

INSPECTION REPORT

MERE BROW CE PRIMARY SCHOOL

Mere Brow, Tarleton

LEA area: Lancashire

Unique reference number: 119574

Headteacher: Mrs M Jones

Reporting inspector: Phil Mann
23219

Dates of inspection: 23-25 May 2000

Inspection number: 189233

Inspection carried out under section 23 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: The Gravel
Mere Brow
Tarleton
Lancashire
Postcode: PR4 6JX

Telephone number: 01772 812689

Fax number: 01772 815697

Appropriate authority: The governing body

Name of chair of governors: Reverend A Jeynes

Date of previous inspection: 23 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann	Registered inspector	Mathematics Science Information and communication technology Design and technology Physical education Pupils with special educational needs	What sort of school is it? How high are standards? How well are pupils taught?
Bill Twiss	Lay inspector	Equal opportunities	How high are standards - attitudes, behaviour and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
Janet Gill	Team inspector	English Provision for children under five Art History Geography Music	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mere Brow CE Primary School has 65 pupils on roll, aged from 4 to 11, and serves the villages of Mere Brow, Tarleton and surrounding hamlets near the Merseyside town of Southport. The original Victorian building dates from 1847, includes a hall and a library area and is surrounded by a playground with access to a grassed area. There has been a small fall in pupil numbers. The average class size is 21 pupils. The current circumstances of most families are broadly average. Only eight per cent of pupils are eligible for free school meals, which is below average. There are no pupils from homes where English is an additional language.

At the time of the inspection there were no children under five in the infant class. Children are admitted at the start of the year of their fifth birthday. The attainment of pupils at the start of statutory schooling is average. Twenty-one per cent of pupils have been identified as having special educational needs. There are 11 pupils at the early, school-based stages of assessment and provision and two pupils require the support of outside agencies. Currently, there are no pupils with a Statement of Special Educational Need. The proportion of pupils needing additional support is above the national average.

HOW GOOD THE SCHOOL IS

Mere Brow CE Primary School provides a caring community for pupils to grow and learn. The quality of teaching is good and, as a result, standards of achievement are improving. The headteacher, governors, staff and parents work closely together to enable pupils to achieve their personal best within a caring, Christian community. The school provides satisfactory value for money.

What the school does well

- The recently appointed headteacher provides very clear leadership. A broad and balanced curriculum is now in place.
- Standards have improved in information and communication technology, art, music, design and technology and physical education.
- Pupils respond well to all aspects of school life and their behaviour is good. The school fosters very positive relationships at all levels. Pupils like coming to school and consequently attendance is very good.
- The overall quality of teaching has improved since the previous inspection.
- The staff know the pupils very well. The quality of care and personal support is high.
- The school has established an effective partnership with its parents.

What could be improved

- Standards of work in English, mathematics and science at the end of Key Stage 2.
- Making better use of assessment procedures and addressing the needs of the more able pupils.
- Outdoor provision for children under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The new headteacher, governing body and staff have worked hard to make improvements with the result that many of the key issues identified within the previous report have now been successfully addressed. The school's capacity for further improvement is now good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	E	B	C
Mathematics	B	E	C	E
Science	E	E	D	E

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

Standards vary from year to year for pupils who leave school at age 11. This is mainly due to considerable variations in the attainment of each very small year group. Currently, standards are below average in English, mathematics and science. This is because a third of the current small year group have special educational needs. Pupils speaking and listening skills are, however, satisfactory and effective implementation of the National Literacy Strategy is ensuring that most pupils are achieving appropriate standards in reading and writing. Numeracy skills are being developed well and many pupils are confident with numbers, but their ability to use these skills in investigations is more limited. The work of pupils currently in Year 2 shows above average standards in speaking and listening and reading but below average standards in writing. Standards in mathematics and science are in line with national expectations. Many pupils are displaying levels of numeracy that would be expected of those of a similar age.

Standards are in line with national expectations for information and communication technology at both key stages and progress is good. It is best for pupils in Years 3 and 4 where the effective teaching of skills is having a positive impact on pupil standards. Pupils are making at least satisfactory progress in all other subjects across the school. Progress is particularly good in design and technology at Key Stage 1 as a result of good teaching and the frequent development of a range of skills. Pupils in Key Stage 2 are also making good progress in physical education. This is because lessons are effectively planned and there is a good emphasis placed on skill development. Standards are satisfactory in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are good. The pupils are enthusiastic learners and are keen to come to school. They have a healthy sense of enquiry and a thirst for knowledge. They are eager to talk about what they have learned.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. There is a total absence of any oppressive behaviour and the school has not excluded any pupils.
Personal development and relationships	The pupils are extremely courteous and polite. They get on very well with each other, visitors and staff. All pupils have jobs within the school and show a very high level of respect for property, people and the views of others.
Attendance	Levels of attendance are very high and are well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	No Judgement	Good	Good

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

The quality of teaching across the school is good. In 65 per cent of lessons it is good or better and excellent in one lesson. There is no unsatisfactory teaching and this is a considerable improvement on the findings of the previous inspection, when 20 per cent of lessons were judged to be unsatisfactory.

Teachers' subject knowledge is good across the school. Their technical competence in the teaching of basic skills is good. Consequently, the National Literacy and Numeracy Strategies are being implemented effectively. Planning is consistently good and the introduction of a common format has contributed to this. The level of challenge in lessons is variable but satisfactory overall. In the best lessons it is very high and pupils are clearly motivated to learn new skills, as seen in a science investigation for a class of Years 3 and 4 pupils. In a literacy lesson for pupils at the end of Key Stage 2 there was insufficient challenge for the most able Year 6 pupils and, consequently, these pupils did not make as much progress as they should have done. Teaching methods are satisfactory overall and lessons are made interesting to enable effective learning to take place. Teachers manage pupils well in lessons and their expectations of behaviour are high. All staff have established a positive rapport with the pupils and this results in a good ethos for learning across the school. Improvements have been made to the school's procedures in a range of subjects for assessing pupils' progress. The quality of marking in Key Stage 2 is unsatisfactory. Pupils' mistakes are not always corrected and there is very little setting of targets for pupils to achieve in the future.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum, which is accessible to all. Good progress has been made with developing guidance on what is taught. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory, with good levels of support which enable the pupils to make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision is good. However, there are missed opportunities within the planned curriculum for both spiritual and cultural development. The provision for moral development is very good and has a significant impact on the very good relationships and good behaviour in and around the school.
How well the school cares for its pupils	Teachers have a good knowledge of the pupils in their care and work hard to ensure that individual needs are well catered for. The processes and use of assessment are underdeveloped. The school is making good progress with its assessment techniques and it recognises that more needs to be done to match work more accurately to the needs of the pupils.

Relationships between the parents and school are very good. The school enjoys the support of the vast majority of the parents and the headteacher and staff are very approachable. Parents value this and feel welcome in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher sets very clear direction for the school. The school's strengths and weaknesses have been accurately assessed and there is a shared commitment amongst all staff to further improve the standards achieved.
How well the governors fulfil their responsibilities	The governors generally fulfil their statutory duties. They are supportive of the headteacher and many have appropriate expertise which the school uses effectively.
The school's evaluation of its performance	The school is well aware of its overall performance. It makes relevant comparisons with historical data and has accurately identified its shortcomings.
The strategic use of resources	There is effective use of the funds available to the school. The headteacher and governors carefully consider options and priorities for spending.

The recently appointed headteacher is making a very positive contribution. She has engaged the staff, governors and parents and enjoys their full support in driving the school forward. The school has an adequate number of staff and it matches them well to the demands of the pupils and the curriculum. The support staff are conscientious and the teachers make good use of their skills in classes. There is a very strong team spirit amongst the staff which radiates a genuine desire to improve standards. Overall, resources for learning are satisfactory. Although the teachers improvise, the school is not yet connected to the internet. There are no dedicated outdoor resources for the under-fives. The school makes satisfactory use of its available funds and it carefully monitors its expenditure through adequate and up-to-date administrative systems.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty parents attended a meeting with members of the inspection team and 60 completed questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the high standards of behaviour • the progress that the pupils make • the good quality of teaching • the way in which the school deals with problems • the high expectations set by the school • the close working relationships with parents • the effective leadership and management of the school • the help that the school provides in developing the pupils into mature and responsible citizens 	<ul style="list-style-type: none"> • information about progress • the level of homework • the range of activities outside lessons

A minority of the parents expressed concerns over the appropriateness of homework. Similarly, a few parents thought that the school did not provide sufficient enrichment activities. The inspection team did not find evidence to support either of these views. Information about pupils' progress is satisfactory but the quality of the annual report is inconsistent and few contain targets set for individual improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school in the infant class. Inspection evidence shows that at the start of schooling, the attainment of the very small number of children currently in reception in all areas of learning is in line with the expectations for children of a similar age. These children have made satisfactory progress and by the age of five they have achieved the levels of learning expected of five year olds.
2. Standards vary from year to year for pupils who leave school at age eleven. Standards seen during the inspection are below average in English, mathematics and science. This is because a third of the current small Year 6 group have special educational needs, and only two-thirds are likely to achieve the expected Level 4 in these subjects in the national tests this year, with few that are likely to attain the higher Level 5. However, pupils' speaking and listening skills are satisfactory and effective implementation of the National Literacy Strategy is ensuring that the majority of pupils are achieving appropriate standards in reading and writing. Numeracy skills are being developed well and many pupils are confident with numbers, but their ability to use these skills in mathematical investigations is more limited. The work of pupils currently in Year 2 shows above average standards in speaking and listening, and reading, but below average standards in writing. Standards in mathematics and science are in line with national expectations. Many pupils are displaying levels of numeracy that would be expected of those of a similar age.
3. In National Curriculum tests in these subjects at the end of Key Stage 2, attainment was above the national average in 1999 in English, average in mathematics and below average in science. Attainment fluctuated significantly between 1997 and 1998 when there was a sharp fall in standards. This was primarily due to a change in the overall pupil attainment profile during this particular year when the attainment of a significant number of pupils in this year group was below average and a number had special educational needs. A significant improvement in overall attainment was, however, achieved in 1999 to restore the standards previously attained. When compared to schools nationally with pupils from similar circumstances, attainment is average in English but well below average in mathematics and science. Standards at the end of Key Stage 1 have also fluctuated over recent years in reading and writing but have shown a steady trend of improvement in mathematics. The 1999 results in reading are well below average, average in writing and are well above average in mathematics. The performance of girls and boys is inconsistent with national trends. The performance of girls is generally below the national average. However, boys are performing well above the national average in English and mathematics at both key stages. Their performance in science at Key Stage 1 is equally good but below average at Key Stage 2. Inspection findings indicate that all boys respond well to the high proportion of male teachers within the overall staff complement and that consequently boys' attitudes to learning are good.
4. Standards are in line with national expectations for information and communication technology at both key stages and progress is good. It is best for pupils in Years 3 and 4, where the effective teaching of skills is having a positive impact on pupil standards. The provision for information and communication technology in the school is improving. Pupils make sufficient progress in their skills development across the school due to the implementation of a clear scheme of work to guide teachers in their planning. A good feature is that computers are used to support learning within other subjects. This enables pupils to make good progress in a range of skills, such as word processing in Key Stage 2 and the use of simple graphic artwork to make designs in Key Stage 1.

5. Pupils across the school make at least satisfactory progress in all other subjects. Progress is particularly good in design and technology at Key Stage 1 as a result of good teaching and the frequent development of a range of skills. For example, the teacher made good reference to pupils' learning using graphic designs of a coat previously produced on the computer. These were used to provide opportunities for pupils to produce a colourful copy of the coat design using felt. Pupils in Key Stage 2 are also making good progress in physical education. This is because lessons are effectively planned and there is a good emphasis placed on skill development.
6. Pupils with special educational needs make satisfactory progress overall throughout the school. This is because their needs are properly assessed, using outside agencies where appropriate. Teachers and support staff work closely together to ensure that the clearly written individual education plans are used to guide planning for activities within lessons. This satisfactory level of provision ensures that pupils make progress in their learning and skill development in literacy and numeracy.

Pupils' attitudes, values and personal development

7. The pupils' attitudes to their work and their behaviour are good. Relationships in and around the school are very good and the pupils' personal development is good. The staff, parents and the pupils themselves have high expectations of behaviour. They are clear about the standards of conduct which are acceptable and the parents are very happy with the good behaviour consistently achieved by the school.
8. The pupils' attitudes to school and their learning are good. The vast majority show an enthusiasm for work. They are interested in their lessons and in practical work. The pupils are keen to learn and they have a healthy sense of enquiry. Pupils concentrate on their tasks and often ask their teachers pertinent questions. They are keen to air their own views and ideas. For example, in a music lesson the older pupils volunteered their own ideas about styles of music and the various types of bands. They settle down well in classes and are capable of sustaining concentration. They remain on task and frequently work independently of the teacher. Pupils' presentation of work at the end of Key Stage 2 can sometimes be unsatisfactory and the quality of handwriting untidy. The majority of pupils are keen to further their thirst for knowledge by extending their learning beyond lessons. In a design and technology lesson, for instance, the younger pupils continued with their work on designing and making a coat through a wet playtime. The school provides a good range of clubs and the pupils speak enthusiastically of them.
9. The pupils' behaviour is good. They behave well and act responsibly in lessons and around the school. Their conduct in lessons is good and on the very rare occasions where there is minor disruption to lessons, the teachers deal with it quickly and efficiently. Breaks and lunch times are orderly and there are no signs of isolation or bullying of any of the pupils. There have been no exclusions from the school.
10. Relationships in the school are very good. Pupils of all ages are courteous, polite and welcoming to visitors. They relate well to their teachers, other adults and to one another. The pupils have no inhibitions in talking to visitors about their work. For example, a group of Year 4 pupils described their knowledge of famous artists and composers to inspectors. The pupils work well together in lessons. They take turns in sharing resources, listen carefully to each other and understand that they must answer questions in turn and without shouting out. Pupils collaborate well. In a literacy lesson the youngest pupils co-operated when learning about simple poems.

11. The pupils are given appropriate opportunities to take responsibility and show initiative. All of them have jobs in school. They regularly help their teachers to prepare resources for lessons and assemblies. Pupils show respect for the school's property and there is no deliberate damage to resources or the school building. A significant number of pupils spoke of their love of things which live and grow, and of their care for the school's environmental pond.
12. The pupils' personal development is good. They learn a good range of social skills and mix well with one another. At lunch times, for example, they take turns in collecting their meals, use the correct cutlery and observe the basic hygiene rules. Pupils respond well to opportunities for independent learning. The older pupils often use reference books and computers to look up important facts and information for their work. Pupils are encouraged to celebrate their achievements in such things as sporting events and have opportunities to participate in team games. Often the pupils initiate ideas for raising significant sums of money for charity, recognising that there are those in society who are less fortunate than themselves.
13. Levels of attendance are very good and well above the national picture. There is a very low incidence of any absence. Pupils like coming to school. Parents value the school and are very supportive in maintaining a very good attendance level. Pupils come to school on time and lessons start promptly.
14. The good standards of behaviour and the very good attendance have a positive effect on the standards achieved in the school. The very good relationships make a worthwhile contribution to developing the pupils into responsible and well-rounded citizens.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching across the school is good. In 65 per cent of lessons it is good or better and excellent in one lesson. There is no unsatisfactory teaching and this is a considerable improvement on the findings of the previous inspection when 20 per cent of lessons were judged to be unsatisfactory. Parents commented positively on the level of good teaching now within the school.
16. Teachers' subject knowledge is good across the school. Teachers' technical competence in the teaching of basic skills is good and consequently the National Literacy and Numeracy Strategies are being implemented effectively. For example, in the one excellent numeracy lesson in Key Stage 1, the teacher used mathematical vocabulary with confidence to develop the pupils' range of strategies for adding and subtracting. Teachers also display individual expertise in design and technology, music and physical education. This expertise is used effectively by the school to provide specialised teaching in music and physical education in Key Stage 2. Consequently, the quality of teaching is consistently good in these subjects in Key Stage 2.
18. Planning is consistently good across the school and the introduction of a common format has contributed positively to this judgement. Learning aims and objectives are clearly identified in teachers' planning but these are not always fully shared with the pupils at the beginning of lessons. When they are shared, pupils make better progress and the sessions at the end of lessons to review the learning that has taken place are more successful, for example as seen in a numeracy lesson at the end of Key Stage 2 to develop the pupils' understanding of equivalence of fractions. In this lesson, an effective review of the original learning objectives with the pupils provided a good measure of progress for the teacher and pupils alike.

19. The level of challenge in lessons is variable but satisfactory overall. In the best lessons it is very high and pupils are clearly motivated to learn new skills, as seen in a science investigation for a class of Years 3 and 4 pupils. In a literacy lesson for pupils at the end of Key Stage 2, there was insufficient challenge at the higher Level 5 for the most able Year 6 pupils. Consequently, these pupils did not make as much progress as they should have done. Analysis of pupils' books in Key Stage 2 shows that teachers do not have high expectations of pupils' presentation of work. As a result, handwriting is untidy, work is not always dated and some pupils display a lack of attention to detail in their writing.
20. Teaching methods are satisfactory overall and lessons are made interesting to enable effective learning to take place. Pupils are grouped according to ability in many lessons and this enables all pupils to make at least satisfactory progress. There is a good balance between direct teaching and practical activity and this is particularly evident in literacy and numeracy lessons. A good feature is the degree of support that teachers give to pupils when they are completing written tasks during the lessons. However, there are sometimes missed opportunities to use information and communication technology to support learning. When computers are used well, as in a literacy lesson for a class of Years 3 and 4 pupils, the quality of learning is clearly improved and pupils' progress is good in a range of skills.
21. Teachers manage pupils well in lessons and their expectations of behaviour are high. All staff have established a positive rapport with the pupils and this results in a good ethos for learning across the school. Teachers manage class discussions well and pupils who call out answers are gently reminded of the correct procedure in order that all pupils can take part.
22. Teachers use time effectively in the majority of lessons but sometimes introductions to lessons in Key Stage 2 can be overlong, therefore limiting opportunities for practical activity. Teaching resources, such as overhead projectors, are used well to demonstrate new teaching points and to assist pupils in their understanding. This was effectively demonstrated in a numeracy lesson for a class of Years 5 and 6 pupils. In this lesson the teacher used coloured counters and a number grid to effectively support the teaching of factors and the equivalence of fractions.
23. Improvements have been made to the school's procedures in a range of subjects for assessing pupils' progress. There is, however, inconsistent implementation of these procedures across the school and teachers are not effectively using information collected to plan for the next stages of pupils' learning and the matching of tasks to their ability. The analysis of pupils' books in Key Stage 2 indicates that pupils of different ability and age are often set the same tasks in literacy and numeracy lessons. Consequently, there is evidence of some underachievement and progress over time is inconsistent. The quality of marking in Key Stage 2 is unsatisfactory and consists mainly of a series of ticks. Pupils' mistakes are not always corrected and there is very little setting of targets for pupils to achieve in the future.
24. The teaching of pupils with special educational needs is satisfactory. Individual education plans are used by teachers to plan for pupils' needs, but some targets are too general. As a result, progress in some lessons is not always as good as it could be. Support staff and voluntary helpers provide useful help for pupils in a range of skills.
25. Teachers provide appropriate opportunities for homework and it is often used well to support learning in class. This was clearly demonstrated in a Key Stage 1 numeracy lesson when pupils used information about their activities at home after school to produce a simple bar chart.

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

26. The quality and range of learning opportunities offered to pupils in the school are now satisfactory and accessible to all. All statutory requirements for the curriculum are met. The school has invested a great deal of time to ensure all subjects now have a scheme of work. Original schemes have been linked to the Qualification and Curriculum Authority's (QCA) national guidance. Some are in operation now and others ready to be implemented in September. Due attention is now being given to ensure a smooth progression in the acquisition of skills. For example, a useful progression skills sheet has been devised for art. It is particularly important that the school considers this aspect in all subjects given the mix of year groups in each class. The curriculum is both broad and balanced as well as giving due emphasis to literacy and numeracy. There is now better provision for music, art and design and technology, and standards in these subjects are now satisfactory. Provision for pupils' personal, social and health education is satisfactory. Pupils are taught about drug misuse and sex education mainly through science, with appropriate attention to all required elements.
27. The curriculum for the under-fives is due to be reviewed to take into account the new national guidance, to take effect from September 2000. A strong emphasis has been placed on provision for literacy and numeracy. The children's personal, social and emotional development is catered for well within the positive climate of the school. However, a weakness is the absence of a designated play area, which restricts opportunities for physical development.
28. Provision for pupils with special educational needs is satisfactory. These pupils are given good support in lessons by class teachers and voluntary helpers. The school pays due regard to the special educational needs Code of Practice¹. Individual education plans are specific to pupils' needs, although some at the end of Key Stage 2 are rather general in nature.
29. The school's strategies for teaching literacy and numeracy are having a good impact on many aspects of the pupils' work. This is because of the effective implementation of the National Literacy and Numeracy Strategies. Parents commented that they were happy with work in these subjects. There is now a much greater range of activities in literacy and numeracy and good planned provision to develop literacy across a range of subjects. Good opportunities to make links between a number of subjects are seen, for example pupils' speaking and listening in geography and music and, in information and communication technology, writing letters of complaint using electronic mail.
30. The school's provision for extra-curricular activities is good. Opportunities provided for Key Stage 2 pupils include football, netball, music, science, French, art and information and communication technology. The particularly good feature is that all staff give freely of their time at weekends as well as after school. Pupils are enthusiastic about attending these activities. The quality and range of activities offered make a significant contribution to pupils' learning.
31. The school uses its community links well to promote pupils' learning. A good number of adults visit the school to help in the classroom and hear pupils read, particularly in Key Stage 1. Local people share their skills and expertise with the children. A local artist helped younger children appreciate the effects of watercolour painting, and historical artefacts are brought in to support lessons by a local resident. Older pupils are making

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

regular visits to an ancient woodland which is being restored as part of a local millennium project. Church links are maintained through regular visits by clergy, who share assemblies with the staff and pupils. Satisfactory links are maintained with the local secondary schools and playgroups. Older pupils have an opportunity to participate in a residential visit taken on alternate years, which not only extends learning but also supports social development.

32. The overall provision for spiritual, moral, social and cultural development is good. This positive aspect of the life of the school has been maintained since the last inspection and has a significant impact upon the very good relationships, positive attitudes and good behaviour of the pupils in and around the school.
33. The provision for spiritual development is satisfactory. Pupils are encouraged to explore values and experiences and reflect upon their own and others' experiences. As in the last inspection, incidental opportunities are used to promote spiritual awareness, but spiritual development is not planned specifically into subjects within the curriculum. There are missed opportunities for promoting spiritual development.
34. Provision for pupils' moral development is very good. Assemblies deal with moral themes and the school encourages pupils to develop a clear sense of right and wrong. Adults provide very good role models and pupils confidently discuss moral issues with them. In history and geography lessons pupils are encouraged to think about life and conditions of other people. They could empathise with the lives of flood victims in Mozambique and effects of rationing of food in the 1940s. Pupils are encouraged to be polite, well behaved and tolerant of others. In the absence of oppressive behaviour and bullying, the school's procedures are working very well. Pupils behave well and relationships are very good.
35. Pupils' social development is linked well to moral development and is good. Adults encourage the pupils to work well together and to take responsibility in classrooms and around the school. The school is an orderly community, so that occasions such as assembly, lunchtimes and playtimes are pleasant and give pupils a good framework for their continuing social development. Pupils are friendly and welcoming to visitors and relate well to each other and to their teachers.
36. The provision for pupils' cultural development is satisfactory. Pupils study their own culture, customs and traditions in subjects such as English, history, geography, art and music. Pupils are taught to appreciate the work of authors, artists and musicians but mainly from European cultures. As in the last inspection, the cultural diversity of society is insufficiently promoted, although an appreciation of life in non-western cultures is being developed through a few lessons, such as in geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The health and care aspects of the school's work are a strength overall. It has made a good start on monitoring the academic progress of the pupils but this area of its work, however, remains underdeveloped. It is a key issue for action.
38. The school has good arrangements for child protection which are fully understood by all the staff. Under the guidance of the headteacher, clear procedures are documented following the principles laid down by the professional support agencies. A health and safety policy has recently been fully updated and risk assessments have been completed for all areas of the school's work. Daily vigilance by the staff and a good working knowledge of the risks associated with the use of tools and substances such as adhesives, ensure that the school is a safe place for staff and pupils. There were no outstanding health and safety matters at the time of the inspection. A range of visitors to

the school promote health issues. Routine screening of the pupils takes place and the school nurse helps with some of the more sensitive aspects of growing up. For example, the school has recently introduced a game into the classes which successfully alerts pupils to some of the dangers that they may face outside of school.

39. The school monitors pupils' personal progress through such means as a 'Record of Achievement' and a weekly celebration assembly which the pupils lead themselves. The staff have a good working knowledge of the pupils. They use this to good effect in providing support and guidance for the children in their care. For example, the teacher in one class gave additional help to a pupil who had returned to school after a minor illness. This enabled him to understand the work that his peers were doing and to take a full part in the lesson. The school maintains effective working relationships with the professional support agencies. Through this it provides extra help for such things as speech therapy for the pupils who need it.
40. The school is vigilant in identifying pupils who need extra help with their learning. Through working with the parents in discussing, planning and providing relevant support, it works hard to ensure that the pupils receive additional help when needed.
41. In the short time in which the headteacher has been in post, good progress has been made with developing systems for assessing the pupils' academic achievements. For example, this has led to the use of assessment to record what the pupils can do when they come into school. Good practice has developed in classes. In one class, very detailed records are kept of what the pupils are achieving and what they can realistically be expected to achieve. One good example of the extra help provided after identifying a need was the Saturday morning science class, which the majority of Year 6 pupils attended.
42. The subject co-ordinators have made a start on assessing what needs to happen to improve the standards achieved in their subjects. The school has made good progress in developing guidance on what is taught.
43. However, assessment practice is inconsistent and is not presently used to guide and influence the match of work to the individual needs of pupils. For instance, the school does not as yet have a clear strategy for challenging its higher achievers. The school also lacks a system for providing the teachers with samples of work to indicate the standards which the pupils are expected to achieve. The school recognises that more needs to be done and it has identified marking and clearer target setting as important elements in its plans for development.
44. The procedures for monitoring and improving attendance are very good. They rely on informality and parental support but are highly effective in maintaining levels of attendance which are well above the national average. Similarly, the procedures for eliminating oppressive behaviour are not as yet formalised into a policy. They are, however, highly effective in preventing all forms of negative behaviour and in avoiding any need to exclude pupils.
45. Induction arrangements are well planned. The parents of children who are new to the school receive comprehensive information. The pupils are invited into school before they start and they gradually build up attendance before becoming full-time members of the school. The school maintains good working relationships with the main secondary school to which most of the pupils transfer. The teachers from both schools are currently working together to ensure that there is smooth transition to the next stage of education.

46. The previous inspection report judged support and guidance as good. It also identified the use of assessment procedures to guide planning as a key issue for action. Care for the pupils remains a strength of the school but, although significant progress has been made, the use of assessment to guide planning and raise standards remains a key issue.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Relationships between the parents and school are very good. The school enjoys the support of the vast majority of the parents and comments such as, "All of my three children have received an excellent education", typify what the parents think of the school. The headteacher and staff are very approachable. They make a point of being available at the start and the end of the day to answer questions which the parents may have. Parents value this and feel welcome in the school.
48. The school provides an adequate range of information for the parents. It has a comprehensive prospectus which gives a wealth of background information about the school. There are regular meetings for the parents so that they can discuss their children's progress. The format of the current annual report is regarded by the headteacher as a temporary one. It lacks detail on how well the pupils are progressing and does not clearly set targets for individual improvement. Parents share this view and plans are in place to change the content and format of the report this summer.
49. The school benefits from an active 'Friends Association'. This dedicated band of volunteers raises funds for resources such as books and computers. Several of the parents and other volunteers help in school regularly. They support the school's reading and numeracy work. Some parents with specific expertise help the school with its work in information and communication technology and in topics in subjects such as art and history.
50. An effective home-school agreement is in place. The parents have a clear understanding of their responsibilities for helping with learning at home. In discussions, the majority of pupils said that they were encouraged to read at home and a significant proportion of them talked of their increasing use of computers in learning at home.
51. A minority of the parents expressed concerns over the appropriateness of homework. Similarly, a few parents thought that the school did not provide sufficient enrichment activities. The inspection team did not find evidence to support either of these views.
52. The previous inspection recorded well-established links with the parents and a supportive 'Friends Association'. The current findings confirm this and the parents express a consistently high degree of satisfaction with the school.
53. Overall, the school's links with the parents enrich its work and have a positive impact on the pupils' achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are good. Although she has only been in post for a short time, the headteacher has rapidly and accurately identified the strengths of the school and the areas in which it needs to improve. She has, for example, identified the need to improve assessment of what the pupils can do so that the work is more closely matched to their needs. The headteacher sets a very clear vision and direction for the school. This is shared with the staff, governors and the parents and clearly expressed in the current school development plan. Everyone who contributes to the smooth running of the school knows that its overarching aims are to improve standards

and to attract more pupils from a community which supports and values what the school does.

55. The headteacher and her deputy have started to monitor the teaching of literacy and numeracy. Using their expertise, they provide timely and sensitive advice to their colleagues. As a result of this, the school has successfully implemented strategies for the teaching of both subjects. The school is well aware of recent fluctuations in the results of the tests given to the pupils when they reach the age of eleven.
56. The governing body is properly constituted and generally fulfils its statutory duties. There is useful expertise and experience amongst its members. They use this effectively to identify the school's strengths and development needs. The governors support the headteacher in her vision for the school, and carefully assess policies and plans before they are put into practice. As a result of this close working relationship, the school's reputation in the community is becoming even stronger. Parents express great confidence in the leadership and management of the school. Consequently, an increasing number of parents are choosing to send their children to the school.
57. The school makes satisfactory use of its available funds. It carefully monitors its expenditure through adequate and up to date administrative systems. The headteacher and governors agree appropriate allocations from the annual budget to support priorities. Recently, much of the funding has been directed towards maintaining viable class sizes. The school understands the principles of best value and is starting to apply them to significant purchases. For example, it has considered both price and quality questions when making a purchase of mini computers to help the pupils develop their writing skills. Support for pupils with special educational needs is managed well. The nominated governor liaises closely with the special educational needs co-ordinator to ensure that provision for these pupils is effectively used.
58. The school has an adequate number of staff and it matches them well to the demands of the pupils and the curriculum. The support staff are conscientious and the teachers make good use of their skills in classes. There is a very strong team spirit amongst the staff which radiates a genuine desire to improve standards. The teachers regularly give up their time to run the range of after school clubs. All of the teachers have responsibility for managing subjects. Since the previous inspection, the co-ordinators have made good progress in developing guidance on what is taught. They are becoming increasingly effective in analysing the strengths and weaknesses of their subjects.
59. Although formal appraisal is not in place, the headteacher continually discusses professional development aspirations with the staff. A suitable programme of in-service training helps the teachers to keep their skills and knowledge up to date. This has, for example, contributed to improving standards in design and technology since the previous inspection. As a result of the positive attitudes and commitment of the staff, the quality of teaching has improved since the last inspection.
60. The school is situated in an attractive location. It is well cared for by a conscientious caretaker, and the pupils have a strong sense of responsibility for their school. Classrooms are adorned with attractive displays of the pupils' work. The grounds provide facilities for games and play. A well cared for pond gives the pupils opportunities to learn about living things.
61. Overall, resources for learning are satisfactory. However, science lacks an adequate range of large equipment. Although the teachers improvise, the school is not yet connected to the Internet. There are no dedicated outdoor resources for the under-fives.

62. The recently appointed headteacher is making a very positive contribution. She has engaged the staff, governors and parents and enjoys their full support in driving the school forward. Taking into consideration the standards achieved, current income per pupil and the improvements made since the previous inspection, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To continue to develop the effectiveness of the school and further raise standards, the governors, headteacher and staff should:

- ensure assessment procedures are fully implemented and consistent throughout the school by:
 - ensuring work is more carefully matched to pupils' level of attainment in order to offer
 - sufficient challenge for all pupils in all lessons, but especially the more able pupils;
 - making better use of assessment and monitoring of pupils' achievements to enable clear learning objectives to be set, in order that daily planning is more focused;
 - enabling teachers to work with colleagues to assess work more rigorously and agree standards against National Curriculum levels throughout the school, with particular emphasis at the end of each key stage;
 - developing a consistent approach to recording and assessing pupils' reading skills;

(paragraphs 2, 23, 24, 37, 43, 73)

- ensure that all children under five receive their full entitlement to the physical area of learning by:
 - developing a secure outside area for outdoor play, preferably with ready access from the classroom;
 - ensuring more opportunities are planned for children to play and exercise outdoors;
 - providing suitable large equipment and storage, when financial resources allow.

(paragraphs 27, 61, 65)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 8, 61, 73, 48.

- improve pupils' handwriting skills and presentation of their work at Key Stage 2;
- provide greater detail in the written reports so that parents have a clearer idea of what their children can and cannot do, and what their children need to do to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6	0	59	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	0.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	5	4	5
	Girls	6	6	8
	Total	11	10	13
Percentage of pupils at NC Level 2 or above	School	85 (100)	77 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	5	5	5
	Girls	6	8	8
	Total	11	13	13
Percentage of pupils at NC Level 2 or above	School	85 (100)	100 (100)	100 (100)
	National	82 (81)	86 (79)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	4	4
	Girls	6	4	5
	Total	10	8	9
Percentage of pupils at NC Level 4 or above	School	83 (8)	67 (17)	75 (8)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	3	3
	Girls	6	4	5
	Total	10	7	8
Percentage of pupils at NC Level 4 or above	School	83	70	80
	National	68 (71)	69 (65)	75 (65)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	18.2:1
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	132,407
Total expenditure	142,360
Expenditure per pupil	2,260
Balance brought forward from previous year	5,000
Balance carried forward to next year	-4,953

Results of the survey of parents and carers

Questionnaire return rate 95%

Number of questionnaires sent out	63
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	55	35	7	2	1
Behaviour in the school is good.	48	50	0	0	2
My child gets the right amount of work to do at home.	38	37	20	2	3
The teaching is good.	62	32	5	0	1
I am kept well informed about how my child is getting on.	50	33	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	68	27	3	0	2
The school works closely with parents.	53	38	8	0	1
The school is well led and managed.	63	32	2	0	3
The school is helping my child become mature and responsible.	55	43	2	0	0
The school provides an interesting range of activities outside lessons.	65	21	10	2	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. The school admitted three children under five into the joint Reception/Year 1/Year2 class in September 1999. All of the children were five by the end of term, consequently there were no children under five at the time of the inspection. The level of attainment on entry of this particular cohort of children is broadly average. Baseline assessment carried out during the first few weeks in school confirms the entry attainment. Children receive good support from the nursery nurse and parent helpers; this helps them make sound progress. By the time they are five, children attain standards in all areas of learning² which are at least in line with those expected. The positive ethos in the school promotes good behaviour and caring relationships. This has a positive impact upon the personal and social development of the children, where attainment in this area of learning is good. As in the last inspection, the children have settled into the school routine well, are confident and have integrated well into the class with older children.
65. Children are working within the National Curriculum and National Strategies for Literacy and Numeracy. Although these children take part in the class introductions and plenary sessions, teachers ensure that work is matched for their ability and age for the majority of subjects. The curriculum provided for children under five is due to be reviewed in line with the new requirements for September 2000. At the present time the arrangements for physical development are unsatisfactory. There is no outside area or suitable equipment available to promote physical development.

ENGLISH

66. In 1999, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was above the national average in English. Eighty-three per cent of pupils achieved the expected Level 4, or above, which is above the national average. Thirty-three per cent achieved Level 5 and above, which is well above the national average. Compared with that in schools with pupils from a similar background, pupils' performance was around the national average. The trend over the last four years has been erratic. Due to very small cohorts there is considerable variation in results from year to year. The performance of boys in English is well above the national average, but for girls it is well below average. This is against the national trend.
67. In 1999, in the National Curriculum tests at the end of Key Stage 1, 85 per cent of pupils achieved the expected Level 2 or above in reading, with 77 per cent achieving the same levels in writing. None of the pupils attained above average results in reading and writing, which meant overall results were well below average in reading and at national average in writing. Compared with schools from a similar background, pupils' performance was very low in reading and well below average in writing. Test results were below those of 1998 in Key Stage 1 in both reading and writing. As in Key Stage 2, there is considerable variation from year to year. There is a similar picture to that of Key Stage 2 in the performance of boys and girls.
68. Inspection findings from current and previous work show overall attainment to be below average in English by the end of both key stages. Few, if any, pupils are predicted by the school to reach the higher levels in the national tests in writing this year. Inspection findings support this judgement. Pupils throughout the school, including those with

² Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

special educational needs, make satisfactory progress in all aspects of English. Children in reception and Year 1 are in line with the national average, but attainment in the present Year 2 is below average. In Key Stage 2, attainment is below average in Year 3, around average in Years 4 and 5, but below average at Year 6. This reflects the impact that small cohorts have on the standards in the school. Standards should be higher if greater attention was given to presentation and handwriting in Key Stage 2. This was the case in the last inspection. Greater challenge in work needs to be given to the more able pupils because tasks are not always sufficiently well matched to pupils' ability. The National Literacy Strategy has been successfully implemented; this has given the children a much broader range of experiences in literacy. This is an improvement since the last inspection. Teachers promote well all aspects of literacy in other subjects. In reading, pupils now have greater opportunities to use non-fiction books as well as fiction books. There is now more effective use of reference books, for example, in history and geography. The school has improved its resources for reading.

69. Standards of speaking and listening by the end of both key stages are broadly in line with the national average. In Key Stage 1, many of the pupils listen well and respond confidently to questions, as in the lesson when pupils discuss the text in 'The Rainbow Fish'. Teachers offer their pupils good opportunities to acquire and practise their skills, particularly in literacy lessons. Teachers have very good understanding of the National Literacy Strategy and encourage pupils to use the correct terminology, not only in literacy but also in other subjects. Particularly good examples were seen in geography, history and music lessons, for example in the Years 5 and 6 lesson in geography, when pupils were able to offer their opinions and express their ideas with clarity about the civil war in Sierra Leone and flooding in Mozambique.
70. By the end of Key Stage 1, reading is in line with the national average, and a few pupils reach higher levels in attainment. Pupils are already benefiting from the introduction of the Literacy Hour and the increased focus on literacy throughout the school. Teachers organise the shared text sessions well and work effectively to sustain pupils' interest with a good range of texts. Pupils enjoy the 'shared text' sessions and work hard. Teaching effectively helps pupils to read simple texts with increasing fluency and enjoyment and pupils show in discussion that they understand them. Most pupils have a good understanding about the role of the author and illustrator, know the significance of the title page and the difference between fiction and non-fiction. Dictionary skills are developing satisfactorily so that pupils have a sound understanding of where letters come in the alphabet. Books are taken home on a regular basis, and teachers and parents have the opportunity to make comments in the home/school contact book. There is, however, inadequate recording of the progress pupils make in reading. Some recording merely states what the child has read, and there are very few diagnostic comments stating strengths and weaknesses and what is needed to help the child to make progress.
71. Attainment in reading is average by the end of Key Stage 2. Pupils make satisfactory progress. However, some pupils do not have sufficient practice at home in reading. This hinders their progress. Pupils are beginning to read with increasing accuracy. They make reference to the text when they explain their opinions about the book. A particularly good example was observed when older pupils were working on newspaper articles about rationing. They used the text well to deduce underlying themes, and then select key points. Pupils access and select information in non-fiction books, and know the functions of the glossary, contents and index. They did this well when they carried out individual research on significant events during the millennium. Pupils know how to locate books in the library using a classification system and have some opportunities to use the library for individual research. There is inconsistent practice in teachers recording the progress pupils make in reading. Overall, recording is inadequate as in Key Stage 1.

72. By the end of Key Stage 1, attainment in writing is broadly in line with the national average for the number of pupils reaching Level 2. However, because few pupils reach the higher levels, overall attainment is below average. Teachers now offer their pupils a good range of work within literacy and across the curriculum. They encourage pupils to write in a variety of forms. Pupils write instructions, labels and stories using appropriate language and format. For example, they write about their designs for 'Incy Wincy Spider', and transport in the past in history. Spelling is satisfactory. Pupils are prepared to 'have a go' and attempt to spell words phonetically. Teachers encourage pupils to write longer stories. However, skills in punctuation are not always transferred and many pupils do not use capital letters and full stops consistently in their writing. Most still write in a print style, but form their letters satisfactorily so that pupils are able to read back their own writing.
73. Attainment in writing is below average by the time the pupils leave the school, with no pupils attaining higher than expected levels. Progress is just satisfactory, including for those pupils with special educational needs. Older pupils have an understanding of the basic writing skills, but not all have the ability to use exciting and interesting language or to write in extended sentences, particularly when writing stories. There are insufficient opportunities to write at length. The quality of handwriting is variable. At best, pupils write in a neat cursive script, but a significant proportion throughout the key stage write using a mixture of print and cursive script. In the last report presentation was considered to be unsatisfactory. This is still the case. When presenting work for display results are much better than work in pupils' books, where work is untidy and at times not completed. Low expectations of pupils' presentation of work and inadequate marking do not help pupils to improve their work. Punctuation and spelling are usually correct, with a satisfactory understanding of the use of paragraphs and parts of speech. Pupils write in a variety of forms, including formal letters of complaint and informal ones to pen friends and newspaper articles. Stories, poems, reports and instructions are also represented in the pupils' work. Satisfactory use is made of homework to consolidate and extend skills learnt in lessons.
74. Overall, teaching is good. The teachers have worked hard to implement the National Literacy Strategy, which they teach with good understanding and a secure subject knowledge. Particularly good attention is made to the teaching of basic skills. However, there are missed opportunities for older pupils to practise reading skills when teachers read out texts in the introduction and end of lessons, rather than let pupils read to the class. The many new resources, including non-fiction books, are used effectively to motivate and interest the pupils. Teachers use questioning effectively to help pupils extend their knowledge and check understanding. They manage pupils' behaviour well and relationships within the class are positive. This helps pupils to behave well. Marking is carried out inconsistently in the school. At times it is satisfactory and gives pupils some idea on how to improve their work. At other times, in Key Stage 2, work is not marked, nor is there any insistence on finishing work or improving presentation. This leads pupils to present work in an untidy manner. There are occasions when work is not sufficiently challenging in the independent activities during the Literacy Hour, particularly for the higher attaining pupils. This inhibits pupils from reaching higher standards.
75. The subject meets statutory requirements and, with the implementation of the National Literacy Strategy, a broad and balanced curriculum is now assured, as is progression of skills. The subject is now led by a highly motivated and knowledgeable co-ordinator. She is committed to raising achievement of literacy in the school and has had satisfactory opportunities to monitor the impact of the Literacy Hour. She is well aware of shortcomings of the present provision.

MATHEMATICS

76. Standards of attainment at the end of both key stages are broadly in line with national expectations and are similar to those in the previous inspection. Pupils make satisfactory progress overall and pupils are motivated by the structure and content of the numeracy lessons. The level of attainment at 11 over the past four years, while generally improving, has fluctuated considerably due to small pupil numbers in most year groups and wide variations in overall attainment. This means that the abilities of individual pupils have a considerable effect on average attainment. Standards attained by the present Year 6 pupils need to be judged against the fact that almost a third of this year group are on the school's register of pupils with special educational needs. However, these pupils generally attain standards appropriate to their abilities and make satisfactory progress.
77. The 1999 national tests indicate that attainment was average by the end of Key Stage 2 and well above average at end of Key Stage 1. The number of pupils in both year groups is small and therefore any comparison with national averages is unreliable. When results are compared with schools of similar size and circumstances, attainment is well below average at 11, but above average at seven. However, the school is implementing the National Numeracy Strategy effectively. This is having the effect of raising levels of pupils' achievement in all classes and progress is good in the lessons seen during the inspection.
78. By the end of Key Stage 2, most pupils have developed good skills in numeracy and their skills in multiplication and division are satisfactory. They are starting to apply their knowledge of these operations effectively in their work on fractions. For example, most Year 6 pupils know the definition of a numerator and denominator and their ability to identify factors of a given number to 20 is good. Higher attaining pupils are working at a higher level and can calculate the factors of a given number up to 30. Attainment is not so high in the pupils' ability to handle data or in their understanding of the concept of probability. This is primarily due to insufficient teaching of these aspects of the subject during each academic year. Progress is consistent across the key stage and pupils in Years 3 and 4 develop good levels of competence in number work, understanding of shape and space and handling data. For example, in the one lesson seen all pupils use the correct numbers and symbols to represent £1.92 using cards. Most pupils use the appropriate operation for solving money problems and working at the appropriate level. Many can convert pennies into pounds, and most Year 4 pupils solve written money problems using a range of strategies to obtain the answers.
79. Attainment at the end of Key Stage 1 is in line with that expected of pupils of similar age. They are becoming confident in handling numbers. For example, many pupils in Year 2 use a range of strategies for adding on. Their knowledge of mathematical vocabulary is good, for example when asked to 'find me the total of' and 'decrease' and 'minus'. They can collect a range of data related to their life at home and are beginning to interrogate it using simple charts and tables. Year 1 pupils are making particularly good progress in acquiring numeracy skills and data handling due to very effective teaching in numeracy lessons.
80. Pupils throughout the school respond very well to the introductory activities, especially when teachers use visual aids such as number and fraction cards. Behaviour is very good in lessons and pupils respond very well to the teachers' high expectations. Most pupils persevere with their independent activities but some move off task while teachers support other pupils at their table areas. The presentation of work by many Key Stage 2 pupils is often untidy in their books as a result of low expectations by teachers. Work is often not dated and sometimes left unfinished. These unsatisfactory pupil attitudes are

partly encouraged by inadequate marking at this key stage, where it is often only a series of ticks. Sometimes not all work is marked.

81. The quality of teaching observed in lessons during the inspection ranged from consistently good in Key Stage 2 to an excellent lesson in the Key Stage 1 class. In this lesson, planning was detailed and the aims and objectives of the lesson were effectively identified. The headteacher provided very good pace to the warm up oral/mental activity using a number stick as a visual aid. Very good use was made of subject vocabulary, confirming the headteacher's good subject knowledge. A very good rapport was established with the pupils and the headteacher's high expectations of what pupils could achieve contributed significantly to the session. The very good questioning challenged the more able pupils to think of alternative methods. Very good reference was also made to homework set the previous day and this was used to enable pupils to make charts and graphs. In the good lessons in Key Stage 2, teachers plan their lessons well and targets for pupils' learning are identified for the pupils on the board. Both teachers planned effectively for ability groups. From a scrutiny of pupils' work completed in previous lessons at the end of the key stage it is obvious that this good practice is not fully supported. Pupils of the same ability and different ages had completed the same work. These inconsistencies are because not enough use is made of individual assessments of pupils' achievements to plan their next stages of learning. These teachers manage pupils well in lessons however, and both teachers make very good use of visual aids, such as number cards and an overhead projector, to introduce lessons and motivate pupils.
82. The curriculum is satisfactory and the new policy provides good guidance to staff. The curriculum provides good opportunities for practical activity, but opportunities for pupils to undertake investigative work involving numeracy and data handling in other subjects, such as science and information and communication technology, are not consistently planned by teachers across the school. Planning is effectively linked to the National Numeracy Strategy and provides an appropriate framework for teaching. Procedures for the assessment of pupils' progress are satisfactory but teachers make insufficient use of this information to plan the next stages of learning for pupils and, consequently, their levels of achievement.
83. Subject co-ordination is satisfactory. A good start has been made in monitoring the quality of teaching and learning, and the implementation of the National Numeracy Strategy. There is an appropriate range of resources stored in classrooms and in a central area.

SCIENCE

84. Only one lesson was seen during the inspection. Judgements are based on the scrutiny of pupils' work, observation of some teaching at Key Stage 2 and discussions with staff and pupils. Standards are below average at age 11 and in line with national expectations at seven. All pupils, including those with special educational needs, make satisfactory progress in the subject overall
85. Results in the 1999 national tests for 11 year olds were below the national average and well below average when compared with similar schools. Pupils' current attainment in Year 6 meets national expectations. Teachers' assessments for seven year olds in 1999 indicated attainment to be well above average. Pupils currently in Year 2 are generally achieving national expectations. Results at Key Stage 2 have fluctuated in relation to the national average since the last inspection. Differences between inspection findings and test results, and variations in scores over time, are not necessarily significant because of the small, sometimes very small, numbers of pupils in the year group and the often high proportion of pupils with special educational needs.

86. By the end of Key Stage 2, the majority of pupils have developed a satisfactory understanding of life and living processes from their studies of plants. Their knowledge includes the concept of photosynthesis. Most pupils display a satisfactory understanding of the water cycle and reversible and irreversible changes in the physical properties of some substances. Their knowledge of simple forces, such as gravity and friction, is at an appropriate level for pupils of a similar age. Their ability to conduct an investigation is more limited due to insufficient opportunities in lessons for them to undertake experimental activity. This is limiting the pupils' ability to work at the higher level and, therefore, achieve higher standards overall. Pupils in the Years 3 and 4 class are making better progress in these skills. This is demonstrated in experimental activity in measuring the absorbency of different papers and the changing length of the sun's shadow over a school day. The ability of these pupils to record their experiments in a scientific way is good. They are developing good attitudes to science investigations through well conducted lessons and effective teaching. Consequently, progress is best at the beginning of Key Stage 2 in this class.
87. No lessons were observed in Key Stage 1 but evidence from the scrutiny of work shows that pupils are developing appropriate knowledge and understanding in all areas of study. Pupils have studied the growth of a bean and used the results of measuring a bean growing at home in their work. Their investigation skills are clearly demonstrated in their observations of an experiment with cress seeds under three different conditions. Most pupils know that mammals are warm-blooded and can identify the characteristics of seasons, the importance of water for life, and they are aware of the life cycle of a hen. Pupils' knowledge of physical processes is more limited, with no evidence of work on simple electrical circuits seen.
88. No overall judgement can be made on the quality of teaching, but in the one lesson observed in the class for Years 3 and 4 pupils, teaching was good with some very good features. Very detailed planning and a very good introduction to the lesson provided a good basis for learning. Aims and objectives were shared on the whiteboard with the pupils at the beginning of the lesson. The teacher made very good use of resources to support learning and demonstrated effectively the principles of fair testing. However, the introduction to the lesson was rather long. Pupils found it difficult to concentrate on all the teaching points. Pupils responded well, however, to the very good management of pupil behaviour during the investigations. A very good feature of the lesson was the teacher's ongoing assessment of a target group of Year 4 pupils in applying their skill in using a syringe to measure water. Analysis of pupils' work at the end of Key Stage 2 indicates that these pupils are given satisfactory opportunities to record their work and interpretation of their investigations in diagrammatic form. However, there are many missed opportunities for the development of pupils' writing skills and recording experiments in a scientific manner.
89. Pupil behaviour is very good in the lesson seen. For example, all raise their hands to make a contribution to the discussions. They co-operate well with each other to measure small quantities of water using the syringe and in recording their results. Pupils across the school are developing good attitudes to learning and are clearly inquisitive about the world around them. The presentation of work at the end of Key Stage 2 is sometimes unsatisfactory and work is completed in a manner that is not compatible with that normally expected of pupils this age.
90. The quality of the curriculum is satisfactory and the newly appointed subject co-ordinator is providing effective leadership. There is now a good policy in place and schemes of work give clear guidance to staff on what is to be taught throughout the school. This is a significant improvement on the previous inspection. Staff are beginning to make effective

use of information and communication technology to support learning. For example, appropriate support was provided by a parent helper with personal expertise in ICT in a lesson for Years 3 and 4 pupils. As a result, pupils were able to measure the relative absorbency of paper using an electronic thermometer linked to the computer. The quality and range of resources are currently unsatisfactory to cover the full range of activities, but the co-ordinator has a good understanding of what needs to be purchased in order to fulfil the requirements of the National Curriculum programmes of study.

ART

91. No specific art lessons were observed in the school during the inspection. Evidence was obtained from the scrutiny of pupils' work in their art folders and sketchbooks, work on display and from discussions with pupils. The school has improved provision of teaching and learning of pupils since the last inspection. There has been good improvement since the last inspection in Key Stage 2 in both teaching and learning. Pupils' progress, including those with special educational needs, is now satisfactory in both key stages.
92. At Key Stage 1, pupils develop a satisfactory range of skills using a variety of media and techniques. They show a good use of watercolours in painting scenes. Particularly effective backgrounds were painted. These were created following the visit of a local artist who worked in the school. Pupils use a range of pasta, rice and sand to create their own representations of seashore creatures. Teachers give pupils opportunities to sketch and draw their own and other pupils' 'portraits' in their sketchbooks.
93. Through discussions with pupils in Key Stage 2, it is evident that they generally like art and have some knowledge of artists, for example Monet, Van Gogh, Salvador Dali and Escher. By 11 they can discuss particular styles and have a good insight of perspective in creating images, surrealism and cartoon animation. Pupils are able to create good representations in the styles of Dali and Escher, using paint and pastels. Years 3 and 4 pupils in discussion are aware of different techniques and use a range of media. They use Van Gogh techniques of bright colours and application of paint, and use dashes and swirls effectively for backgrounds to create impressions of the picture 'Starry Night'. There are good links with information and communication technology, when pupils use graphic programs to create pictures in the style of Van Gogh. Pupils use collage effectively to create pictures in the style of Kandinsky.
94. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development. The pupils follow a broad and balanced curriculum. However, there is still insufficient work carried out in three dimensions and too little attention paid to developing pupils' awareness of art from other cultures. The co-ordinator is enthusiastic about developing the subject further. A scheme of work linked to the Qualification and Curriculum Authority's (QCA) national guidance is ready to be put in place in September. The co-ordinator has developed a good skills sheet for all the key elements to ensure progression throughout the school. The use of sketchbooks to record observations is helping to build up a record of pupils' progress over time. There are good cross-curricular links in Key Stage 1, particularly with geography, history and literacy. An extra-curricular art club for Key Stage 2 gives pupils opportunities to explore different techniques, including three-dimensional work. Displays around the school enhance the environment and show an appreciation for pupils' achievements.

DESIGN AND TECHNOLOGY

95. Only one lesson was seen during the inspection. Judgements are based on the scrutiny of pupils' work, observation of some teaching at Key Stage 1 and discussions with staff and pupils. All pupils, including those with special educational needs, make satisfactory

progress in the subject overall. Progress is good in Key Stage 1 as a result of good teaching of basic skills and effective planning of activities and units of work for this age range of pupils. This is an improvement on the previous inspection when standards were judged to be unsatisfactory.

96. Pupils in Key Stage 1 are making good progress in a range of design and technology skills. Many pupils in Year 2 can create a simple design of an 'Incy Winsey' spider machine. Designs on display around the classroom walls show that these pupils clearly understand the processes of designing and making but their ability to evaluate a finished product is more limited. Younger pupils in Year 1 are making similarly good progress, as seen in their construction of a model raft. The response of these pupils to practical activities is good, and all pupils display a sense of responsibility when using simple tools and materials to construct their products. Progress in Key Stage 2 is satisfactory and standards are broadly in line with those expected of pupils of a similar age. Displays of work at the beginning of this key stage indicate that pupils understand that mathematical nets are used to design packaging for food products. Pupils in Years 5 and 6 are able to construct a simple wheeled vehicle to be powered by a small electric motor in readiness for a control technology activity.
97. In the one lesson seen in Key Stage 1, teaching was good. Lesson objectives were shared effectively with the pupils at the start of the lesson and related to previous learning using graphic designs produced in information and communication technology lessons. This enabled the teacher to set clear goals for the pupils in order to consolidate their learning. As a result, the pupils were able to produce a colourful copy of the coat design using felt.
98. The curriculum is now appropriately planned. Teachers use schemes of work to plan units of activity. This is an improvement on the previous inspection. The co-ordinator provides effective leadership and clear direction for the subject. A start has been made in monitoring standards across the school. The quality and range of resources are satisfactory.

GEOGRAPHY

99. During the inspection only one lesson of geography was observed, in Key Stage 2. Further evidence was taken from teachers' planning, pupils' work and discussions with staff and pupils. Throughout the school all pupils, including those with special educational needs, make satisfactory progress. This maintains the standards seen during the last inspection.
100. At Key Stage 1, pupils gain knowledge about places and build on their skills in using maps. Pupils identify their school on a map and also the four countries of the United Kingdom. Sound use is made of information and communication technology when pupils create block graphs of the numbers of people who come to school by bus, car or walk. Good links are made with art when pupils learn about water and where it is found, this is linked well to the work of Turner and Canaletto. Teachers are promoting the use of geographical vocabulary well within the context of the topics.
101. By the end of Key Stage 2, pupils have developed appropriate skills in geography and their understanding and knowledge of other cultures has increased. Pupils have a sound understanding of mapping skills and use numeracy skills to locate grid references and to measure and record distances in kilometres between capitals in Europe. Years 3 and 4 pupils know how to use maps to find places, for example Ben Nevis. They explain how to use symbols in maps of their locality. Good teaching and plans developed from the QCA scheme of work help older pupils learn effectively about life and conditions in African

countries. They have a good understanding of the implications of civil war in Sierra Leone and know about the problems caused by the floods in Mozambique. Particularly good research methods have been used and developed by the pupils. This is due to the effective promotion of a wide range of resources by the teacher, including use of television, video, CD-ROMs and books. Pupils are aware that they can access information from websites, which some do, but as yet the school has not been connected to the Internet. This is hindering pupils' progress in using modern technology for research purposes. There are good links with literacy in speaking and listening when pupils express their opinions about international news with confidence. They are able to describe events clearly in detail using appropriate language. On other occasions insufficient care is taken with the presentation of written work.

102. Curriculum provision is satisfactory. Geography is not a high focus subject at the moment, although the scheme of work has been adapted to include the QCA guidance and units of work. This has already been seen to be working effectively for older pupils.

HISTORY

103. One lesson was observed in the inspection in each key stage. Additional evidence was taken from the scrutiny of work, teachers' planning, displays and discussions with staff and pupils. Throughout the school all pupils, including those with special educational needs, make at least satisfactory progress. This maintains the standards seen during the last inspection.
104. Key Stage 1 pupils develop a sense of the passing of time when they compare events in the past with that experienced today, for example holidays in Southport. Pupils gain an understanding of famous people from the past, such as Florence Nightingale and how she helped people. The police visited the school, which gave the pupils an insight into their role today, which was compared with the police force in the past. Pupils learn about the past in relation to their own experiences. They make satisfactory progress in increasing their knowledge of the past and of how things change over time.
105. This sound progress continues throughout Key Stage 2. Pupils build on their understanding of the passing of time and develop a sense of chronology through using timelines. They make gains in knowledge about different eras, for example the way of life in Roman and Victorian times. They make particularly good gains in their understanding and use of secondary sources, including the use of reference books, newspapers and computer programs, due to the effective promotion of research methods by the teachers. Pupils use websites at home to support their learning in school. However, the school has not yet been connected to the Internet, which disadvantages those pupils without computers at home. There are sound links with literacy, as older pupils use newspapers and non-fiction texts and other documents to discuss and write about the reasons for rationing. Insufficient care is taken on some occasions with the presentation of written work, although it was much better presented in a variety of ways when pupils produced their own work of notable events through the millennium. This was a good opportunity, which enabled pupils to find, select and present information for an audience.
106. Pupils show an interest in historical topics and are keen to display their knowledge of the past. They are confident to give their opinions, and build on each other's contributions when discussing their work. The subject makes a good contribution to pupils' spiritual and cultural development by causing them to reflect on past events and to find out more about the past of their own and others' cultures. Moral development is enhanced when pupils write with empathy about life and working conditions of Victorian children and rationing. They are helped to develop empathy for how life was affected during the 1940s and 1950s, and the implications when rationing was lifted. The subject makes a good

contribution to pupils' cultural development through focusing on life from different eras. The subject has been updated in the light of the QCA guidance and scheme of work document. Teaching and learning of history is enhanced through visitors coming in to the school bringing with them interesting artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. There were limited opportunities to observe the teaching of information and communication technology during the inspection. Evidence from teachers planning, photographs, analysis of pupils' past work and discussions with staff and pupils, indicates that standards have improved across the school since the previous inspection. Progress is particularly good for pupils in Years 3 and 4.
108. Attainment at the end of both key stages is broadly in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress overall in their skill development. This is because there is now clearer guidance for teachers and the new scheme clearly identifies what should be taught to which group of pupils and when. This is a significant improvement on the previous inspection.
109. At the end of Key Stage 2 most pupils use the correct terminology to talk about computers. Pupils' competence in a range of word processing activities and their ability to handle data is sound. These pupils' skills in control technology are appropriately developed through a technology project to build a motorised buggy, which includes work from a range of subjects. Pupils in Years 3 and 4 are making good progress in a wide range of skills as a result of good teaching. Many have developed satisfactory ability to type pieces of text to support project work. Most can construct an e-mail message for a range of different contexts, such as information for a friend or a letter of complaint to a local company. The good teaching of these pupils and well planned activities, which includes work from other subjects, are enabling these pupils to understand the great benefits of modern technology. For instance, they are aware of how a fax can be used to send a quick memo to somebody via the telephone network, that sensors can be used to measure temperature in an experiment in science and that graphics software can help them to create very effective pictures in the style of Van Gogh.
110. Very little teaching of skills was observed at Key Stage 1. Evidence of pupils' work on display shows that they have appropriate opportunities for practising word processing skills. For example, pupils in Year 2 can type their name using the keyboard and print out the result. They can also complete several sentences about themselves as part of their development of literacy skills. Most are able to describe how they might direct a simple floor robot around the room, as part of their experiences with control technology. The part-time teacher makes good use of information and communication technology within the planned activities in the afternoons. For example, pupils use a simple graphics program to design a colourful coat in readiness for making a replica in felt.
111. All pupils respond well to opportunities for using computers. They are enthusiastic and show enjoyment while they work at the computer and share ideas with their partner. Their level of co-operation with others is good. All pupils are keen to learn new skills and are eager to show their results to others.
112. The subject co-ordinator has made a good start in developing resources and in monitoring standards across the school. The quality of the written guidance for staff is good, enabling them to plan effectively for the systematic development of pupils' skills over time. Procedures for the recording of pupils' progress are satisfactory but there is inconsistent use of this information to inform future planning work for individual pupils. Resources are satisfactory overall and the ratio of computers to pupils is good. The

school is endeavouring to improve its resources, with the installation of an Internet link. However, a slow response by the local education authority in arranging for its installation has meant that pupils are still not able to send e-mails from school even though they are clearly able to do so. The school is making very good use of parental expertise to work alongside pupils and support the development of the subject throughout the school.

MUSIC

113. Since the previous report, when music was considered unsatisfactory, significant steps have been taken to improve the provision for music in the school. The school appointed a music specialist shortly after the last inspection. This has helped to raise achievement and pupils now make satisfactory progress overall in listening and appraising, and in composing and performing. Parents commented in the meeting prior to the inspection that standards of music had risen in the school. No specific lessons were observed in Key Stage 1, although pupils were heard singing action songs in other lessons with enthusiasm. Pupils throughout the school sing reasonably well in assembly and know a good range of songs.
114. The subject co-ordinator teaches all pupils in Key Stage 2. This is beneficial to pupils as they all have specialist teaching. By the time pupils are 11 they have a good knowledge of different instruments and the sounds they make. Good use of resources and demonstration of instruments help pupils to learn about the different groups of instruments and their parts. There are good links with science. For example, older pupils have an understanding that sound waves come out of the bell of the instrument, such as the trumpet, and that the length of the tube in instruments such as the trombone is altered by using valves or slides. Younger Key Stage 2 pupils start to learn about musical terminology and the value of notes. They are introduced to a range of composers and different styles of music. Effective teaching ensures pupils listen very carefully to a variety of music. Consequently, younger pupils could identify different instruments such as tambourines and castanets in a taped extract. Older pupils are articulate when giving their ideas and thoughts when comparing different music, styles and types of bands.
115. Opportunities are given for pupils to learn to play instruments by peripatetic teachers, such as the keyboard and flute. The school gives pupils opportunities to perform in public, for example in Christmas productions, when the whole school is involved. There are satisfactory opportunities in assembly and class lessons for pupils to hear a range of music from other cultures, both traditional and modern. The co-ordinator has developed a policy and will be using the QCA scheme of work alongside the existing scheme from September 2000. There are sufficient resources, but the school could benefit from further examples of instruments from other cultures.

PHYSICAL EDUCATION

116. Standards are in line at Key Stage 1 with those normally expected for pupils at this age. As a result of consistently good teaching at Key Stage 2, pupils' standards are above expectations in a range of physical skills. This is an improvement on the previous inspection. Swimming is a strength because all pupils achieve the standard expected nationally at the end of Year 6.
117. At Key Stage 1, pupils respond quickly to their teacher's instructions and show confidence and enthusiasm for physical activity. Standards of dress are good and pupils take a pride in their work. The youngest pupils in Key Stage 1 display satisfactory levels of control when running and jumping and in balancing on the floor and apparatus. Pupils in Year 2 display greater levels of agility when climbing a rope and undertaking more complex movements over a low box. Higher attaining pupils in this year group

demonstrate their skills effectively to the rest of the class. Their ability to appraise the work of others is more limited as they are given insufficient opportunity to do so.

118. Pupils in Years 3 and 4 make good progress in a range of physical skills. They stretch and warm up and know why vigorous exercise is important. They can catch a bean-bag competently on the move with two hands. These pupils are making good progress in their throwing and catching through the effective demonstration of skills by the teacher. Higher attaining pupils catch one-handed. All these pupils have developed good attitudes to physical activity and all pupils work quietly. Pupils' behaviour is good as a result of good management of activities by the teacher in a confined space. Behaviour of pupils in a class of Years 5 and 6 pupils is very good and pupils respond well to the guidance and support of the teacher. They can field a ball effectively in a confined space. Their skills in catching are good and they can use their legs confidently to position themselves in readiness to field the ball.
119. The quality of teaching is good overall and best in Key Stage 2. Planning is very detailed and clearly linked to the schemes of work. Teachers dress very appropriately for physical education. They provide very good opportunities for warm up and cool down at the beginning and end of lessons. All teachers demonstrate exercises effectively to the pupils during these warm-up sessions and, consequently, pupils are able to improve their own skills. Teachers are aware of pupils' abilities and monitor their progress accordingly. The teacher of a class of Years 3 and 4 pupils effectively reviewed the work from a previous lesson and demonstrated the skills of catching and throwing confidently. A very good rapport has been established with these pupils and, as a result, the teacher manages these pupils well and maintains good levels of discipline and control. Good use is made of pupils to demonstrate skills learnt and assess progress but opportunities for the pupils to appraise the work of others is limited. Consequently, they are not fully involved in assessing their own learning. Good pace is ensured in Key Stage 2 lessons and as a result pupils display a high level of motivation. The indoor rounders game provided an appropriate competitive activity in a confined space during a period of inclement weather.
120. The subject is well led by the new co-ordinator, who has clearly had an impact on raising standards in the school. The quality and range of resources is good, and effective use is made of commercial schemes to help teachers when planning lessons. There is good provision for competitive sport and the school provides a wide range of extra-curricular activities.