing body and staff are still not fully involved in the prioritising process. The school has made little

progress in addressing this aspect since the last inspection.

68. In terms of the educational standards achieved and the quality of education provided in relation to the level of income per pupil the school receives, it provides satisfactory value for money.

69. In order to improve the quality of financial management further the school should:

- involve governors and staff more in the strategic management of finance;
- extend existing monitoring and evaluation procedures in order to assess more formally the cost-effectiveness of provision and the impact of spending decisions on outcomes in terms of the quality of pupils' learning and their standards of achievement.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Pupils' attainment in personal and social development is above national expectations. Pupils come into the school from pre-school already familiar with many of the children in the class. There are well thought out transition arrangements and pupils are very secure and settled in the reception classes at this stage in the year. Pupils know about classroom routines and expectations. They co-operate well in their play, bathing the dolls, playing in the sand tray, setting out cars and buildings on the play mat and playing in the baby clinic. Pupils listen well on the carpet when the whole class is together. They show interest and are eager to answer questions and to come out to write on the board. Pupils work hard and concentrate well on group tasks. They persevere to complete the activities and are well motivated and enthusiastic about their work. Pupils have good relationships with one another and with the staff. They enjoy learning and are keen to celebrate one another's achievements.

2. Pupils are able to express their feelings such as what makes them happy and what makes them sad. They are able to talk about their families and the people, occasions and objects which are special to them. They talk about birthdays and birthday presents and talk about the sort of presents they would like to receive.

3. Pupils make satisfactory progress in personal and social development.

4. Pupils' attainment in language and literacy is above national expectations. Pupils have good listening skills and can follow instructions in a taped movement lesson and respond appropriately to a television programme. Pupils listen well to whole-class input from the teacher, joining in with discussions and answering questions. Pupils have good pencil control and generally form their letters correctly. They know that names begin with capital letters and they write their names using appropriate upper and lower case letters. Pupils copywrite accurately and can compose a caption to go with their pictures about what they could do when they were babies. They can use the sight words from the reading scheme to make a simple sentence such as "I can swim" and draw a picture to illustrate this and read what they have written. The majority of the pupils in reception have good knowledge of sound symbol relationships and some can use this knowledge to spell out simple words such as "man". Pupils write simple stories using a repetitive format such as "Brown Bear, Brown Bear what do you see?" filling in the missing words and drawing their own pictures.

5. Pupils have good knowledge about how books work. They enjoy books and stories and are keen to talk about the pictures and the characters. The majority of the reception pupils can recognise the initial words in the Ginn 360 reading scheme and some are already beginning to read the scheme books competently.

6. Pupils make satisfactory progress in language and literacy.

7. Attainment in mathematics is above national expectations. Pupils confidently recite numbers to ten and accurately count objects and recognise numbers to ten. They enjoy a television programme about the number eight and join in with 'writing' the number in the air. Some pupils can count objects to 20 and can write numbers to 20 and do simple addition, setting out their own sums. Some pupils are familiar with larger numbers such as house numbers and can write these and read them. Pupils are developing a good understanding of pattern in number. They can draw a border round a piece of work alternating happy and sad faces and can make simple patterns with the multi-link cubes with two and sometimes three colours. Pupils begin to recognise pattern within numbers. They recognise that the number eight is made up of several smaller numbers. Pupils carry out appropriate practical mathematical activities such as counting spoonfuls of sand and counting the legs on their dough spiders. In art they design counting monsters and use these to answer problem solving questions such as "find the monster with one blue eye", thus developing their ability to discriminate by different attributes. Pupils know their colours and can name simple shapes.

8. Pupils make satisfactory progress in mathematics.

9. Pupils' attainment in knowledge and understanding of the world is above national expectations. Pupils explore and recognise the features of living things through their work on "ourselves". They can observe and compare the similarities and differences in hair and eye colour and in the patterns in their fingerprints. Pupils record information in different ways. They use simple equipment such as magnifying glasses to look at their fingerprints and mirrors to look at their features to help them with their investigations.

10. Pupils have good opportunities for first hand experiences. They make jelly and taste different fruits to decide which ones they like and categorise them into juicy and non-juicy. They go on an autumn walk to look at seasonal changes and enjoy playing with leaves and autumn fruits in the empty water tray. They go for a walk around the school grounds and identify the different buildings and the different features such as the pond and the refuse collection bins. Pupils find out about the roles and occupations of different people in the school such as the secretary, the caretaker and the lollipop lady. They practice road safety outside in the play area learning to cross the road with the help of the crossing patrol and the zebra crossing. Pupils enjoy deciding what clothes the nursery assistant should wear for hot and cold weather and they talk knowledgeably and confidently about what she will need.

11. Pupils talk about their families. They sort toys into those which they played with as a babies and toys they play with now. They look at pictures of when they were babies and draw pictures and write about what they could do then. Pupils investigate artefacts borrowed from the museum and describe the features of a spat and try to deduce what it is made of and what its purpose might have been.

12. Pupils develop skills in cutting, folding and joining paper and card to make different creations such as card circles to make caterpillars. They use information technology to extend their learning and generate designs for birds on the computer, linking with their work on the features of living things.

13. Pupils make satisfactory progress in knowledge and understanding of the world.

14. Pupils' attainment in physical development is above national expectations. Pupils have well developed physical skills. They cope well with dressing to go outside at playtime and in changing their shoes for PE. In a movement lesson using the radio programme 'It's your move' they listen well and respond to instructions showing good concentration. Most can jump with their feet together, stretch up tall and curl up small and show some awareness of body shape and posture. Pupils have good spatial awareness and can find a space and move round the hall in a variety of ways, running, skipping and creeping without bumping into one another.

15. Pupils have good control of materials such as dough, paint, glue and glitter. They use equipment such as magnifying glasses, pencils, scissors and paintbrushes with increasing control and manipulate construction kits combining the different pieces to make their own creations.

16. Pupils make satisfactory progress in physical development.

17. Pupils' attainment in creative development is above national expectations. Pupils explore colour and mix red and white paint to create shades of red and pink to produce their own designs. They mix black and white paint to create shaded lines as backgrounds for the zebra camouflage pictures. Pupils select different cut-out shapes to arrange to create firework pictures, decorating them with glitter and bright paints. Pupils are introduced to different skills such as decorating fabric leaves with stitches and learn to make prints with a variety of materials, such as leaves and paint with washing-up liquid in it. Pupils enjoy using a wide range of materials such as paper and card, boxes and recycled materials. They respond well to challenges such as designing a home for the toad and a sun hat for the teddy. Pupils enjoy imaginative play. They act out roles such as the Three Bears with Goldilocks eating the porridge. They bath the dolls in the water tray and look after them in the baby clinic, dressing them and feeding them with care.

18. Pupils make satisfactory progress in creative development.

19. The quality of teaching for under-fives is always satisfactory and usually good and, on occasion, very good. Teachers and support staff have good knowledge of the needs of young children and use appropriate approaches with plenty of first-hand experiences. There is an appropriate balance between teacher directed and child chosen activities. Activities are usually well matched to the need of the pupils but occasionally they are not challenging enough. Teachers are lively and enthusiastic. The reception classrooms are spacious, light and enhanced by attractive displays of pupils' work. Learning is well organised and well managed and teachers have set expectations for behaviour. Pupils are given appropriate responsibility for getting things out and tidying up. Pupils, including those with special educational needs, are well supported and appropriately planned for. Learning is made interesting and relevant. Assessment procedures are good. Information from baseline assessment is already being used in one class to group pupils and to plan for their needs. Pupils in the reception class are offered a broad, balanced and very relevant curriculum across all six areas of learning.

Teachers are well supported by non-teaching assistants who make a valuable contribution to the quality of learning for under-fives.

20. Since the last inspection the reception classes have been provided with a small outside play area and some basic climbing and balancing equipment. This was not in use during the week of the inspection because of the wet weather. The school is still short of big toys and equipment for use outside. Classroom resources are adequate in range and quantity, but many are old and need to be replaced and updated. There are good resources for literacy such as picture books and big books.

135. **ENGLISH, MATHEMATICS AND SCIENCE**

135. **English**

21. The results of the national tests at Key Stage 1 in 1999 show that levels of attainment in reading were above the national average when compared to all schools. It was broadly in line for similar schools. In writing, the percentage of pupils reaching or exceeding the expected standard for seven-year-olds was in line with national averages but well below average when compared to similar schools.

22. At the end of Key Stage 2 in 1999, the average National Curriculum Points Score indicates that pupils' attainment in English was well above the national average and broadly in line with the average for similar schools. The attainment of girls was slightly higher than boys' for 1996 to 1998. No gender comparisons are available for 1999 results at the time of writing this report. Over the years 1996-1998 pupils' performance in English shows an improving trend. In 1999, however, there was a slight dip in standards at the end of Key Stage 2.

23. Inspection evidence indicates that standards are above the national expectation in English at the end of both key stages. In some instances, however, pupils are not performing at a standard appropriate to their ability, particularly the more able pupils.

24. In speaking and listening, standards are above national expectations for most pupils at the end of both key stages. By the end of Key Stage 1, most pupils listen well in class, are able to follow instructions and contribute during discussions. Pupils were heard critically appraising the instruction for drawing a robot. Most pupils waited their turn to speak and listened well to the contributions of their peers. By the end of Key Stage 2, pupils are becoming more mature in their use of language. They continue to listen well and share opinions with both their teacher and peers. Many pupils in Year 6 are very confident when speaking to the whole class and are able to ask for clarification in a mature way when they are uncertain about a particular aspect of their work. In addition they are able to formulate interesting and relevant questions leading to a debate about the difference between fact and opinion.

25. The majority of pupils make good progress in speaking and listening as they move through the school. However, some pupils became restless when listening to the teacher or other pupils and are unable to work co-operatively in a group without adult supervision. Progress is good where pupils respond well to challenging activities, such as the opportunity given to Year 6 pupils to discuss current affairs and aspects of citizenship. A very mature discussion took place related to the Egyptian air crash and their views on increasing security versus individual freedom.

26. Reading standards are above national expectations at the end of both key stages. The majority of pupils at Year 2 are reading using a range of strategies. They are able to understand the text and read with enthusiasm. The better readers are segmenting and blending sounds within words. In Key Stage 2, pupils demonstrate high standards in reading. They understand the structure and rules of play reading. They read accurately aloud in class, with expression. Most use appropriate strategies to read unfamiliar words, though less able pupils are unable to split words up into syllables. All use the index, contents page and glossary successfully.

27. Progress in reading is satisfactory. They are learning the mechanics of reading well. Pupils spoke with less

confidence about books they enjoyed or their favourite authors. A reading scheme is used in Key Stage 2 with other supplementary texts. Sometimes the use of the scheme when it is no longer appropriate hinders progress. Books at Key Stage 2 are not taken home regularly and this is clearly a missed opportunity to further the development of pupils' reading.

28. The standard in writing is above national expectations at the end of both key stages. The difference between the more favourable inspection judgement and that indicated by pupils' performance on the tests for seven-year-olds is explained by the good progress being made by the current cohort of Year 2 pupils. By Year 2 the majority of pupils use appropriate punctuation and spelling in their writing. They are able to sequence text and organise non-fiction writing. For example, a Year 2 class were writing instructions effectively. By Year 6, pupils are becoming confident in writing in a variety of styles. They use complex sentences and interesting vocabulary. Some more able pupils demonstrate a very mature use of language. Pupils make mainly satisfactory progress against prior attainment for the more able pupils, but good progress is made by less able pupils by Year 6.

29. At the end of both key stages handwriting is in line with the national expectation. Many pupils use joined handwriting successfully. Progress over the course of Key Stage 2 is erratic and generally unsatisfactory. For example, many pupils only attain level 2 National Curriculum standards in Year 5. Many older pupils are still writing in pencil.

30. The quality of teaching in Key Stage 1 is good, with several examples of very good teaching. In these lessons the work was well matched to pupils' ability and had sufficient challenge to promote learning. In Key Stage 2 teaching varies from excellent to unsatisfactory. Overall, based upon the scrutiny of pupils' work and discussions as well as observations, the quality of teaching is good. The best lessons seen were well planned with clear learning objectives and interesting, relevant activities. In one large Key Stage 2 class, however, although the teacher had planned the lesson appropriately, a small number of disruptive pupils prevented the teacher successfully teaching the lesson. There is little additional support given to this large class.

31. Good lessons had tasks that build on work the pupils already knew and the teacher used interesting materials and texts. In the good lessons teachers made it very clear to the pupils what it was they were expected to achieve and set high standards, not only in terms of the work produced but also in behaviour. The teaching of comprehension skills is well taught by some teachers. This good practice should extend to all classes.

32. Where teachers had clear learning objectives they used informal assessment very well. They checked how well pupils understood and helped them with any difficulties. In the small minority of lessons which were unsatisfactory or had unsatisfactory features, whole-class sessions were too long, activities were uninteresting and on occasions texts were used which did not allow pupils to develop language skills or their enthusiasm for the subject.

33. The marking of pupils' work is at times very good. When good, teachers make helpful comments suggesting ways the pupils might improve or set a target for improvement. These good examples of daily assessment and marking should be used to develop standards for the whole school.

34. The teaching of literacy through other subjects is developing well with some particularly good examples in geography where the two subject co-ordinators had planned together. The use of information technology is underdeveloped in some classes.

35. The literacy hour has been introduced throughout the school. All teachers have appropriate medium-term planning. However, the quality of the short-term planning is less consistent. The school is aware of the need for assessment procedures and these are now being put in place. Assessment of standards in completed tasks is satisfactory but as yet there is little evidence that teachers short-term plans are informed by more routine day-to-day assessment.

36. There were few examples of adult support for groups of pupils in the literacy hour. Where the behaviour of a minority of pupils disrupted lessons, the progress of the majority of pupils was affected. Consideration should be given to how additional adults might support these classes.

37. The literacy co-ordinator has attended all the training provided and has supported the implementation of the literacy hour well. The co-ordinator should further develop an understanding of the strategy and use the support documentation written to continue to help teachers in their implementation. The action plan for English currently places insufficient emphasis upon outcomes for pupils and does not mention school targets for literacy.

38. The school should continue to develop the good work already begun in observing literacy lessons. However, the critical task now is to be able to use the information from this monitoring to support and improve standards.

Mathematics

39. The results in the national tests for Key Stage 1 in 1999 show that the percentage of pupils achieving Level 2 or above was in line with the national average but was below the average for similar schools. Taking the results over the past two years, the performance of children at Key Stage 1 has been consistent while nationally schools have shown some improved performance. National test results at the end of Key Stage 2 show that the percentage of pupils achieving Level 4 or above is well above national average for all schools and broadly in line with those of similar schools. At Key Stage 2, results for mathematics indicate a gradually improving trend.

40. The evidence from pupils' work, lesson observations and discussions with individual pupils shows that the attainment for the majority of children in both key stages is above national expectations. This was particularly evident in number related activities. By the end of Key Stage 1 most pupils have a good understanding of place value and are able to use this knowledge when ordering numbers up to 100. The higher attainers were confidently changing metres into centimetres and working with numbers up to 1000. They can mentally add and subtract numbers up to and beyond 10 with good speed and accuracy. They can estimate and measure length with reasonable accuracy and apply this knowledge to practical activities.

41. By the end of Key Stage 2 the majority of pupils can add, subtract, multiply and divide numbers up to 1000, including decimals, confidently. They are able to apply knowledge of quick methods of multiplication and division of 10 and 100 to measuring activities and they are familiar with the mathematical vocabulary associated with number. They can identify many two- and three-dimensional shapes and apply their knowledge of number to problems related to shape and space. They are able to interpret data presented in different forms. However, they should be given more opportunity to apply this knowledge in a wider variety of challenging investigative activities.

42. Pupils in both key stages make satisfactory progress. The high attainers make less progress than the other children in both key stages. The work they have to do is often less challenging than it could be and is over-reliant on published scheme of work. This was also noted at the previous inspection. Children who find mathematics difficult progress better in the classes where the work is planned to match their needs. This planning is not consistent throughout the school, but is effective where it occurs – for example, in a Year 1 class where the teacher had identified a group of children having difficulty with addition facts up to 10 and modified the work to meet their needs.

43. In the majority of lessons the children's behaviour is good and they concentrate on the tasks they are given for a sustained period of time to produce well-presented, accurate work. The school has recently introduced mental and oral activities into all the daily lessons and the children are responding enthusiastically to the challenge. The ability of children in both key stages to work out mental calculations in number is clearly improving and good progress is being made in this aspect of mathematics.

44. All mathematics teaching in Key Stage 1 is satisfactory with several examples of good teaching. In Key Stage 2 teaching is satisfactory or above in the majority of lessons although unsatisfactory teaching was observed in two lessons, one in Year 4 and the other in Year 5, where planning was weak. In the Year 5 class inappropriate use of the voice also hindered children's progress. Where teaching is satisfactory or above, work is well planned, clear objectives are given to the children and the teachers give encouragement and praise. Teaching is good or very good when the tasks are matched to the children's needs and the pace of the lesson is brisk. In a class of mixed Year 5 and 6 children, for example, the teacher prepared questions of varying difficulty for the 'rapid fire' mental maths activity, which allowed all the children to participate.

45. The curriculum covers all the areas of the National Curriculum programmes of study for mathematics. Links between different aspects of the subject and appropriately judged steps in learning are achieved through a published mathematics scheme. The school has recently introduced the whole class mental and oral activities of the National Numeracy Strategy into all classes. This has resulted in a high degree of consistency of approach across the school to this element of the mathematics lesson, which is proving effective and is helping pupils to progress. Curriculum support for those children with Statements of Special Educational Needs is good and meets the requirements of the code of practice for educational needs. The class teacher supports other children identified as requiring additional help in mathematics. At Key Stage 2 the support for these children is inconsistent. Where it is good the teachers plan their work to closely match the pupils' needs. Mathematical

apparatus and suitable support material is also accessible in these classes to help the children progress. This practice needs to be extended to all classes.

46. Since the last inspection satisfactory procedures for assessment have been devised and adopted and these now need to be consistently applied throughout the school. Marking is still mainly ticking work completed and there are few examples of constructive comments to assist the children's learning. However, teachers in both key stages did make some use of assessment to guide future planning.

47. Monitoring procedures have been introduced since the last inspection and these have led to an analysis of the quality of provision in mathematics. The curriculum co-ordinator has planned staff development to review the curriculum in the present academic year.

48. Teachers make a request to the co-ordinator for classroom based resources for mathematics and this has led to disparity in the provision for the children between classes. Equipment is easily accessible in the Key Stage 1 classes, but not in all Key Stage 2 classes. There is no effective system in place for identifying the location of shared equipment and the equipment purchased is largely to support the activities in the published mathematics scheme. Overall resources and accommodation in the school are of a satisfactory standard.

49. The subject is managed satisfactorily by the mathematics co-ordinator.

50. The school should now:

- plan work to match the needs of the high and low attainers more closely;
- ensure appropriate apparatus, equipment and other mathematics resources are readily accessible to all staff and all staff know the location of shared resources.

• **Science**

1. Pupils' attainment at the end of Key Stage 1 is above national expectations and is in line with national expectations by the end of Key Stage 2

2. In science the average National Curriculum Points Score indicates that pupils' performance in the national tests for eleven-year-olds in 1999 is in line with the national average but is below the average for similar schools.

3. Trends over time indicate that pupils attain consistently above the national averages but the trend is static indicating that there is room for improvement in particular in relation to the performance of the higher attaining pupils. The percentage of pupils attaining the higher levels is low in comparison with similar schools. Girls continue to perform better than boys in the science tests.

4. Teachers' Key Stage 1 assessments for science in 1999 show more pupils than nationally achieve the expected levels or above, but those achieving the higher levels simply match national numbers.

5. In both key stages, the majority of pupils are aware of the elements of scientific investigations and have a clear understanding of the notion of fair testing. There were good examples of this in both key stages and in most year groups but in particular in lessons for the under-fives, Year 2 and Year 5/6 when investigating the waterproofing characteristics of materials, exploring the effect of different forces and exploring the differences between solids, liquids and gases, respectively.

6. Pupils respond well to questions using their prior knowledge and can observe and record quite accurately. There was considerable evidence of this in a majority of lessons observed but in particular in activities in lessons for the under-fives, Year 2, Year 5/6 and Year 6. In a lesson for the under-fives, for example, pupils were discussing, observing and recognising features of living things by looking at each other's finger prints, eyes and hair and making charts to illustrate the differences. In a Year 2 lesson, pupils were using their prior knowledge of forces well to determine the best way to organise a fair test. In a Year 5/6 class, pupils were discussing, observing and recording accurately the differences in the ability of some liquids to flow, differences

in density and in volume. Most pupils are able to sort materials easily into groups of similar characteristics. The higher attaining pupils are able to organise materials in a different way and can often describe the materials characteristics quite scientifically.

7. In many activities pupils made clear attempts to predict what will happen with their experiments and were often able to use appropriate scientific vocabulary to describe changes and effects - for example, in describing the growth of a plant in Year 2 and predicting the effect of pouring water onto a material in an under-fives activity. Pupils are also able to demonstrate their understanding of electrical circuits in Year 5/6 and Year 6 by attempting to solve problems set up in an excellent interactive classroom display. The careful choice of materials for this display ensured that pupils became aware of which materials conduct electricity and put this knowledge to good effect.

8. Pupils can demonstrate a secure knowledge and understanding of physical processes and life and living things appropriate for their age. For example, in Year 3 pupils talk confidently about the conditions required for seed germination and plant growth.

9. Pupils have been particularly successful in developing their awareness of healthy living. The school has been part of a health promotion initiative for many years and continues to emphasise the importance of healthy living within the science scheme of work. All pupils in a Year 6 group have become first level, qualified first aiders.

10. In both key stages, most pupils are making satisfactory progress and for a significant minority progress is good. This is particularly so for many children in Key Stage 1 and for those pupils with a Statement of Special Educational Needs who make often good progress due to good support and guidance from the teacher. For example, in the material investigation in Year 4, a pupil with profound learning difficulties was able to describe the material to others, was totally integrated into the activity and making good progress as a result.

11. Pupils are very busy learners, they listen well to instructions and have a sensible, mature and safe approach to scientific tasks; they work particularly well together and concentrate when preparing investigations - for example, in problem solving using electrical circuits in Year 6 and when recognising features of living things in a lesson for the under-fives. Relationships are very good. Pupils are most courteous, trustworthy, helpful and supportive. Those pupils who are more confident in their science work are always prepared to share their skill and knowledge with others. Pupils have pride in their work. They take responsibility for their own resources; they look after them and always put them away carefully after an activity. There is clearly a willingness to learn new scientific concepts.

12. From the lessons and scrutiny of work the teaching of science is generally satisfactory in Key Stage 1 and in Key Stage 2 teaching is more varied. It is often very good and on only one occasion seen was it unsatisfactory. In the best lessons teachers make effective use of their specialist knowledge; they plan and prepare their lesson well and present very good demonstrations - for example, in the instruction on forces in Year 2 and electric circuit design in Year 6. Support materials and resources are of very good quality and tasks are often presented in a different way to help those pupils with special educational needs and those who have yet to grasp the concept being taught. Teachers are aware of pupils' prior attainment; this is supported by some good assessments, although there are inconsistencies in how some teachers implement the school's agreed assessment procedure. Some teachers clearly take care to assess pupils work accurately, but generally pupils' reports celebrate achievements but do not always suggest areas for improvement consistently enough. Some teachers use assessment information well to help them with their planning and work is generally well matched to prior attainment. Careful joint judgement of pupils' work against National Curriculum levels is not yet fully embedded in practice, however, and a portfolio of evidence to help teachers assess work against the National Curriculum expectation is not yet fully complete. Throughout most lessons appropriate emphasis is given to good health and safety practices. Most lessons have clear objectives and pupils are aware of what it is they are required to do and time is generally being used efficiently. Most teachers maintain high expectations of themselves and their pupils although on occasions some pupils' work is poorly presented. Teachers' subject knowledge is generally satisfactory in both key stages. Staff training should continue to be a feature, however, to enable pupils to have the best conditions to move onto the higher levels of attainment in science in particular in Key Stage 2.

13. There are missed opportunities for developing pupils' information technology skills through science in particular in Key Stage 2 - for example, in recording and analysing information gathered from investigations, researching information from other sources such as CD ROMs and generally encouraging pupils to use information technology to improve the quality and standard of the presentation of their project books.

14. The subject is effectively led and managed well. The procedure for planning and monitoring the work that pupils experience is good. There is a firm foundation in place upon which to build in opportunities for further work monitoring and evaluating the quality of the teaching and learning in science. The guidance materials provided by the co-ordinator are good and helpful to teachers. The effective leadership and management style is having a positive impact on teaching and pupils' standard of achievement. Teaching and learning resources are satisfactory. They are of appropriate quality and sufficient to meet the needs of the science curriculum, and are being used well.

15. Since the last inspection the school has made some progress in dealing with the issue of underachievement, however, whilst pupils consistently perform above the national expectation in science tests some pupils do not achieve to their full potential. The range of work produced by pupils has improved and tasks are much more challenging and stimulating and matched to pupils' prior attainment. The quality of teaching has improved although subject knowledge in relation to the more advanced skills for this subject still needs to be improved in particular in Key Stage 2. Significant improvement has been made in the co-ordination of the subject. This has had a significant positive impact on the subject development within the school.

16. The school should now:

- continue to monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages in order to set targets and improve standards further;
- ensure that activities challenge the higher attainers to reach their full potential;
- continue to ensure that teachers have access to professional development courses in order to improve subject knowledge skill and expertise;
- ensure that all teachers implement the school procedures for assessing pupils' progress and attainment;
- develop more opportunities for pupils to use information technology.

• **OTHER SUBJECTS OR COURSES**

• **Art**

1. Standards of attainment in art are broadly in line with the national expectation. There are strengths in some year groups in observational drawing and in painting. For example, the work in the art portfolio for Year 6 showed excellent depiction of line and tonal qualities in delicate and sensitive paintings of leaves, twigs and berries. Similarly, pupils in one Year 2 class were able to make appropriate choices of medium and to use them effectively to reproduce the subtle colours of snails' shells. Other groups of pupils explored colour mixing with enthusiasm and many managed to reproduce particular colours on a paint colour strip. Most were able to explain the colours and approximate proportions of paint they had used to achieve the desired result. Pupils' skills in working in three dimensions are not well developed because this aspect of the art curriculum receives insufficient emphasis at present.

2. The quality of teaching is satisfactory overall. In one Year 2 class some very good teaching was observed. In this lesson the teacher's own enthusiasm for the subject communicated itself to the children and the lesson was lively, focused and very well planned. She made appropriate reference to the work of artists particularly with exploring colour, making reference to "Picasso's happy accidents". Parent helpers gave very good support by working with groups of children. The teacher had taken care to give clear written guidance to the parent volunteers. Liaison between teacher and volunteers was of high quality and the pupils benefited from the extra support available.

3. Progress is patchy at both key stages – particularly in relation to pupils’ knowledge and understanding of art and artists. The work observed in lessons, around classroom walls and in the school art portfolio indicates that, overall, progress is satisfactory throughout the school.

4. Pupils respond well to work in art in the lessons observed. They are keen, enthusiastic and work hard. They discuss their work with interest and when encouraged to do so, can begin constructively, to evaluate their own work and that of others.

5. The art co-ordinator is enthusiastic and has given support and guidance to colleagues both in informal discussion and through the use of guidance sheets – for example, on reporting attainment. She is also collecting a useful range of resources and artefacts to support artwork including some which represent the art of other cultures.

Design and Technology

6. Pupils attain above average standards in designing and making in Key Stage 1. By the end of the key stage pupils have experienced a wide range of designing and making activities. In Year 1, pupils successfully take apart clothes patterns to find out how a garment is assembled. They then proceed to design and make their own Amazing Technicolour Dreamcoat, to a suitable scale and evaluate the finished products carefully as a group. In Year 2, pupils use different materials and techniques to produce pop cards to an appropriate standard to celebrate a special occasion or event. This activity enables pupils to demonstrate more accuracy in their work and presentation. In all these activities, pupils are able to talk confidently about their ideas and suggest how their designs could be improved. In food technology pupils put their knowledge of working safely with ingredients to good use when making food products with other adults.

7. Pupils attain average standards in designing and making in Key Stage 2. By the end of the Key Stage pupils generally put their knowledge of working safely with materials, ingredients, tools and processes to good use when making products. For example, in Year 3 pupils have produced some good quality designs for wall hangings using their knowledge and understanding of a good range of weaving techniques. Also in Year 3, pupils use good modelling principles to create a model for an adventure playground. This activity enables pupils to work well in groups to design the layout, design and make models of playground equipment and present ideas to the rest of the group and is a good example of pupils working collaboratively together. In Year 4 designing and making jewellery to an Egyptian theme has allowed pupils to work in a different modelling material and demonstrate higher levels of understanding in developing and evaluating ideas. Also in Year 4 pupils continue to use their knowledge and understanding of food preparation well to design and make pizzas. In Year 5 pupils' research and investigation skills are well defined in their evaluation of the different flavours and textures of biscuits. Pupils then use this information well to design their own biscuits and the associated packaging. In Year 6 pupils use their scientific knowledge of electrical circuits to design and make simple alarm systems and to light up information signs. Also in Year 6, pupils apply their understanding of forces and shape from their work in science and mathematics well to construct and test model bridges. In most projects pupils work accurately and finish their work well. Most pupils are able to talk about their work confidently using appropriate technical vocabulary. At present however, by the end of Key Stage 2, pupils are not able to demonstrate the more advanced skills in designing and making. For example, there are too few examples of work of a higher standard in constructing using a wider range of materials to a finer degree of accuracy, finishing products in different ways, or extension work in designing and making products incorporating simple electric circuits and control. In Key Stage 2 design work lacks detail, it is a little too focused on planning for making and on evaluation at the end of the activity and it contains limited information, through drawings, to describe how an idea developed and what decisions have been made regarding the choice of materials and processes.

8. Throughout both key stages too few pupils use information technology to help them design or present their work, or to model ideas.

9. In Key Stage 1 the majority of pupils are making good progress. However, teachers are not fully aware of pupils' prior attainment in Key Stage 2 as assessments are not fully embedded in practice. This has a negative impact on pupils' progress in moving onto the more advanced skills in designing and making. As a result pupils progress in Key Stage 2 is just satisfactory. Where progress is good, pupils apply their knowledge and skills of tools and equipment and materials and processes well to design and make products - for example, in using scissors and simple joining techniques to cut and join paper and card to make a hat for teddy in reception class, and handling the more resistant material of wood and more complex processes of joining to make three-dimensional models of Tudor homes in Year 5. Pupils sometimes make good progress in using their knowledge and understanding of planning for the making of their products and in evaluating the quality of the outcomes, for example, when designing and making an Amazing Technicolour Dreamcoat in Year 1. Pupils with special educational needs make good progress often, due to good teacher support and guidance.

10. Pupils in both key stages respond with enthusiasm and commitment and concentrate to master the practical skills of cutting and joining basic materials and in planning and evaluating their work. They have a sensible, mature and safe approach to design-and-make tasks and behave well. They work particularly well together for example, when preparing food for investigations in Year 5 and when discussing alternative strategies - for

presenting the weaving product in Year 3. Most pupils respect each other's point of view. They will often talk sensibly and with a degree of understanding about their designs - for example, when discussing the designs for a model bridge in Year 6 and electric circuits for alarms in Year 5. Within these activities, ideas are evaluated quite critically in order to reach the most suitable solution. Pupils do take responsibility for managing their own resources and have pride in their work.

11. In the few design and technology sessions observed, teaching was never less than satisfactory and in three-quarters of the lessons teaching was good. In each case teachers are supported by an adult or member of non-teaching support staff. This support has a positive impact on pupils' progress and attainment. In the best sessions, teachers planned, prepared and resourced the activities well and ensured that learning objectives were made clear to pupils and support staff. Pace is often brisk and teachers give targeted guidance at the appropriate time to ensure that pupils make progress - for example, in the food investigation activity in Year 5, and in the design for a caterpillar puppet in reception. Support materials are of good quality, particularly the layout sheets and instructions for presenting design work. Good use is made of informal evaluations at the end of an activity and the monitoring of pupils' experiences. Some teachers use this knowledge well to help them with their planning. There is always appropriate emphasis given to good health, safety and food hygiene practices and many teachers maintain high expectations of themselves and their pupils. Time is generally being used efficiently.

12. There were, however, missed opportunities for developing pupils' information technology skills through design and technology, in both key stages. Insufficient focus is given to using information technology to help pupils improve the quality and standard of their work, to help them develop their designing, research and investigative skills and to help them control models they may have designed and made.

13. The assessment and recording arrangements are not yet fully formalised. The co-ordinator is aware of this and is looking to ensure assessments are in order to ensure best fit to the new curriculum and guidance information. Teachers generally report pupils' attainment and progress satisfactorily. Targets for improvement need to feature more strongly in reports, however, to promote pupils' progress in design and technology.

14. The subject is effectively led and managed well. The procedure for planning and monitoring the work that pupils experience is good. There is a firm foundation in place upon which to build in methods for further work in evaluating the quality of the teaching and learning in design and technology. The guidance materials provided by the co-ordinator are of high quality and helpful to teachers. Recent in-school staff training has had a positive impact on teachers' confidence and competence. Further training is required, however, if pupils are to be given every chance to succeed at the highest levels in this subject, in particular in Key Stage 2.

15. The school is generally making effective use of the space in the classroom to support design and technology activities. Resources, however, are inadequate to meet the needs of this subject and need to be improved. The display of projects is a difficulty but teachers use the space available well for this.

16. The school has made significant progress since the last inspection in improving the quality of provision for pupils in design and technology. The range of work produced by pupils has improved and tasks are much more challenging and stimulating. The quality of teaching has improved although subject knowledge in relation to the more advanced skills for this subject still needs to be improved in particular in Key Stage 2. Significant improvement has been made in the co-ordination of the subject. This has had a significant positive impact on the subject development within the school. There is still, however, room for further improvement.

17. The school should now continue to improve standards further by:

- continuing to monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages but in particular in Key Stage 2 in order to set targets and improve standards further;
- develop assessment procedures and use the outcomes to set targets for improvement in particular in Key Stage 2;
- develop more opportunities for pupils to use information technology;

- continue to develop pupils' designing skills in particular in communicating how an idea has developed;
- set a wider long-term picture for inservice training against whole school strategic planning.

• **Geography**

1. Attainment at the end of Key Stage 1 for the majority of children is above national expectations. Pupils understand oblique and plan views and they understand the appropriate vocabulary when talking about directions. Their geographical vocabulary is well developed. Pupils in Year 2 have well-developed fieldwork skills, they are able to formulate enquiry questions - for example, have the new traffic bumps in Torrisholme made the traffic better or is it worse? Pupils understand geography is about asking questions and finding the answers to these questions. Reception pupils were beginning to use this enquiry skill together with their knowledge of weather when they asked which clothes they should wear in cold weather.

2. Attainment at the end of Key Stage 2 is above for the majority of pupils. Pupils' work on India showed they had a good understanding of similarities and differences between India and Britain. By the end of the key stage, pupils display secure understanding of geographical concepts, they have acquired knowledge and use geographical terms with confidence. They have acquired a high level of skills related to the very good fieldwork the pupils undertake throughout the school. Pupils with special needs also reach appropriate levels of attainment.

3. Progress in both key stages is at least in line with pupils' prior attainment and is often better. Progress is good in mapping skills and use of geographical vocabulary. Pupils make good progress in following an enquiry approach through fieldwork in the immediate locality.

4. Progress in Key Stage 2 is satisfactory overall and good for some pupils and in particular classes. Progress was weaker where teachers were not following the enquiry approach. Very good progress was evident at the end of Key Stage 2 in all aspects of the subject and especially noteworthy was the use of six-figure grid references to give locations on maps. This is above the national expected level at the end of Key Stage 2.

5. All pupils had a positive approach to this subject. Many showed real enthusiasm for their work. Work produced showed a commitment to high standards by the majority of pupils.

6. The standard of teaching in the lessons observed was satisfactory or better with some very good teaching. When teaching was less effective activities lacked challenge and did not follow the enquiry approach - for example, they did not use secondary sources, such as, artefacts or video material when studying a contrasting locality. Teachers did not clearly set out objective that showed the study of places is about asking questions and finding answers to those questions. When teaching was good or very good teachers displayed good knowledge of the expectations of the geography curriculum. They followed the aims and objectives set out in the school policy and they planned interesting and challenging activities using appropriate resources.

7. The subject co-ordinator provides very good leadership to the subject. The scheme of work and subject policy is of a high standard. The co-ordinator has very good knowledge of the subject and a clear view of how the subject should be taught to develop in pupils a good geographical understanding. The subject is well managed and the funding for the subject is well spent. Additional financial support has been given by the parents association to develop the subject - for example, funds to paint an excellent settlement map in the Key Stage 1 playground and to produce a booklet for the orienteering trail in the school grounds.

8. The subject co-ordinator supports teachers and monitors lessons, giving advice and support as required. The school makes very good use of the local environment and fieldwork further afield to enhance the quality of opportunities available for the pupils. Close links to a school in a contrasting locality is a particularly noteworthy example.

206. **History**

9. Pupils' attainment is in line with national expectations for pupils' ages in both key stages. Only a small number of lessons were observed during the inspection. In addition interviews were carried out with pupils in Years 2 and 6 and samples of work from this term and from the previous year were looked at.

10. Pupils have covered a limited range of historical activities in Key Stage 1 with greater depth and quantity in Year 2. Pupils have developed some sense of the past. In Year 2 they are able to talk about the similarities and differences between schools in the 1950s and schools in 1999. They are able to recall their visit to the Victorian schoolroom in Lancaster and to talk about their experiences. Pupils can sequence events in a story and put pictures of transport, cookers and shops from different periods in order, showing some understanding of chronology. They understand historical vocabulary such as 'old' and 'new' and can talk about the differences in food labels and shopping, showing an understanding of how things have changed between 'then' and 'now'. In Year 1 pupils learn to ask questions about the past and devise a simple questionnaire for their grandparents to answer. They raise questions which are of interest to them such as " Did you have a wind-up clock?" " Did you share a bed?" " Did you cook on a range?"

11. Pupils' attainment in historical skills is in line with national expectations at Key Stage 1. In Year 1 pupils can talk about the different evidence available from the past. They can use written materials, photographs, memorabilia and artefacts to find out about life in other times. They enjoy carrying out an archaeological dig in the sand tray to find buried artefacts and practise the skills of carefully unearthing finds and recording them on a grid to show their position.

12. In Key Stage 2 pupils have good recall of the periods studied and of key people and events. They are able to give reasons why things such as the invasions of Britain by the Romans took place. Pupils can answer information about past civilisations such as the Egyptians and Greeks, using information provided. They learn to use the correct terms for the buildings, clothes and items of everyday life in times past. By the end of Key Stage 2 pupils have a good understanding of chronology and can put periods in the correct order and arrange events from the reign of Queen Victoria on a time line. They understand historical concepts such as "monarchy", "empire" and the industrial revolution. They can talk about significant people, inventions and events and about why people acted in certain ways. Pupils present historical information in a variety of ways, though there is heavy reliance on photocopiable worksheets in some year groups. In Years 5 and 6 pupils have covered a good range of work including extended writing using reference materials and narrative accounts from different perspectives. These show a degree of empathy with the characters such as a description of Victoria's life with Albert and a description of the growth of towns using the experiences of a child of the time. Pupils in Key Stage 2 carry out historical enquiry using pictures and postcards of scenes from other civilisations. In Year 3 they use the CD ROM to find out information about Roman towns and roads and investigate their position on a map of Roman Britain and place them on the interactive classroom map. In Year 6 pupils investigate the memorabilia from the Winter Gardens in Morecambe and do observational drawings of buildings today to compare with photos of the same buildings earlier this century.

13. Steady progress occurs across both key stages. Pupils make satisfactory progress in the acquisition of knowledge of the periods studied and of the skills of interpretation and enquiry, and the organisation and communication of the information which they learn.

14. In Key Stage 1 pupils had good attitudes to learning in the majority of lessons. In Year 2 pupils were intrigued and fascinated when the teacher acted in role by pretending to be a child from the past. They entered wholeheartedly into the spirit of the drama by explaining to the 'visitor' about everyday life and about school life. Also in Year 2 pupils were eager to talk about a previous lesson on food from a hundred years ago. Pupils listen carefully to instructions and get on with work making good use of the limited time available. In one lesson in Year 1, however, pupils were heavily reliant on the teacher's input and constant interruptions by the rest of the class impeded learning for this group.

15. In Key Stage 2 pupils' response in the two lessons observed was unsatisfactory. This was related to the quality of teaching in these lessons and the quality of the tasks. Pupils gave the teacher insufficient attention, chattered, took a long time to settle and spent much of the time off task. In these classes pupils needed to be reminded about expectations of behaviour.

16. The quality of teaching in the lessons observed varied from very good to unsatisfactory. Where teaching was

good, or very good, the lessons were well planned with clear learning objectives. Teachers used skilful questioning to consolidate previous knowledge, activities were interesting and well resourced with first-hand and secondary resources to investigate and the enthusiasm of the teachers brought the past alive. In these classes the teachers created a calm atmosphere in which pupils worked productively.

17. Where teaching was unsatisfactory the lessons had not been planned in sufficient detail, the activities lacked motivation and depended too narrowly on writing or were too heavily reliant on pupils reading photocopied materials. In these lessons there was insufficient historical input from the teacher and inadequate management of the class impeded learning for many pupils.

18. History is well led and well co-ordinated in the school. There has been good development of the subject since the last inspection. The co-ordinator has played a major role in writing the new policy and in implementing the scheme of work. The co-ordinator is enthusiastic and has good subject knowledge and is able to support colleagues in suitable approaches for the effective teaching of the history. The co-ordinator monitors planning and has carried out a useful evaluation of teaching of the key elements in all year groups.

19. Resources for history are barely adequate. The school has limited items such as postcards, posters, photographs and a few artefacts for the periods studied but these are stretched when two classes study the same topic at the same time. Good use is made of the museum loan service and these items augment the school's provision. For example, during the inspection week, Year 1 had a doll's house and contents for their topic on houses and Year 5 had a Tudor gown. There is an adequate supply of reference books in the library and limited information technology resources such as CD ROM for the study units on the Romans, Greeks and Egyptians. There are also copies of Big Books about historical people and events to use in the literacy hour.

217. **Information Technology**

20. During the inspection there was limited evidence of pupils using information technology in their work. From the scrutiny of pupils' work, and talking to pupils and teachers, pupils' attainment overall at the end of both key stages is below national expectations. From this evidence, some pupils, when given the opportunity, are able to handle and communicate information to a standard more in line with national expectations when using simple word processing to present work. For example, in Year 1 some pupils wrote some sensitive poetry about spring. In Year 6, some pupils produce some informative 'newsheets' on the theme of other worlds. Also, some higher attaining pupils in Year 5/6 are able to integrate features from different software applications to help illustrate a particular point or simply make the message more visual - for example, in being able to import clip art images to illustrate a 'Space Monthly Magazine'. In other situations some pupils will alter text by using different fonts to make a piece of work more interesting to the reader. In Year 3 some pupils are able to use clip art images appropriately to produce calendar note pads as gifts. In Year 2 pupils have produced a very simple weather chart and greeting cards. They have also recorded some simple data from a pond dipping experience. In Year 4 pupils are able to use a simple 'money bingo' programme appropriately to improve their understanding of money calculations. Also in Year 3 some pupils use information technology successfully to research Roman history using the CD ROM. Some pupils also use a simple programme to generate number squares to help them with mathematical computation. In Year 6 there are planned opportunities for pupils to attain appropriate standards in temperature sensing and recording measurements. An effective link with the high school has enabled pupils in Year 6 to develop these skills appropriately.

21. Those children with special educational needs are also not able to demonstrate any application of information technology in helping them attain higher or make better progress - for example, using a letter land programme, to become familiar with how letters sound and how words can be recognised.

22. Whilst the range of experiences listed seems appropriate, too few pupils are able to demonstrate any knowledge of data bases or simple spread sheets and the actual instances of all pupils accessing and attaining similar levels of attainment in communicating and handling information is inconsistent. Opportunities for all pupils to develop information technology skills in line with national expectations are inadequate with the effect that most pupils make unsatisfactory progress.

23. The scrutiny of pupils' work, discussions with pupils and the limited teaching observations indicate the

quality of teaching of information technology is unsatisfactory. Teachers have worked hard to produce guidance sheets for pupils to help them with the planned exercises. A problem is that too often computer applications break down or fail to operate and as a result most teachers move pupils away from the computer to continue to work on other activities.

24. Some teachers have a sound knowledge of what the computer and software can offer pupils to help them attain higher standards in other subjects and develop their information technology skills. The current resource provision does not enable these teachers to make best use of their expertise however. Other teachers have still to become more confident and competent to provide even the basic planned opportunities and will need further training if pupils are to move onto the higher levels of skill and to become more autonomous in how they use information technology. Information technology activities are quite well planned but they are at a very low level, hardly challenging or inspiring and are quite simply not fully exploited.

25. When given the opportunity to use information technology, the majority of pupils respond with mediocre enthusiasm, because the tasks are rather bland and hardly stimulating. When tasks are challenging they remain on task; they persevere, show interest and are sometimes willing to take risks - for example, in the desk top publishing work in Year 5/6 'Space Monthly Magazine' and temperature sensing. Frustration does creep in at times when the more able pupils are not able to make as much progress as they might due to a lack of computers, lack of opportunity, lack of teacher support and guidance or when equipment breaks down.

26. The assessment and recording arrangements are unsatisfactory. There is no clear record of pupils' attainment in information technology and the inconsistent approach to pupils' accessing computers brings into question the accuracy of these reports.

27. Within the resource constraints the co-ordination of information technology is sound. The school has produced a scheme of work but it is a matter of concern that this does not include all aspects of the information technology programmes of study and as such it does not meet statutory requirements. Information technology resources are inadequate to meet the needs of the curriculum. The resources currently available are not being used efficiently or effectively and existing development plans serve to simply paper over the cracks in provision rather than provide a clear strategic view for the development of information technology in the school. The time allocated for developing information technology in the school is unsatisfactory.

28. The school uses information technology satisfactorily to prepare teaching materials, in administration and to promote its activities.

29. The school has made some progress since the last inspection in 1996 in improving the planning for enabling pupils to access information technology resources. The number of computers has improved a little and access to the Internet is almost complete. Staff training has been instigated and this has had some success in promoting the use of information technology across the school. Unsatisfactory progress has been made, however, in providing adequate opportunity for pupils to broaden their experience of information technology in order to make progress and move onto more acceptable levels of attainment.

30. The school should now:

- reconsider the strategic plan for the development of information technology in school in order to make more effective use of existing facilities and to plan more effectively for long-term developments;
- implement planned improvements as funds allow;
- closely monitor and evaluate the quality of provision and teaching of information technology;
- ensure that planned activities are challenging and matched to make certain that pupils have the optimum condition to succeed at the highest levels;
- extend staff training in the use of information technology;
- improve systems for assessing pupils' progress and achievements in information technology.

Music

1. Most music lessons were timetabled to take place on the Friday outside the period of the inspection. The following judgements are based upon a limited number of observations. There is insufficient evidence to make a judgement about pupils' attainment at the end of each key stage.

2. The music curriculum in the school receives a comparatively small amount of time – only 35 minutes weekly at Key Stage 2. This reflects the priority which the school is giving to literacy and numeracy - and also reflects the national priorities. This means that time for pupils to build their skills in composition is limited and in this aspect pupils' skills are underdeveloped because they are not receiving sufficient emphasis within the constraints of the time available.

3. A new music scheme has been purchased which, when used as a core, and supplemented imaginatively, should ensure more carefully staged development in pupils' skills and understanding in music. This is also ensuring that teachers who lack confidence in the teaching of music have structured guidance available. Currently, however, progress is patchy throughout both key stages. There are no tape-recorded examples of pupils' developing compositions or of developing skills in other aspects of music. Information technology is not used in the teaching of music. Assessment procedures are not sufficiently established for music. The co-ordinator has given out an assessment guidance sheet to colleagues but this is not being used to record assessments.

4. Extra-curricular music in the form of recorder lessons during lunchtimes makes a very positive contribution to the standards of those pupils who participate. Similarly, those pupils who receive instrumental tuition also benefit from enhanced musical understanding.

5. The quality of teaching in the small number of lessons seen was satisfactory. Teaching observations, together with the scrutiny of pupils' work and teachers' plans indicate an improvement in the quality of teaching of music since the last inspection. In Key Stage 1 during physical education/movement lessons the teacher appropriately encouraged pupils to develop their listening and appraising skills through responding to the character and mood of the music as, for example, in the sleeping scene in the story of 'Sleeping Beauty'. In a Key Stage 2 hymn practice the teacher ensured that children knew a little about the context and origin of the song they were singing and that they varied the tone and dynamics appropriately.

6. Throughout the school, the vast majority of pupils respond well to music. In a Year 4 class some pupils were able to give a personal response to music and describe it aptly: "sounds jazzy – I can hear maracas." They join in with enthusiasm particularly when clapping and repeating different rhythms.

7. The music co-ordinator has a clear view of how to develop music in the school. She benefits from attending a local group where teachers with a responsibility for music in their schools share their difficulties and work out developments..

235. Physical Education

8. Pupils' attainment in physical education is in line with national expectations at both Key Stage 1 and Key Stage 2. No athletics or games lessons were observed but after school clubs for the Key Stage 2 pupils in football and netball were seen. There was no outdoor adventurous activity planned for the week of the inspection. Scrutiny of curriculum plans indicates that these aspects are taught and that the school provides a broad and balanced curriculum.

9. Attainment at Key Stage 1 in the lessons observed was in line with expectations. The children were made aware of how to act safely in the hall; they listened attentively and tried hard to improve their performance. Where there was boisterous behaviour in a Year 1 class it was dealt with firmly. The activities seen were appropriate. Overall progress at both key stages was satisfactory. When the pace of the lesson was brisk, such as in the Year 2 dance lesson where they were planning a performance of 'Sleeping Beauty', progress was

good.

10. By the end of Key Stage 2 the attainment of older pupils was at least satisfactory and in places good. The children worked collaboratively and encouraged each other. There was no marked difference between the performance of boys and girls who were equally enthusiastic.

11. In both key stages the majority of children responded well in lessons. They enjoyed the activities, listened carefully to instructions and performed the activities safely and sensibly. The Year 6 class, planning a performance of 'Scrooge' was sensitive to the needs of a child who was finding the activity difficult and supported him very well. Behaviour was consistently good in Key Stage 1 and satisfactory over the two key stages.

12. The quality of teaching was generally good and never less than satisfactory. The clear instructions and careful demonstrations given in both key stages meant that children were able to perform their activities purposefully. Teachers in almost all lessons managed pupils very well. The pace of some lessons in both key stages was variable. Where it was brisk the children were actively involved and enthusiastic throughout the lesson; where it was not the children spent too much time waiting for their turn. Children show respect for the equipment and handle it safely.

13. The subject policy is clear and the scheme of work, which has been developed since the last inspection, details year group activities allowing staff to build on the skills and knowledge pupils have been taught at an earlier stage. The coordinator has worked hard to promote physical education in the school. A useful document has been produced on health and safety that has been given to all staff and this is reflected in safe practice. A well-documented example of subject monitoring was seen. The coordinator is keen to develop the subject further and along with a colleague in Year 1, has been developing her own knowledge of 'Top Play' and 'Top Sport' in order to assist staff in integrating the scheme into the curriculum later in the academic year.

14. The statutory requirement for swimming is covered. Swimming lessons are taught to Years 4, 5 and 6. By the end of year six, almost all pupils can swim 25 metres and many significantly exceed this distance and acquire a good standard of stroke technique. Most pupils are knowledgeable about water safety procedures and are able to use a variety of floating techniques such as star shape, mushroom or treading water. By the end of Key Stage 2 pupils' standards of attainment in swimming exceed national expectations.

15. One swimming lesson was observed during the week of the inspection. Pupils travel to a local authority pool for swimming. As well as two class teachers, two LEA instructors teach the pupils. The senior LEA swimming instructor writes the scheme of work for swimming and both attending teachers adhere to this plan. One class teacher is a qualified swimming instructor and she supports her colleague. This subject expertise is not fully utilised by the school.

16. Two classes travel and are taught together. Overall, the quality of teaching is satisfactory with some good teaching. Where teaching is good, lesson planning is thorough, subject knowledge is very secure and pupils are given specific stroke techniques. Pupils' progress is always satisfactory.

17. Pupils behave well during their swimming lessons and their response is good. Whilst on transport, pupils remain seated and observe movement procedures such as waiting for a certain signal before leaving the bus. Throughout the lesson, whether listening to instructions out of the water, waiting turns or whilst in the pool, pupils listened well, observed demonstrations and practiced their swimming with enthusiasm and enjoyment.

18. The school takes part in the local schools' swimming gala and opportunity to participate in selection trials is open to all pupils.

19. Assessment procedures are underdeveloped in all but swimming; this is recognised from the last inspection and identified in the school development plan. Assessment for other physical education activities is by observation that is then used to help shape the next lesson, but not recorded.

20.The equipment for all aspects of physical education is good, well maintained and easily accessible. The hall is rather small for the older children, but good use is made of the space available. The hall is used as a dining room, but the floor is thoroughly cleaned after lunch and maintained in good condition.

21.There are many opportunities taken to enrich the curriculum, particularly in Key Stage 2, with extra sporting activities outside the normal school day such as football and netball. Residential visits are also arranged where children experience a range of outdoor and adventurous activities. Staff members who carry out these activities on a voluntary basis demonstrate their commitment to developing worthwhile activities for children beyond the normal school day.

22.The school should now:

- develop manageable assessment procedures, which assist short-term lesson planning and lead to children improving their performance.

• **Religious Education**

1.Pupils' attainment in religious education is in line with the expectations of the Lancashire Agreed Syllabus for religious education at the end of both Key Stage 1 and Key Stage 2. Pupils' attainment has been judged from the religious education lessons observed during the inspection, from a sample of pupils' work from this term and from examples of work covered over the last year.

2.In Key Stage 1 pupils know the religious traditions of Christianity. In Year 2 they visit the local church and learn the correct terminology for the features found there such as the altar and the pulpit. They recognise the different symbols of Christianity such as the Cross. They discuss how good and bad news is communicated today and the role of the New Testament in communicating the good news about Jesus and God. They carry out a range of activities to help them reach a deeper personal understanding of life. In Year 1 they talk about birthdays and why they are important and how they are celebrated and draw pictures of the symbols of a birthday party such as the cake and the candles. Religion is made relevant to them through activities which link with everyday life such as what it means to belong to a group or club and how some objects are precious to them and have special meaning for them. Pupils develop a personal response to the main themes studied in the syllabus. They also develop their knowledge of the richness and diversity of religions by studying the concepts and symbols of Islam and Buddhism.

3.In Key Stage 2 pupils begin to develop more thoughtful views on religious issues. They give careful consideration to religious traditions and beliefs and how people express their faith through rituals and worship. They know about the significant figures from major world religions such as Sikhism and Judaism and about the importance of religious books. As part of the general introduction to the topics to be covered in the year they make a considered personal response to situations. In Year 3 they discuss their own feelings of what it feels like to be alone with honesty. In Year 4 they experience the light from a candle and spend time in quiet reflection considering the feelings which the flame evokes. They make a personal response by writing down one word to encapsulate this feeling and share this with the rest of the class. They talk with understanding about the reasons why they feel happiness, sadness, hope, warmth and love and why their own experiences of candles might make them feel in this way. In Years 5 and 6 pupils discuss the meaning of the word 'prophet' and consider the role of prophets as messengers of God. They consider their own lives and reflect on life as a journey and compare this with the preparations and planning required for a real journey.

4.Pupils make satisfactory progress in religious education across both key stages in religious education. They make satisfactory progress in exploring the four major themes from the agreed syllabus: sharing human experience, religious traditions, values and beliefs and personal meaning.

5.Pupils generally have good attitudes to religious education. Pupils were interested and well motivated in the lessons observed. They are eager to contribute their own ideas to class discussions, settle to tasks and concentrate to complete them in the short time available to them. Behaviour is generally good especially in classes where the teacher sets clear expectations and where there are well-established ground rules. Pupils show respect for one another's beliefs and an appropriate atmosphere is created for pupils to share their feelings and beliefs knowing that their ideas will be valued by the class.

6. Teaching was satisfactory, or good, in all the lessons observed. On occasion the teaching was very good. Teachers' knowledge of religious education is secure and non-specialist teachers are well supported by the detailed scheme of work. Teachers make activities relevant and use thoughtful questioning to elicit responses from the pupils. Activities are usually motivating and pupils record information in a variety of ways, such as plays, letters, strip cartoons and extended writing. On occasion teachers' planning is brief and all pupils do the same activity, with little challenge for the higher attaining pupils, and there are insufficient opportunities provided for collaborative group and paired work.

7. Religious education is well co-ordinated. There has been good leadership and development in the subject since the last inspection. The co-ordinator has evaluated the quality of teaching in religious education and the quality of work achieved by the pupils. The scheme of work is well structured and ensures that the requirements of the Lancashire Agreed Syllabus are met. However, there are still no agreed procedures for assessing and recording pupils' progress in religious education and work does not take account of previous achievement. This need for assessment was identified in the last inspection report.

8. There is a good range of teaching resources such as photocopiable masters for activities. The school has recently purchased a good range of good quality artefacts and resources for the major religions studied. However, resources are limited in quantity and this means that classes studying the same topics have to share. There is a very limited selection of reference books in the library to support pupils in personal study, especially in Key Stage 1. There are sufficient copies of the Good News Bible, but these need to be shared between all the classes in the school. There are limited copies of other Bibles such as the Beginners Bible. The school has limited audio-visual materials such as videos and information technology software. Resources are well used and well deployed in the school. The school arranges visits to local churches and to religious buildings further afield such as a Sikh Temple and these visits make a positive contribution to pupils' understanding and knowledge.

258. **PART C: INSPECTION DATA**

258. **SUMMARY OF INSPECTION EVIDENCE**

9.The team consisted of six inspectors who spent in total 25 inspector days in school over four consecutive days.

10.During the inspection 75 lessons, many registration sessions and [Q1]assemblies were inspected. In total 70 hours and 4 minutes were spent in classes, in discussions with pupils and in evaluation of their work. At least three pupils from each year, from reception to Year 6, were individually heard reading by inspectors.

11.Inspectors looked at the written work of many pupils. All the available written work of a representative sample of three pupils from each class was inspected together with the work of pupils with Statements of Special Educational Need. Samples of pupils' work in specific subjects were also inspected. Displays around the school also were scrutinised for evidence of attainment and progress. Discussions were held with many pupils throughout the school. Discussions focused on particular subjects were also held with groups of pupils.

12.All subjects of the National Curriculum were inspected along with provision for pupils with special educational needs and provision for pupils under five years of age. Religious education and collective worship were also inspected. Observations were made of pupils arriving at school, during breaks and lunchtime and when leaving school.

13.Meetings were held prior to the inspection with the governing body and the whole staff. During the inspection, planned discussions were held on many occasions with members of the teaching staff, other staff, Chair of Governors and three other governors. Meetings were held between the Registered Inspector and the headteacher at the beginning of each day.

14.Documentation provided by the school was analysed both before and during the inspection including the school's aims, prospectus, school improvement plan, budget details, curriculum policies, whole-school policies, minutes of meetings of the governing body, annual report of governors to parents, and National Curriculum assessment results. Attendance registers, pupils' records and reports to parents were also inspected.

15.The Registered Inspector held a meeting attended by 15 parents prior to the inspection. The team received and analysed 123 responses to a questionnaire sent to all parents about their opinions of the school.

265. **DATA AND INDICATORS**

265. **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	388	5	33	20

265. **Teachers and classes**

265. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	14.7
Number of pupils per qualified teacher:	26.4

265. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	117

Average class size:	29.9
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265. **Financial data**

Financial year:	1998/99
	£
Total Income	559,703
Total Expenditure	552,624
Expenditure per pupil	13,038
Balance brought forward from previous year	-4,881
Balance carried forward to next year	2,198

265. **PARENTAL SURVEY**

Number of questionnaires sent out: 388

Number of questionnaires returned: 123

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	22.3	64.5	8.3	4.1	0.8
I would find it easy to approach the school with questions or problems to do with my child(ren)	45.5	48.8	1.6	4.1	0
The school handles complaints from parents well	14.5	58.2	20.9	3.6	2.7
The school gives me a clear understanding of what is taught	19.8	61.2	10.7	8.3	0
The school keeps me well informed about my child(ren)'s progress	24.8	47.9	14.9	11.6	0.8
The school enables my child(ren) to achieve a good standard of work	31.9	60.5	5.9	1.7	0
The school encourages children to get involved in more than just their daily lessons	20	48.3	20.8	10	0.8
I am satisfied with the work that my child(ren) is/are expected to do at home	19.7	59.8	8.2	11.5	0.8
The school's values and attitudes have a positive effect on my child(ren)	32	57.4	7.4	3.3	0
The school achieves high standards of good behaviour	30.3	60.4	5.7	3.3	0
My child(ren) like(s) school	47.5	48.4	2.5	1.6	0