

# **INSPECTION REPORT**

**Mount Pleasant Primary School**

Clayton-le-Moors, Accrington

LEA area: Lancashire

Unique reference number: 119186

Headteacher: Mrs A Duke

Reporting inspector: Mrs D Bell  
16413

Dates of inspection: 26 – 29 June 2000

Inspection number: 189740

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Earl Street Clayton-le-Moors Accrington Lancashire
Postcode:	BB5 5NH
Telephone number:	01254 232046
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Eddleston
Date of previous inspection:	16 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs D Bell	Registered Inspector	Music	What sort of school is it?
			How high are standards? The school's results and pupils' achievements
			How well are pupils taught?
Mrs J Garland	Lay Inspector		How high are standards? Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr R Greenall	Team member	English as an additional language	How good are the curricular and other opportunities offered to pupils?
		English	
		Art	
		Religious Education	
Mrs J Dowdeswell	Team member	Areas of learning for children under five	
		Geography	
		History	
Mr S Gill	Team member	Equal opportunities	How well is the school led and managed?
		Mathematics	
		Physical education	
Mr M Hemmings	Team member	Special educational needs	
		Science	
		Information and communication technology	
		Design and technology	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mount Pleasant is much bigger than other primary schools. There have been several changes of staff since the last inspection and a new headteacher was appointed just over a year ago. In addition, there have been extensive building works, just completed, that have resulted in improved accommodation and the creation of two classes for Year 5 pupils, making the school a complete two form entry school. There are 385 pupils on roll in the main school, 185 boys and 200 girls. In addition, 78 pupils attend the nursery part time. There are 133 pupils (31.36%) on the register for special educational needs and 6 pupils (1.41%) with statements of need. Both figures are higher than the national average figures. Seven pupils come from homes where English is not the first language but none are at an early stage of language acquisition. The percentage of pupils known to be eligible for free school meals (26.8%) is also above the national average. Children come to the nursery from a wide area of Clayton-le-Moors and with a wide range of abilities. However, a significant minority leave at the end of their nursery year to attend schools nearer to their homes. The very strict admissions policy that is in place means that pupils who begin their reception year in the school, in the September prior to their fifth birthday, come from a specific area of the town where there is a high degree of social and economic stress. The majority display levels of attainment that are below those found nationally for four-year-olds in language and literacy and mathematics.

### **HOW GOOD THE SCHOOL IS**

Because it is very well led and managed, Mount Pleasant is a very effective school in which a hard working, committed and determined staff have very successfully raised standards in the last school year. Good quality teaching and very good support and guidance enable pupils to achieve well and to develop good attitudes and values. Pupils enjoy coming to school and readily respond to the very good working ethos in all classes. The headteacher provides a very strong and purposeful lead for staff and the governors. All are working together to improve the school and to raise the standards even higher. The school provides very good value for money.

#### **What the school does well**

- It has very effectively implemented the National Literacy and Numeracy Strategies and is successfully raising standards in both English and mathematics.
- The quality of teaching is good overall. Teachers provide suitably demanding work that fosters in pupils a desire to learn and a belief in their ability to succeed.
- The school cares for its pupils very well and offers very good support and guidance to them both personally and academically. The provision for pupils' social development is very good.
- Very good leadership and management ensure that staff and pupils know what the school stands for and work purposefully towards achieving its aims and values.
- The school is working very hard to involve more parents in their children's learning and to reach out to the wider community.

#### **What could be improved**

- In English, the standards attained by seven-year-olds and in science, the standards attained by both seven and eleven-year-olds
- The monitoring of teaching, to include a clear focus on how well pupils learn
- The use and development of literacy and numeracy skills in other subjects
- Consistency of assessment in all subjects rather than only in English and mathematics.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996. It has addressed very well all of the key issues identified at that time. A new headteacher was appointed in May 1999. She has a very clear vision for the school and has successfully involved all staff and governors in the school development planning process. School development and financial planning is now very good and provides a clear and very appropriate agenda for school improvement over the next five years. The quality of teaching has improved. Almost twice as much teaching is now good or better compared with the last inspection. The new curriculum for the Year 2000, the National Strategies for Literacy and Numeracy

and the Qualifications and Curriculum Authority's guidelines are being successfully used as the basis for the much improved curricular planning seen in the school. The accommodation has been considerably refurbished and the school is now benefiting from the addition of two new classrooms, the creation of an 'Early Years Suite' and good provision for outdoor play for children under five. A stimulating learning environment has been created throughout the school. School improvement has been very 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	E	D	E	D
Mathematics	E	E	D	C
Science	E	D	E	D

<b>Key</b>	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards in English, mathematics and science have improved since the 1999 tests. The standards of work seen in the school show that the attainment of the majority of pupils currently in Year 6 is in line with the national expectations for English and mathematics. Although still below the national expectation, attainment has also improved in science. Early indications from the year 2000 tests and assessments are that the percentage of pupils achieving the expected levels in the tests is higher than in 1999. The improvements in literacy and numeracy are the direct result of the successful implementation of the National Strategies for Literacy and Numeracy and of rigorously checking pupils' progress, identifying the areas in which they are weak and focusing learning on their specific needs. The further improvement in the year 2000 continues the improving trend in results seen over recent years. Taken across English, mathematics and science, the school's trend has followed the upwards national trend, with attainment in mathematics rising much faster than the national trend. Early indications are that the school has come very close to achieving its targets for English and mathematics this year.

The standards attained by pupils aged 7 in 1999 were well below the national average for reading and mathematics, and below the national average for writing. When compared with similar schools, reading was below average, writing average and mathematics well below average. Early indications from the year 2000 tests are that significantly more pupils have reached nationally expected standards in reading and writing and that there has been a very significant improvement in mathematics, with over 90 per cent of pupils reaching the expected levels. The standards seen in the work of the majority of pupils currently in Year 2 are below the national expectation for reading and writing and in line with the national expectation for mathematics. Reading results have risen in line with the national trend since 1997 while results for writing have risen faster than results nationally. Standards and achievement are at least satisfactory in most other subjects. However, there was insufficient evidence to make a secure judgement in design and technology in either age group, or in music in the 7 to 11 age range. Pupils aged 7 to 11 achieve well in information and communication technology, physical education and religious education. Pupils' learning in all subjects is getting better as a result of the improving standards in literacy and numeracy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and play. They enjoy school, respect and like their teachers. They leave the school with increased confidence in themselves and are prepared to work hard.
Behaviour, in and out of classrooms	Good. Pupils respond well to the few school rules. They are polite, courteous and well behaved in class, in the playground and at lunchtimes. Pupils with behavioural problems usually respond well to the positive and consistent approaches adopted by their teachers.
Personal development and relationships	When given the opportunity, pupils willingly accept responsibilities and carry out well, many routine day-to-day tasks around the school. They respond very well to the opportunities to research and present projects in class and show good independent learning skills in this type of work.
Attendance	Attendance is in line with the national average and most pupils are punctual.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 is good overall and shows a clear improvement since the previous inspection. It is now excellent in 4 per cent of lessons, very good in 10 per cent, good in 46 per cent and satisfactory in 35 per cent. However, there is still a small amount of unsatisfactory teaching (5 per cent), all of which occurs in the 5 to 7 age range. Throughout the school, teachers plan well, taking good account of pupils' prior learning. They extend this by explaining clearly to the pupils how well they have done previously and what they need to do to improve their work or to extend their knowledge and understanding. Most teachers manage pupils' behaviour and their learning consistently well at all times. As a result, pupils work hard and acquire good attitudes to learning. Teachers have a secure understanding of the National Strategies for Literacy and Numeracy and are using these well to bring about a continuing improvement in standards in English and mathematics. The teaching of English and mathematics is satisfactory for pupils aged 5 to 7 and good for pupils aged 7 to 11. Good account is taken of the individual targets for those pupils who are on the register for special educational needs. They are well supported and make good progress. Where teaching is unsatisfactory, it is mainly due to some teachers being uncertain of some aspects of the subjects they are teaching, a loss of pace and insufficient direct teaching to prepare pupils for independent work. When unsatisfactory literacy and numeracy lessons were re-visited later in the week, the teaching was at least satisfactory and pupils' learning improved as a result.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met and good provision is made for personal, social and health education, including sex education and drugs education. There is also a satisfactory range of activities for pupils outside of the normal school day.
Provision for pupils with special educational needs	Good. Targets in individual education plans are simple, clear and measurable. The pupils are fully involved in school life and make good progress because of the good support they receive.
Provision for pupils with English as an additional language	Satisfactory. These pupils are well integrated into all activities but occasionally the language mistakes of younger pupils are not picked up and corrected.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; spiritual, moral and cultural development are good and the provision for social development is very good. The school provides a good range of opportunities for pupils to develop personal and social skills that prepare them well for life beyond school.
How well the school cares for its pupils	Pupils are cared for and supported very well. The school is fully committed to social inclusion. It works closely with the community health and other agencies to help pupils and their families wherever possible. However, assessment and the recording of progress in subjects other than English and mathematics are not well developed.

The school's partnership with parents is good. The few parents who replied to the questionnaire and / or attended the meeting are very positive about the school. Parents are happy to approach teachers and there is a friendly atmosphere at the beginning and end of the school day. Parents raise considerable funds for the school and the recent initiative to involve parents in the 'Parents as Educators' training course has been very successful with some already going on to further education. The school works very hard to involve parents in their children's learning and in the life of the school in general.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear direction for the school. She is well supported by the senior management team and the staff, all of whom are fully committed to achieving the school's aims and to raising standards.
How well the governors fulfil their responsibilities	Governors do this well. They understand the school's strengths and weaknesses and are taking an increasingly active role in monitoring its progress. The headteacher and the recently appointed chair of governors have worked closely together to achieve this.
The school's evaluation of its performance	Good. The school has systematically monitored its performance over the past year. Good systems are in place to enable this to continue and they have already led to significant improvements in standards.
The strategic use of resources	Very good. Careful financial planning ensures that funding is allocated to agreed priorities and that resources are being used effectively to raise standards.

Staffing and resources are adequate and mostly well deployed. The recently completed improvements to the accommodation have produced a good quality and spacious learning environment both indoors and out. The governors have due regard for all aspects of best value. All issues are well considered in terms of their effect on standards and the school is keenly aware of how it compares with other schools. All staff and governors have a clear commitment to continuing improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school and they make good progress.</li><li>• Behaviour is good and the school expects children to work hard.</li><li>• Teaching is good and teachers are approachable.</li></ul>	<ul style="list-style-type: none"><li>• The school's working partnership with parents.</li><li>• The range of activities outside of lessons.</li></ul>

A very small number of parents (11.8 per cent) replied to the questionnaire and only 18 attended the parents meeting. Inspectors agree with the parents' positive views. They also found that the school is working hard to improve its partnership with parents by finding out what they want from it. The school is open and friendly and constantly encourages parents to be involved in its work. So far, however, few parents have responded positively to its requests. Inspectors found that there is a satisfactory range of activities outside of lessons. Understandably, however, sporting activities have been curtailed during the recent building works and are set to start again in September.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. The results of the 1999 National Curriculum tests for pupils aged 11 were well below the national average in English and science and below the national average in mathematics. The percentage of pupils achieving the higher levels in each subject was well below the national average. When compared with similar schools, pupils' attainment was below average in English and science and broadly in line with it in mathematics. The percentage of pupils attaining the higher levels was well below the similar schools' average in English and below that average in mathematics and science. Over all three subjects, standards are improving broadly in line with the national trend. The English results rose faster than the national trend to 1998 then fell back slightly in 1999. In mathematics, the results have risen faster than the national trend since 1997 with a very sharp increase between 1998 and 1999. In science, the results rose by much more than the national trend between 1997 and 1998 and then not as much as the national trend between 1998 and 1999.
2. Since September 1999, the school has worked very hard to continue this improvement. Early indications from the 2000 National Curriculum tests are that these efforts have been successful; that the percentage of pupils attaining the expected levels has continued to improve; and that the school has successfully achieved the targets it set for the year 2000. **The standards seen in the work of pupils currently at the end of Year 6 indicates that the majority are attaining the expected levels in English and mathematics. Standards in science, while still below the national expectation are much closer to the expected levels than previously.** The pupils' improving literacy and numeracy skills are having a positive effect on their work in science and the school is successfully identifying areas of weakness and setting targets to improve them.
3. Taken over the last 4 years, girls' results have been slightly higher than boys in English but there are no significant differences in mathematics and science. In English, between 1996 and 1998, the difference in attainment between boys and girls was greater than that found nationally. In 1999, however, the gap narrowed considerably when a dip in girls' results coincided with a rise in those of boys. There were no significant differences noted between the attainment of boys and girls currently in the school. However, the school is keenly aware of the fluctuations over time and continues to take positive action to address the gender issues by considering pupil groupings and seating layouts and also by looking at whether assertiveness, that is, whether more able pupils are reluctant to display their talents, is an issue that needs to be addressed rather than the straightforward gender issues.
4. The 1999 National Curriculum test results for pupils aged 7 were well below the national average in reading and mathematics and below the national average in writing. The percentage reaching the higher levels was below the national average in reading, close to it in writing and well below it in mathematics. The percentage of pupils attaining the expected levels in writing was in line with the average for similar schools. In reading it was below, and in mathematics, well below the average for similar schools. The percentage attaining the higher levels was in line with the average for similar schools for reading, above the similar schools' average in writing and below it in mathematics. Teacher assessments for science show that pupils attained standards well below both the national average and the average for similar schools at both the expected levels and at the higher levels.
5. The school's reading results fell between 1996 and 1997 but have since risen in line with the national trend. In writing, the results have risen faster than the national trend. Girls did better than boys in the 1999 reading, writing and mathematics tests. Over time, the performance of girls has improved, whereas that of boys has declined. In mathematics, the results show good improvement between 1997 and 1998 but this positive trend was reversed in 1999. **The standards seen in the work of the majority of pupils currently at the end of Year 2 are below the expected levels in speaking and listening, reading, writing and science but in line with what is expected nationally in mathematics.** Early indications from the year 2000 National Curriculum tests and assessments are that standards are continuing to rise in reading, writing and mathematics. Since September 1999, the school has invested much time and effort in mathematics. This, together with the successful introduction of the National Numeracy Strategy, has resulted in a very large increase in the percentage of pupils achieving the expected levels in mathematics in the year 2000.

6. Although the full spread of ability is represented, most children enter the nursery with levels of attainment that are below and, for a significant minority, well below those expected for their age. Children make good progress in the nursery and reception classes because they are well taught. They experience a good range of worthwhile activities that develop them across all six areas of learning recommended for children under five. The results of a nationally approved baseline test indicate that the majority of pupils who transfer to the school's reception class (a significant minority do not) demonstrate standards that are below those expected for their age. However, by the age of five, most achieve the nationally agreed desirable learning outcomes in mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. Only in language and literacy do standards remain below average, although the majority of children make good progress in learning to read and write.
7. Pupils achieve well in speaking and listening. They benefit from the lively purposeful and interactive style of most teachers that ensures that all pupils participate in discussions and are given the time to make their points of view known. Pupils gain confidence in speaking in front of others because teachers value and use their contributions and teach other pupils to listen attentively and respect other people's opinions. This happens particularly well in the 7 to 11 age range both in English and in other subjects. In the 5 to 7 age range, teachers sometimes talk at or to the pupils for too long and do not give enough opportunities for them to develop their own speaking and listening skills, or indeed their reading and writing skills. Pupils' attitudes to reading are positive. Their achievement is satisfactory between the ages of 5 and 7 but becomes good between the ages of 7 and 11. As they move through the school, pupils read increasingly both for pleasure and to learn. In Years 4, 5 and 6, individual research projects on self-chosen topics provide good opportunities for pupils to extend their reading and research skills using both books and CD ROMs. Pupils use these opportunities well. The standard of writing is generally good because pupils are taught from an early age to present their work well and to take pride in it. Handwriting is neat, joined and legible. Pupils are gaining a sound understanding of how to plan and structure their writing for different audiences and purposes. This work is currently held back by their limited vocabulary, a clear understanding of sentence structure and their ability to include detail when developing a character or situation in narrative writing. There are examples of the good use of reading and writing in other subjects, for example, history and geography. However, there is not at present a clear and agreed plan to develop literacy through the whole curriculum and opportunities to do so are sometimes missed. As a result, in, for example, some religious education lessons, weaker literacy skills continue to restrict learning.
8. In mathematics, pupils achieve well throughout the school. Between the ages of 5 and 7 pupils learn to recognise number sequences, to add and subtract in different ways and to explain to the rest of the class how they arrive at their answers. In Year 2, they are taught to check their answers by using, for example, subtraction to test whether their addition is correct, as they check that  $3+5=8$  by working out that  $8-3=5$ . Pupils develop a sound understanding of shape, space and measure. They learn how to tell the time and how to work with simple fractions. Higher attaining pupils can solve simple numerical problems but a significant minority of other pupils continue to find difficulty in, for example, doubling numbers. Numeracy skills continue to improve between the ages of 7 and 11. Pupils learn their tables, sometimes beyond the range expected. Pupils in Year 3, for example, could multiply by 3 using numbers well beyond 10 and explain how they were doing so. Older pupils have good recall of a range of number facts and use these to solve more complex numerical problems involving, for example, fractions, proportions and percentages, including calculating discount. Higher attaining pupils can do this mentally, working out, for example, 12.5% of 80 accurately in their heads. Pupils in this age group acquire a good mathematical vocabulary. They use their numeracy skills appropriately in science, geography and information and communication technology. However, there is as yet no whole school approach to the teaching of numeracy skills in other subjects.
9. Throughout the school, achievement is satisfactory in science. Pupils aged 5 to 7 begin to make sensible predictions about what will happen in investigations but their progress is hindered because in many instances, they end up watching the teacher instead of being able to engage in practical, investigative activity themselves. They do have good recall of previous work. For example, Year 1 pupils relate the experiment to see how fast a balloon can travel down a piece of string to their previous work on friction. Between the ages of 7 and 11, pupils learn how to handle a wider range of scientific equipment and begin to make observations over time to support their learning as, for example, they watch seeds grow. They can record their findings appropriately but find difficulty in extracting information and drawing conclusions from the graphs they have created. They enjoy practical work. Their knowledge and understanding are extended through their curiosity and eagerness to respond to the teachers' questions; to pose questions that arise from what they observe; and to predict what

might happen in an experiment. However, throughout the school, insufficient opportunities are provided for pupils to work together on, or to plan investigations independently of the teacher. Therefore they do not learn enough from first hand experience, and do not have an appropriate understanding of what constitutes a fair test in relation to scientific investigations.

10. A higher than average percentage of pupils have special education needs in this school. These pupils make good progress because of the good provision made for them. The targets set in their individual education plans are simple and measurable and help to move their learning on from one stage to the next. The 'Reading Rescue' project is particularly successful in raising the standard of reading for these pupils and enabling them to access learning in other subjects. The downside of this is that support staff are concentrated on this project and pupils sometimes lack the support they need during, for example, the literacy hour to help them make better progress in other aspects of English. The school has recognised this and has appointed extra support staff to address the issue from September 2000. Apart from this, pupils are well supported in their lessons. Where relevant, the targets in their plans feature mathematical learning or behaviour and both teachers and support staff work hard and successfully to help pupils achieve their targets.
11. Pupils who come from homes where English is not the first language spoken are well integrated into the school and the vast majority are competent in their use of the English language. There are no pupils at an early stage of language acquisition. The majority make sound progress as they move through the school and some do very well. However, a small minority of pupils in Years 1 and 2 make some common errors that reflect first language influence and these are not currently being picked up and addressed.
12. Satisfactory standards are evident in the work of pupils aged 5 to 7 in art, geography, history, information and communication technology, music, physical education and religious education. Pupils aged 7 to 11 reach good standards in physical education and satisfactory standards in art, geography, history, information and communication technology and religious education and pupils achieve well in these subjects. In history, standards and achievement are sound. There was insufficient evidence to make a firm judgement about standards or achievement in music in the 7 to 11 age range, or in design and technology in either age group. Pupils achieve well in information technology throughout the school. Between the ages of 5 and 7, achievement is sound in all other subjects and between the ages of 7 and 11 achievement is sound in art and history. Pupils achieve well in geography, physical education and religious education between the ages of 7 and 11. Since the last inspection, standards have been maintained in most subjects and the curriculum is better planned than it was to ensure that pupils make continuous progress as they move through the school. However, while the design process is now clearly built into the design and technology programme, pupils' design skills are still at a basic level. The much improved standards in information and communication technology are a result of improved provision and resources, including staff training that has resulted in increased expertise and confidence. The use of information and communication technology skills is now identified in many subjects and is an increasing focus for the school as the new computer suite is put to full use from September 2000. Good improvement has taken place in religious education again in terms of staff expertise and resources that have raised standards in this subject in the 7 to 11 age range.
13. The school rigorously analyses its test and assessment results and is taking positive and effective action to improve them. Weaknesses are identified and it is agreed at whole school level what approach will be taken to address them. For example, in the light of assessment information, the school has also strengthened its provision for the writing component of the literacy hour. This contributes well to rising standards. The headteacher is leading the school very successfully in its drive to raise standards through effective planning for and assessment of pupils' work and the raising of pupils' self-esteem, which has traditionally been very low.

### **Pupils' attitudes, values and personal development**

14. Because of good induction procedures, most children under the age of 5 settle quickly into school life and, as at the last inspection, develop good work habits in the nursery. They move confidently around their working areas and many can access equipment and materials independently. They learn to work together in the nursery and by the time they are in the reception class, children happily take turns and share equipment most of the time. They respond well to the staff, who work hard to foster good behaviour and encourage the children to care for each other, understand the difference between right and wrong and realise the consequence of their actions.

15. Pupils aged 5 to 11 enjoy school. The good attitudes they now display to their work represent an improvement since the last inspection. Pupils show good levels of concentration and are very enthusiastic about activities in and after school time, such as the musical they were rehearsing during inspection week. Pupils behave well in assembly, the dining rooms and when moving round the school. They rise to the occasion when required. For example when participating in Enterprise Day for Year 6, they showed creditable confidence and interest as they worked with local employers and teachers from the local high school. Behaviour in the classroom is generally good, but there is a significant minority of pupils who exhibit difficult behaviour. The fact that this is usually managed well means that it has a minimal impact on the class as a whole. There have been two fixed term exclusions during the past year for serious incidents.
16. Older pupils feel that they should set a good example for younger children and by Year 6 they take this seriously. They react well to the responsibilities they are given, which, although the range has increased since the last inspection, are mainly restricted to routine tasks around the school. Relationships in school are very good. Pupils work and play well together. Most of them speak of the respect and liking they have for their teachers and they also learn to respect the feelings and values of other pupils.
17. Attendance is at the national average though unauthorised absences are slightly above. Most pupils come punctually to school.

## **HOW WELL ARE PUPILS TAUGHT?**

18. The quality of teaching is good overall and shows a clear improvement since the previous inspection. It is now excellent in 4 per cent of lessons, very good in 10 per cent, good in 46 per cent and satisfactory in 35 per cent. However, there is still a small amount of unsatisfactory teaching (5 per cent), all of which occurs in the 5 to 7 age range. The improvement in teaching is the result of the successful implementation of the National Strategies for Literacy and Numeracy, the monitoring of teaching by the senior management team and the improved help and guidance given by subject co-ordinators. To address the weaknesses in teaching, there is to be some strategic movement of staff between year groups for September 2000 so that weaker teachers are supported by stronger ones in order to ensure that all pupils make effective gains in their learning.
19. The teaching of children under five is good. The teachers and support staff work well as a team. They have high expectations and work hard to enable the children to reach them. The staff have good knowledge and understanding of how children of that age learn and provide a wide range of good quality activities to extend their learning. Good assessment of the children's work is used effectively to plan what individual children and groups need to do in order to achieve well. There are at present no specific strategies in place to address the low attainment of some of the children, although there are clear plans to involve the special educational needs co-ordinator in assisting staff to do this in the next school year.
20. The teaching of pupils aged 5 to 7 is satisfactory. It is good in 36 per cent of lessons but unsatisfactory in 14 per cent of lessons. The teaching of pupils aged 7 to 11 is good. It is excellent in 4 per cent of lessons, very good in 18 per cent, good in 51 per cent and satisfactory in the remainder.
21. The teaching of English and mathematics is satisfactory for pupils aged 5 to 7 and good for pupils aged 7 to 11. All teachers have a secure understanding of the National Strategies for Literacy and Numeracy and use them well to plan their lessons.
22. Common features of effective or very effective teaching in both age groups are:
  - the effectiveness of teachers' planning, which takes good account of pupils' prior learning and addresses, where relevant, pupils' individual needs (seen in most lessons)
  - clear objectives for learning that are shared with pupils in language they can understand and, in most lessons, constantly referred to throughout the lesson so that pupils know where they are up to and how well they are doing; the use of the mini-whiteboards was particularly effective in this respect and was seen in almost all classes;
  - the good management of pupils, including a consistent and positive approach to those who find difficulty behaving for the whole of a session, for example in a Year 4 religious education lesson;

- the good use of homework that consolidates and extends pupils' learning in class, especially in English and mathematics but also, for example, in project work that extends pupils' research skills as they prepare to present projects of their choice to the rest of the class in Years 4, 5 and 6.
23. In the 7 to 11 age range, further good features include:
- the effective use of questioning that draws out and builds on pupils' prior knowledge and understanding, for example, in religious education in Year 4 and in English, mathematics and geography in most classes in this age group
  - high expectations of standards and of work rate, noted particularly in Years 3 and 6
  - good use of time and resources, sometimes through time targeted activities that keep pupils motivated and on task, for example, in religious education and history
  - the good use of ongoing assessment, often recorded on teachers' planning, to move pupils on both during a lesson and from day to day as more work is planned for them
24. Because of these good features, the majority of pupils make good gains in learning because they work hard and concentrate well. The school now places appropriate emphasis on pupils developing their independent learning skills as, for example, in Years 4, 5 and 6 where pupils undertake personal research projects and present their findings to the rest of the class. Where pupils have special educational needs, teachers take good account of the targets in their individual education plans and the support they receive contributes to the good progress they make. In most classes, teachers also plan well for the use of support staff and parent helpers so that they, too, help to enhance pupils' learning.
25. Unsatisfactory teaching was seen in two mathematics sessions, one literacy session and one music session with pupils aged 5 to 7. Further literacy and mathematics sessions seen at the request of the teachers concerned were, however, at least satisfactory. Features of the unsatisfactory teaching that have an adverse impact on pupils' learning are:
- questioning that lacks clarity (literacy)
  - management strategies that result in a loss of pace in learning (literacy)
  - tasks that do not match pupils' differing attainments (literacy)
  - a loss of purpose on the part of the pupils because instructions and / or learning objectives are not clear and pupils do not understand what they are learning (literacy and numeracy)
  - insufficient direct teaching to prepare pupils for their independent work (numeracy)
  - insecurity of teacher knowledge in playing and naming instruments (music).
26. Occasionally some of the above weaknesses appear to a lesser degree in lessons where teaching is satisfactory rather than good. Not all teachers recognise the effect that their teaching has on pupils' learning and the monitoring of teaching is not yet focussing sufficiently on this. For example, in science, over-long introductions and too much talking to and demonstrating to pupils instead of giving them the opportunity to be purposefully engaged in practical work themselves prevents the pupils from developing a sound understanding of what constitutes a fair test. In addition, while pupils' work is regularly marked, there is no whole school marking policy to guide teachers and the quality of the marking and use of comments to guide pupils, is variable.
27. Teaching is satisfactory in geography, music, physical education and religious education in the 5 to 7 age group and it is good in geography, physical education and religious education in the 7 to 11 age group. It is satisfactory in science throughout the school although there are weaknesses in this subject to do with the range of opportunities for pupils to engage in investigative work. There is insufficient evidence to make an overall judgement about teaching in art, design and technology, history or information and communication technology throughout the school, or in music in the 7 to 11 age range, because insufficient teaching was seen during the inspection. However, in the lessons that were observed, teaching was at least satisfactory.

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

28. The curriculum for children under 5 is clearly focused on the six areas of learning and the desirable learning outcomes for children of that age. The planning is effective and detailed and involves both teachers and nursery nurses. This means that all involved in teaching children in this age group are clear about what they are doing,

which in turn provides for continuous learning throughout both the nursery and reception years and prepares pupils well for the next stage of their education.

29. The curriculum meets statutory requirements and throughout the school, pupils are provided with a good range and quality of learning experiences. A comprehensive programme of personal, social and health education, which includes sex education and teaching about the dangers of substance abuse assists pupils' personal development and prepares them well for the choices they may have to make when they are older.
30. The curriculum provides for the effective development of pupils' skills in literacy and numeracy and has been significantly strengthened since the last inspection by the successful implementation of the National Strategies. The overall quality of the daily literacy and numeracy sessions is good and standards in English and mathematics are improving markedly as a result. However, a lack of consistent planning for the use and development of literacy and numeracy skills through other subjects means that in some areas, for example, in some religious education lessons, weaker literacy skills continue to restrict learning. Provision for information and communication technology is being rapidly developed in line with national guidance. The new suite allows for the specific teaching of information and communication technology skills. The application of these skills in most other subjects is not yet a feature throughout the school although it is identified as a focus for development as the new computer suite is put into full use from September 2000. In all subjects, schemes of work are being revised with reference to the new national guidelines. The two weaknesses in planning identified in the previous report have been successfully tackled. Long-term planning relates closely to the programmes of study in all subjects. In mathematics, planning gives appropriate emphasis to experimental, investigative and problem-solving processes. However, these aspects are not yet as well developed in science.
31. The school is committed to equality of opportunity and access for all pupils. The good provision for pupils with special educational needs ensures that the targets set in their individual education plans are straightforward, measurable and help the pupils to make good progress. The requirements of the nationally recommended Code of Practice are fully met. The 'Reading Rescue' scheme is having a very good effect on standards in reading and is helping pupils to access other areas of the curriculum. Pupils are withdrawn from literacy sessions to engage in this successful learning. However, a weakness in using almost all support staff for this means that some pupils with special educational needs do not have the daily close support they need in the literacy hour, to enable them to make better progress in aspects of literacy other than reading. The provision for pupils for whom English is an additional language is satisfactory.
32. A third of those parents who responded to the pre-inspection questionnaire considered the range of activities provided outside of lessons to be too limited. This view was expressed at a time when major building works obliged the school to suspend temporarily almost all after-school activity. Under normal circumstances, the school makes satisfactory provision in this area. Sporting activities cover football, netball, rounders, swimming, athletics and cross-country running, and include competitive matches with other schools. In addition, there are craft and drama clubs, a choir and a range of performances and fairs in which all pupils are encouraged to participate. The work of most subjects is enriched by visits to nearby places of interest, by visitors including children's authors and local artists, and by major annual events such as the residential visit to an outdoor activity centre and the very successful Enterprise Day.
33. The school's good relationships with partner institutions significantly enhance its work and extend pupils' opportunities for learning. The school has good curricular and sporting links with other primary schools and regularly offers placements for student teachers. Constructive relationships with the secondary school to which most pupils transfer are wide-ranging and well developed. For example, planned arrangements enable pupils to use the secondary school's facilities for music, pottery and information technology. The secondary school's headteacher and team of Year 7 teachers, along with representatives of local services and businesses are major contributors to the very successful Enterprise Day hosted by the school. These successful links not only contribute to the success of that day but also to the curriculum and to pupils' personal development. The school makes every effort to reach out to its local community. Local senior citizens, including a former chair of the governing body, visit the school and pupils benefit from their local knowledge. They describe, for example, the school as it was during their childhood, or their memories of the war. Pupils visit old people's homes at Christmas, and large audiences come to performances and plays. The local vicar comes into school weekly and this new contact has begun to build good links with the local parish.



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

34. The school has improved its provision for pupils' spiritual, moral, social and cultural development since the previous inspection, and the quality is now good overall.
35. Provision for pupils' spiritual development is good. The consistently good quality of the well-planned acts of collective worship shows the strength of the school's commitment to this aspect of learning. In many classrooms, each day begins and ends with a prayer. Assemblies effectively promote Christian values and the local vicar is a regular visitor. Pupils have good opportunities to participate and reflect as they engage thoughtfully with human feelings, values and beliefs. A strong and well-taught programme of religious education offers many good opportunities for pupils to consider in depth issues of spiritual and personal meaning in their lives. In some religious education lessons, for example, the Year 4 work on the Ten Commandments, teachers carefully link such issues to their social, moral and cultural aspects. Opportunities for spiritual development that arise in other subjects are less effectively planned and realised, and music is underused in assemblies.
36. The school makes good provision for pupils' moral development. It is promoted by the good example set by older pupils and all who work in the school, and by the strong working relationships that they foster. The school's aims strongly emphasise moral development and are reflected in all its work. Every classroom prominently displays the four positively stated rules that make up the agreed code of behaviour. These rules clearly define right and wrong in social and personal terms. They are a focus for discussion in such contexts as religious education, assembly and personal and social education. In this way, teachers consistently foster pupils' growing understanding and practice of the rules. Awards related to the House Planets system celebrate and reinforce good behaviour, and are greatly valued by pupils throughout the school.
37. Provision for pupils' social development is very good. School assemblies are attended by all staff and are well used to cultivate a sense of community. In class assemblies, pupils enjoy opportunities to nominate others who have shown kindness or respect. This appreciative ethos is reinforced by Golden Book Awards, which celebrate such acts in larger assemblies. An annual residential visit to an activity centre promotes social skills and understanding, as do charitable ventures such as carol singing in old people's homes. The school is actively committed to developing independence, initiative and responsibility. Throughout the school pupils are asked to take responsibilities that range from carrying the register to the office or handing out milk to helping younger children at lunchtimes. Pupils of all ages are invited to offer their thoughts on school issues and developments. For pupils aged 7 to 11, the school promotes independent study through individual research projects on self-chosen topics. Very good examples were seen of pupils in Year 4 presenting their research by displays and talks, whilst in Year 6, pupils complete ambitious projects requiring higher-order skills in literacy and a range of other subjects.
38. The school successfully promotes the development of good cultural understanding. Visits, for example, to Ribchester and the Manchester Science Museum extend the knowledge of their own culture that pupils gain through work in history, geography, art, English and religious education. Parents have contributed to a book of traditional games. These are taught and the resurfaced playground has been marked and equipped so that pupils can play the games at breaks and lunchtime. The school is strongly committed to preparing pupils well for life in a multicultural society. Representatives of major world faiths such as Islam and Hinduism explain their beliefs and traditions to the pupils as part of religious education. There are good multicultural displays. Pupils learn about important cultures, past and present, in history and geography. However, there is much scope for further development in this area. For example, pupils know very little about non-Western art and music, or about the multicultural history of modern mathematics and science.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The very good care provided for pupils is embedded in the school's ethos and has been maintained since the last inspection. This results in pupils feeling secure and valued and in their individual needs being very well addressed, and has contributed in great measure to raising both standards and achievement. Teachers and supervisory staff are very committed to the well being of their pupils. They know them well and carefully monitor their academic and personal development. Staff work very hard to foster pupils' self esteem by giving them confidence in their own ability to succeed. This aim is effectively supported by the school's 'planets'

system of rewards. Pupils welcome the fact that because of the team approach, the system recognises the personal and academic efforts and achievements of groups and individuals. This results in a good climate for learning and contributes to the pupils' enjoyment of school and to their achievement.

40. Child protection is very well organised. The headteacher is the responsible officer and procedures are unambiguous. Health and safety procedures are similarly clear and comprehensive. The school is fully committed to the principles of social inclusion and as such forms a good partnership with support agencies including the education welfare services on attendance, and local community health services. For example, the school makes full use of the expertise of the school nurse to support pupils' personal development; it involves the education welfare officer where necessary to support its good procedures for monitoring and improving attendance; and it involves the educational psychologist to support its good provision for special educational needs and its good procedures for monitoring and supporting pupils' behaviour. It takes swift and positive steps to eliminate any form of oppressive behaviour. The school seeks support for pupils and their families wherever possible, including establishing links for the first time with the local church and parish.
41. There is good support for pupils with special educational needs and the very successful 'Reading Rescue' initiative is helping them to make good progress in reading. Their achievements and progress are well recorded and used to determine the next stage of their learning. Throughout the school, assessment procedures and the recording of pupils' progress are very good in English and mathematics and good in information and communication technology. The information gained from the assessments is used very effectively to improve pupils' progress in English and mathematics and it is used well in information and communication technology. The school has also taken positive steps to collect information on pupils' progress in science but does not yet use this well enough to improve pupil performance or raise standards of attainment overall in this subject. The good practice of focussing on learning objectives in lessons and discussing with pupils whether they have been met, is enabling pupils to begin to become more involved in assessing their own progress. However, assessment procedures are under-developed in art, geography, history, music, physical education and religious education there is considerable inconsistency in the way teachers record pupils' progress in these subjects.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school's partnership with parents is satisfactory and the headteacher's thrust to improve that partnership is beginning to have a positive effect on pupils' learning. Parental response to the school's considerable efforts to explain what their children are being taught and to involve them to a greater extent in their children's learning has not been good. However, although numbers are still small, more parents are becoming involved in, for example, helping their children with reading and helping them to find information for their project work. The few parents who replied to the pre-inspection questionnaire and/or attended the parents' meeting prior to the inspection, expressed mainly positive views about the school. Parents are pleased that their children like school; that they behave well and make good progress; that teaching is good and children are expected to work hard. These views were borne out by discussions with parents and children in the school and by observing the pupils at work and at play.
43. Parents receive good information about what goes on in school and about their children's progress. Parents confidently approach teachers, including the headteacher, at the beginning and end of each day and there is good attendance at the three formal parents' evenings that are held each year. Although up until now, pupils' annual reports have lacked precise detail on progress and on what pupils need to do to improve their work, the new format is much more useful and includes not only what pupils know, understand and can do, but also highlights the areas in which they need to improve. A good induction programme and some useful information booklets ensure that parents of nursery children are eased into what is required of them and their children in the school. The school prospectus is well written and includes details of what different classes and year groups are going to cover during the year. A small number of parents felt there was too much detail to understand but still judged it useful. A similarly small number of parents indicated that they were not happy with the amount of homework set. Inspectors found that the amount and type of homework is appropriate and that homework is used well to consolidate and extend pupils' learning in class.
44. A successful start has been made on involving parents in opportunities for training on a 'Parents as Educators' course. Because of this, some parents are now going on to further education to obtain more qualifications. In addition, the school skilfully planned its building improvements with greater parental partnership and

involvement in mind. There is now a parents' room where parents can meet formally or informally at any time and a 'Parents, Teachers and Friends Association' has been formed to provide further opportunities for parents to meet socially, and to help those parents who traditionally have worked very hard and successfully raised substantial funds for the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The leadership and management of the school are very good and have improved since the last inspection. Through her own clear understanding of current educational developments and priorities the headteacher, who has been in place just over one year, provides a very positive educational direction for the school and a strong sense of purpose in its work. There is a detailed process for whole school self evaluation and review, through which the senior management team has gained a clear and accurate perception of the school's strengths and weaknesses. A strong sense of commitment to school improvement, which encompasses the headteacher, staff and governors, is driving up standards. The very good teamwork amongst all involved in the school is ensuring that relationships are good and pupils feel secure and valued. An explicit commitment to equal opportunities permeates the life of the school.
46. Led by an enthusiastic chair and vice-chair of governors, the governing body ensures the efficient management of the school through an appropriate structure of committees. The headteacher and other senior staff have worked closely with governors to ensure that they recognise the school's strengths and have a secure knowledge and understanding of the areas requiring further development. Governors are taking an increasing role in monitoring progress towards the targets for school improvement that have been identified in the school development plan. Valuable awareness raising sessions for governors, on issues such as information and communications technology and an introduction to managing pupil performance data, have been well attended. These events have been led by key members of the school's teaching staff and have contributed to the growing partnership between staff and governors. The regularity of informal contacts between individual governors and the school is increasing. For example, the chair of governors attends a weekly briefing meeting with the headteacher and some governors help out in school. Governors are appropriately involved in the school development planning process and in reviews of the school's aims, values and policies. They are supportive of the work of the school and fulfil all their statutory obligations.
47. During the past year, the determined efforts of the head teacher, supported by the senior management team and other key staff, have resulted in significant progress in checking, evaluating and improving the work of the school. Very high priority is given to the analysis of pupil performance data and there are good systems in place for tracking individual pupils' progress in English and mathematics. This has led to significant improvements in the quality of teaching and learning, which in turn have been a key factor in raising standards. The school is very successful in using this information to calculate how effective it is in adding to pupils' performance. The senior managers regularly monitor teaching. The results of the observations carried out are recorded and discussed with individual teachers. Appropriate targets for improvement are then set and these are revisited and further reviewed at strategic points in the school year. Additional monitoring of teaching and learning is undertaken by subject co-ordinators, who review teachers' planning and assess pupils' achievement through a process of work sampling in English, mathematics, science and information technology. Co-ordinators draw up action plans for their subjects, which includes identifying strengths and weaknesses and setting targets for improvement for the following year. However, because of the lack of clear and consistent assessment and recording procedures in other subjects, this work is not clearly based on reliable information related to the outcomes of pupils' work. Co-ordinators manage their own budgets and identify relevant in-service training needs and all of this informs the school development and financial planning process. Good development has taken place in these areas since the previous inspection. However, the procedures for and outcomes of the monitoring of teaching are not yet being used as well as they could be to provide a sharp focus on the relationship between teaching and learning. Sound progress has been made with respect to the introduction of a performance management system for the school and the governing body has set targets for the head and the deputy. Newly qualified and newly appointed members of staff are appropriately supported and the school sustains a number of initial teacher training placements each year.
48. The detailed and comprehensive school development plan is a very impressive document. It provides clear structures and defines the future direction of the school. Priorities are well considered and carefully costed, and the school rigorously reviews its progress against its earlier targets. Financial planning is very good. The

finance committee meets monthly and uses well the detailed information it receives, to monitor spending against agreed targets. Governors successfully apply the principles of best value and the strategic use of resources is good. The school compares its work with other schools and seeks value for money when obtaining services. An example of this is the way in which the school has made its own arrangements for swimming lessons with the local sports centre that has resulted in financial savings whilst retaining a high quality service. The school is very aware of how it is perceived locally. Upgrading the school's image and raising the self-esteem of both pupils and staff remains a key priority of the headteacher and the governors. All are receptive to ideas and suggestions, and regularly consult parents, pupils and others, on a range of issues. Procedures for financial control are clearly documented and efficiently carried out. The very experienced school secretary provides valuable support and can readily provide financial information for the head teacher and governors. The recommendations of the most recent auditors' report have been successfully met.

49. The management of special educational needs provision is very good. The co-ordinator has started an intensive programme of 'Reading Rescue' in the past year. Support staff have been effectively used to support the programme and the consequent improvement in reading has been good. However, it has meant that pupils have not had the close support they need, for example, in the literacy hour, to improve their work in other aspects of English. The school has appointed additional support staff to enable this to happen from September 2000. It uses its funding for special educational needs wisely and monitors carefully that spending is well targeted towards improving pupils' rates of progress and enabling them to access better the whole curriculum. There is no specific co-ordinator for English as an additional language (EAL) and most pupils and their parents are in fact, fluent English speakers. However, as a result of the first language influence, a very small number of younger pupils do have some communication problems that are not being fully addressed.
50. Staffing levels are good and both teaching and support staff are well deployed. The school has committed a significant proportion of its financial reserve to maintaining this high level of provision, and a five-year financial plan has been created in order to ensure that the improvements achieved can be sustained. With the completion of the new building works, accommodation is now good. The school benefits from an appropriate number of classrooms, additional teaching spaces, a new library and computer room and a new hall. Attractive displays help raise the standards of pupils' work by establishing high standards and celebrating success. Standards of cleanliness are consistently very good throughout the school, reflecting the commitment of the school caretaker and other premises staff. Outdoor facilities are satisfactory with separate hard surface play areas for 5 to 7 and 7 to 11-year olds and there is a small but adequate games field. Resources are satisfactory. They are well stored and easily accessible. The new library is not yet complete with books. However, pupils know how to use it and what is there at the present time contributes to their learning across a range of subjects.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve standards further, the headteacher, staff and governors should:

- (1) Further raise attainment in English at the age of 7 and in science throughout the school by:
  - in English, addressing the weaknesses seen in some teachers' questioning skills, and by checking that lessons have a clear purpose, good pace and range of appropriate activities to hold the interest of pupils of all levels of ability in the 5 to 7 age range;
  - in science, providing more opportunities for pupils to work together to plan and carry out investigations for themselves, and to improve their understanding of what constitutes a fair test.*(Paragraphs: 4, 5, 7, 9, 25, 62, 70, 85, 86, 90)*
- (2) Extend the monitoring of teaching to include a clearer focus on the effect it has on pupils' learning.  
*(Paragraphs 26, 47, 70, 82)*
- (3) Further improve pupils' literacy and numeracy skills by establishing a systematic approach to identifying where, in all subjects, these skills could be used, consolidated or extended. Check that this is then being done throughout the school, when monitoring teaching or sampling pupils' work.  
*(Paragraphs: 7, 30, 66, 90, 95, 123)*
- (4) Establish and implement consistent and manageable systems for marking and assessing pupils' work and for recording their progress in all subjects by building on the good work already in place in English and mathematics.  
*(Paragraphs: 26, 41, 47, 92, 97, 103, 107, 114, 124)*

*Governors should also consider the following more minor weaknesses for inclusion in their action plan:*

Continuing to improve links with parents *(Para: 42, 44)*

Providing extra support where needed for the few pupils with English as an additional language (EAL) whose grammar is insecure *(Paras: 49, 72)*

Implement the planned early intervention strategies for pupils with special educational needs  
*(Para: 59)*

*With the exception of the second key issue and the more minor EAL issue, the other issues raised have already been identified in the school development plan.*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

92

Number of discussions with staff, governors, other adults and pupils

41

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	10	46	35	5	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**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	385
Number of full-time pupils eligible for free school meals	n/a	103

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	4	129

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	7

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	18

### *Attendance*

#### **Authorised absence**

	%
School data	5.3
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.7
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*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	25	25	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	21	21	19
	Total	34	35	33
Percentage of pupils at NC level 2 or above	School	68 (67)	70 (58)	66 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	21	20	21
	Total	34	33	34
Percentage of pupils at NC level 2 or above	School	68 (63)	66 (57)	68 (85)
	National	82 (81)	86 (85)	87 (86)

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

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	28	19	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	20	21
	Girls	12	10	11
	Total	26	30	32
Percentage of pupils at NC level 4 or above	School	55 (62)	64 (40)	68 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	11	9	12
	Total	27	27	32
Percentage of pupils at NC level 4 or above	School	57 (53)	57 (40)	68 (71)
	National	68 (63)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	6
Bangladeshi	
Chinese	1
White	324
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YN – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	26.5
Average class size	28.26

#### **Education support staff: YN – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	171

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	45

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	720632
Total expenditure	733362
Expenditure per pupil	1967
Balance brought forward from previous year	72470
Balance carried forward to next year	59740



## Results of the survey of parents and carers

### Questionnaire return rate

11.8%

Number of questionnaires sent out	458
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	52	41	6	0	2
My child gets the right amount of work to do at home.	46	30	13	2	9
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	56	30	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	2	0
The school expects my child to work hard and achieve his or her best.	56	41	0	0	4
The school works closely with parents.	46	31	20	2	0
The school is well led and managed.	46	35	2	7	9
The school is helping my child become mature and responsible.	44	44	6	0	6
The school provides an interesting range of activities outside lessons.	24	24	22	11	19

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

### **Areas of learning for children under five**

52. The school has one autumn intake per year into both the nursery and the reception classes. There are 78 children attending the nursery on a part-time basis and 16 of the reception children are still under the age of 5. A well-planned induction programme provides a positive start for the children and their parents. The nursery provides a caring environment where children are encouraged to explore, investigate and learn. A great deal of effort has been made by all the staff to create a bright, attractive, stimulating environment, in which good attitudes to learning are fostered and where children experience a good range of worthwhile activities that develop them across all six areas of learning recommended for children under five. The recently created 'Early Years Suite', shared by the nursery and reception classes is already being used effectively to provide a wide range of structured play activities. Although the full spread of ability is represented, most children enter the nursery with levels of attainment that are below and, for a significant minority, well below those expected for their age. Children make good progress in the nursery and reception classes because they are well taught. The results of a nationally approved baseline test indicate that the majority of pupils who transfer to the school's reception class (a significant minority do not) demonstrate standards that are below those expected for their age. However, by the age of five, most achieve the nationally agreed desirable learning outcomes in mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. Only in language and literacy do standards remain below average, although the majority of children make good progress in learning to read and write. The transfer from nursery into reception is well planned to enable children to become familiar and comfortable with their new classrooms, teachers and sometimes with a new school.

### **Personal and social development**

53. Children's attitudes to learning are good. Because of the good induction and effective teaching, the majority of children quickly settle into the routines of the nursery and reception classes. They move confidently around their working areas, showing an increasing eagerness to explore new learning and many can access equipment and materials independently. In the nursery, children begin to develop the ability to co-operate, although some find this difficult despite the good guidance given by the staff. In the reception classes, children's social skills develop well and they happily take turns and share equipment most of the time. The teachers work hard to foster good behaviour and employ very positive discipline strategies to encourage the children to care for each other, understand the difference between right and wrong and realise the consequence of their actions. Most children achieve the desirable learning outcomes for this area of learning by the age of five.

### **Language and literacy**

54. Language development receives high priority in both the nursery and reception classes. Teaching is good and children make good progress in this area of learning. In the nursery, while most children speak confidently, there are still a significant minority who are reluctant and need encouragement to do so. Children listen to stories attentively and with obvious enjoyment and staff successfully link language with physical movement, imaginative play and practical experiences. Nursery children learn to share books and to talk about pictures and know that print carries meaning. Reception children are beginning to use a range of strategies to decode words. Through following the examples set by the adults, they experiment with writing for themselves. A significant minority of nursery children learn to copy words and attempt to write their names and some reception children are able to write simple sentences. The effective implementation of the National Literacy Strategy is ensuring that children are being taught appropriate reading and writing skills. Effective planning shows that children are provided with many activities to encourage them to write for a range of purposes. The recently purchased new reading materials are providing greater motivation for regular reading practice both at school and at home. By the age of five, however, the majority of pupils have not achieved the desirable learning outcomes for language and literacy.

## **Mathematics**

55. Children make good progress in mathematical development and the majority do achieve the desirable learning outcome for this area by the age of five. Nursery children can recognise numbers and count to ten. In the reception classes, children are able to count beyond ten, recognise odd and even numbers and understand and use positional vocabulary, such as over, under and through. The quality of teaching is good. Teachers skilfully use counting rhymes and songs and both indoor and outdoor games to add interest to the mathematical activities and to develop in children the concepts of addition and subtraction. In these activities, the majority of children demonstrate that they can accurately add and subtract to and from 10. Work in their books show that many can also record their answers, forming the numbers correctly. Support staff are skilled at intervening in children's play by asking challenging questions about, for example, size and shape to extend children's learning in this area of mathematics. The children know the names of simple shapes and can demonstrate the ability to solve simple problems as they create shape pictures using circles, squares and rectangles.

## **Knowledge and understanding of the world**

56. The development of children's knowledge and understanding of the world is good and most reach the desirable learning outcomes for five-year-olds in this area. The quality of teaching is good. A wide range of highly motivating activities is planned to encourage children to use their senses to explore a wide range of provided materials. For example, they learn to grow sunflower seeds, experience the taste and smell of exotic fruits and foreign cooking, match farm animals with their young and learn about night and day. The school makes good use of the local community and of the environment to enrich the children's learning in this area. Local policemen, firemen and the postman visit the school and children are taken out to places of interest nearby. Children in reception are able to talk about where they live and about their families. They can select and use materials and equipment and cut, stick and build for a variety of purposes, ranging from space-stations made from paper and plastic solid shapes in the nursery to a detailed three-dimensional map of Clayton-le-Moors, made in reception.

## **Creative development**

57. The children make good progress in this area of learning and the majority achieve the desirable learning outcomes by the age of five. Teaching is good and children are skilfully taught how to explore sound, colour and movement, both in lessons and in investigations of their own choosing. They play imaginatively making good use of the areas set up for them such as the shop, veterinary clinic and the travel agents. Children show enthusiasm for and pride in the paintings and models they have produced in reception. In music, teaching is excellent and results in a very high standard of work when, after exploring sounds, the children work in groups and, with the support of the teacher and nursery nurse, create their own sound pictures. The staff have appropriately high expectations for what the children can achieve and provide supportive advice on how they can improve their work. The organisation of creative activities is particularly good because it provides structure as well as opportunities for children to work at their own pace and follow their own interests.

## **Physical development**

58. Children make good progress in physical development. The majority of children can follow instructions and are aware of the need for safety. They handle tools, equipment and construction apparatus appropriately and are developing a range of co-ordination skills. The school has made substantial improvements to the facilities for outdoor activities by providing large play apparatus and transforming what was a bleak yard area into an attractive and interesting outside playground. Most now achieve the desirable learning outcomes for this area of learning, showing considerable improvement since the last inspection.
59. The quality of teaching is good. The teachers and support staff work well as a team. They have high expectations and work hard to enable the children to reach them. The shared use of the new Early Years Suite is enabling the school to achieve its aim for closer working between the nursery and reception classes. The

curriculum is clearly focused on the six areas of learning and desirable learning outcomes for children under five. Planning is effective and detailed. It is a collaborative process that draws upon the skills, knowledge and experience of both the teachers and the nursery nurses. The planned work takes good account of the need to raise the children's perception of what they are capable of doing and the staff, understanding the needs of the children, readily seize opportunities to praise children's work and show them how they can improve. This helps foster good attitudes to learning from an early age, helps the children to make good progress, and prepares them well for the next stage of their learning. In both the nursery and reception classes, children are assessed on entry and further assessments are made during the spring and summer terms to check their progress. There are at present no specific early intervention strategies to address the low and sometimes very low attainment of some of the children. There are, however, clear plans already in place to enable this to happen in the next school year, involving the recently appointed special educational needs co-ordinator. At the end of their nursery year, the children complete a record of achievement, which is passed onto their reception teachers whether in the school itself or in other schools to which the children may transfer. Reception children are tested again at the end of the reception year and the school carefully evaluates the progress they make.

60. Nursery and reception staff work hard to develop positive relationships with parents. Parents are welcomed into the school and given good information about what their children are learning and how well they are doing. The children benefit from a wide range of good quality resources that are well organised and accessible to staff and children. Since the last inspection, there have been some major improvements in the provision for children under five and it is now a strength of the school.

## ENGLISH

61. The results of the 1999 National Curriculum tests for pupils aged 11 were well below the national average and below the average for similar schools. The percentage reaching the higher levels was also well below the national and similar schools averages. Since 1996, standards have been broadly in line with the rising national trend. Over time, the difference in attainment between boys and girls has been greater than that found nationally. In 1999, however, the gap narrowed considerably when a dip in girls' results coincided with a rise in those of boys. **Pupils currently in their final year in the school have at least maintained the standard of reading achieved a year ago, and significantly improved the standard of writing. The majority are attaining the expected levels in English and the percentage attaining the higher levels has risen considerably.** This represents a significant improvement on previous years and since the last inspection. When the attainment of these pupils is compared with their results in the tests they sat at the age of 7, it is clear that they have achieved well between the ages of 7 and 11. The school is on course to achieve the target it set for English this year.
62. The 1999 national test results for pupils aged 7 were well below the national average in reading and below the national average in writing. The percentage reaching the higher levels was below average in reading but close to the national average in writing. The percentage of pupils attaining the expected levels in writing was in line with the average for similar schools. In reading, it was below the average for similar schools. The percentage attaining the higher levels was in line with the average for similar schools for reading and above the average for similar schools in writing. The school's reading results fell between 1996 and 1997 but have since risen in line with the national trend. In writing, the results have risen faster than the national trend and are now much closer to the national average than they were in 1996. The performance of girls improved in both reading and writing in 1999, whereas that of boys declined. **The standards seen in the majority of the work of pupils now in Year 2 is below the nationally expected levels in reading and writing and also in speaking and listening.** However, significantly more pupils are now achieving these levels than in the past and there is evidence of sound achievement throughout the 5 to 7 age range.
63. Early indications from the 2000 National Curriculum tests are that the standards attained by pupils aged 7 and 11 have once again improved. The considerable improvement in standards over time is the direct result of the school's success in strengthening its provisions for English in recent years. The National Literacy Strategy is securely established and this has led to considerable improvements in the quality of teaching and curricular planning, and consequently in pupils' learning.
64. Pupils achieve well in speaking and listening because they have consistently good opportunities to observe and practise these key skills. Most teachers have a lively purposeful, interactive style that commands pupils' interest

and attention, and promotes thoughtful participation. They often encourage pupils to extend and explain their answers. Pupils gain confidence in doing so because teachers value and use their contributions. The majority of teachers who teach pupils aged 7 to 11 have the ability to capture and focus interest, challenge pupils' thinking and help to promote discussions of good quality. This extends across work in other subjects and in addition, pupils have very good opportunities to present their independent work through performance or formal talk. Particularly good examples of this can be seen in Years 4, 5 and 6 when pupils confidently and clearly present their work to the class or in assembly.

65. In reading and writing, pupils have a good range and quality of learning opportunities and they achieve well. Basic reading skills are well taught within the literacy framework, and homework is well used to practise and reinforce these skills. Pupils experience a broad and balanced range of quality texts. As a result, attitudes to reading, including those of boys, are positive, both when reading for pleasure and when reading to learn. The school strongly encourages independent study and pupils have good opportunities to choose and use books and other reading resources in relation to a range of purposes. Individual research projects on self-chosen topics are an increasingly strong feature of work in the 7 to 11 age range. The fostering of independent learning skills was considered a weakness at the last inspection. This is no longer the case. Higher and middle attaining pupils in Year 6 use a wide range of reading skills and resources, including CD ROMs, to complete their projects. The standard of writing in these projects is also often good because the quality and range of provision for writing now equal those for reading. Particular strengths are:

- the quality of handwriting;
- the determination of most pupils to present a good product;
- the understanding of the features and structures of different types of text;
- the good development of planning skills.

Areas for improvement are:

- the range and selection of vocabulary;
- sentence structures;
- the ability to use enlivening and revealing detail in the development of character and situation in narrative writing.

66. Although there are examples of the good use of reading and writing in other subjects, for example, when pupils prepare their projects in history and geography, these examples do not relate to a clear and agreed plan to develop literacy through the whole curriculum. Many opportunities are therefore missed to consolidate or extend literacy skills in and through other subjects and this occasionally impedes standards in, for example, writing up scientific investigations.
67. The quality of teaching has improved significantly since the previous inspection and is now good overall. Teaching is excellent in 6 per cent of lessons, very good in 19 per cent, good in 44 per cent, satisfactory in 25 per cent and unsatisfactory in 6 per cent. Teaching is mostly good in the 7 to 11 age range and it is satisfactory in the 5 to 7 age range. In the younger age range teaching was unsatisfactory in one lesson.
68. Several key strengths recur in lessons across the school. Most lessons are unified by clear learning intentions that are shared with pupils at the beginning and carefully reviewed at the end. As a result, pupils have a clear understanding of the focus and direction of learning. Good assessments of the gains made by pupils in earlier lessons ensure that teachers can plan effectively and build precisely on previous learning. This gives pupils secure but challenging contexts in which they are able to develop their skills and understanding. Most teachers judge the pace of learning well and make their expectations clear. As a result, pupils approach their tasks with effort and a sense of urgency. Teachers manage their classes effectively. They select good resources and activities and organise them well. As a result, working relationships are good and pupils become highly motivated by work that is well structured and efficiently managed. All these qualities are more consistently strong in the 7 to 11 age range, where several teachers have more advanced subject expertise and a capacity to enthuse pupils whilst extending their thinking and learning with searching questions and tasks.
69. Teachers work hard to ensure that the literacy skills of all pupils are developed consistently through well-matched and demanding learning activities. Very good assessment procedures now give clear and full information on each pupil's strengths and weaknesses. The information gained from assessment informs planning at every level. It is rigorously analysed to identify appropriate targets for each pupil and group and

also to identify which areas of the curriculum need strengthening. This analysis has enabled the co-ordinator to draw up and implement very good action plans for detailed improvements. Resources for reading have been greatly improved, in libraries, in classrooms, and in the well-developed literacy centre. These resources are well-used to improve the balance between fiction and non-fiction reading, and to enhance the motivation and attainment of all pupils, especially boys and those with special educational needs. Weaknesses in writing have been identified and tackled. An additional literacy hour each week is now used to develop the standard and range of writing skills. The school has also adopted a scheme of work that is enabling pupils to achieve a neat and legible joined script by the time they leave. Improvements in assessment and planning mean that pupils now follow coherent programmes of work that challenge them at their particular level of need. As a result, they have a good sense of purpose and confidence. Because they know their targets and recognise their own progress, their attitudes, behaviour and work rate are good and this enables them to learn well.

70. The chief weaknesses in teaching, which cause lessons to be satisfactory rather than good relate to questioning that lacks the clarity and sequence needed to promote secure learning, and to management strategies that alienate pupils and result in a loss of pace and coherence in learning. These weaknesses have not yet been picked up during the monitoring of teaching because the concentration has been on aspects of teaching only and there has been little focus on checking the impact that teaching has on pupils' learning. One lesson (in Year 1) was unsatisfactory for two reasons. Firstly, the pupils were unable to learn to their full capability because the tasks did not match their differing attainments; secondly, because the teacher talked too much and did not give the pupils enough time to work on their own so that they could show what they had learned, the pupils lost purpose and became restless. The lesson objectives failed to promote a clear understanding of what they were learning.
71. A very large proportion of the pupils in each class has special educational needs. These pupils make good progress as a result of the good support they receive. Support staff have been well trained to use a 'Reading Rescue' programme that offers daily reading activity precisely matched to each pupil's needs. Careful timetabling of sessions ensures that pupils do not lose opportunities in other areas of the curriculum. However, the heavy investment of staff in this good programme means that there is insufficient support for these pupils during other literacy hour activities.
72. The progress of most of the small number of pupils for whom English is an additional language is similar to that of most pupils of the same age. They are all happily integrated and none is at an early stage of learning English. Consequently, the school makes no special provisions for them. However, a small number of these pupils do lack a secure grasp of some of the main grammatical systems of Standard English.
73. The subject is very effectively managed and overall, there has been good improvement in English since the previous inspection. Very good procedures for assessment and evaluation have enabled the co-ordinator to target and achieve very good improvements in pupils' performance. These are the result of corresponding improvements in the quality and range of resources and learning opportunities. Good procedures for monitoring teaching in the subject have led to good developments during the process of establishing the National Literacy Strategy. However, the outcomes of the close scrutiny of teaching, planning and assessment are not yet being used as effectively as they could be to provide a sharper focus on the effect that teaching has on learning.

## MATHEMATICS

74. In 1999 the National Curriculum test results for pupils aged 11 were below the national average. They were, however, broadly in line with the average for similar schools. The percentage of pupils attaining the higher levels was well below the national average and below the average for similar schools. Since 1996 the results have improved year on year, with a particularly sharp rise between 1998 and 1999. Since September 1999, the school has worked very hard to continue this improvement, and the teacher assessments completed during June 2000 indicate that these efforts have been successful. **The majority of pupils in Year 6 are attaining standards in line with the nationally expected levels and are achieving well.**
75. The 1999 National Curriculum test results for pupils aged 7 were well below both the national average and the average for similar schools. There was no noticeable difference in the performance of boys and girls. Between 1996 and 1998 the results showed a good improvement but this positive trend was reversed in 1999, the result of a weaker year group. Since September 1999, the school has invested much time and effort in the subject, and

this, together with the successful introduction of the National Numeracy Strategy, has resulted in significant improvements. **The majority of pupils in Year 2 are now attaining standards comparable with nationally expected levels, and their achievement is good.**

76. Over time, there is no noticeable difference in the performance of boys and girls and none was noted in the school. However, at both 7 and 11, girls did considerably better than boys in the national tests in 1999. The school analyses its results well and has this issue under close scrutiny.
77. Between 1996 and 1999, standards in mathematics have improved faster in this school than they have done nationally. The quality of investigative work, an area that was identified as weak in the 1996 report, is now satisfactory. The successful introduction of the National Numeracy Strategy has been a significant factor in ensuring that lessons are well structured and that good teaching raises pupils' achievement. Early indications from the 2000 National Curriculum tests for pupils aged 7 are that a large and much improved percentage of pupils have attained the nationally expected standards this year. All staff are clearly committed to raising standards and work hard to do so. Early indications from the unconfirmed results of the 2000 tests for pupils aged 11 indicate that the school is likely to have achieved the target it set for mathematics and that pupils' attainment has improved once again this year.
78. Pupils with special educational needs make good progress between the ages of 5 and 7 and very good progress between the ages of 7 and 11. The individual education plans for these pupils help to ensure that their work in mathematics is carefully planned to meet their particular needs. These pupils receive well-targeted support from both their teachers and the classroom assistants. Pupils for whom English is an additional language make satisfactory progress throughout the school.
79. By the age of 7, pupils demonstrate good standards of numeracy. Higher attaining pupils can solve numerical problems by using a variety of methods, explain how they arrive at their answers and set their work out very neatly to show this. Average attaining pupils recognise number sequences. Computation exercises are completed to a good standard and work is neatly presented. In their mental work, pupils respond very well to the imaginative use of, for example, dominoes and through the teacher's creative use of these, the pupils begin to learn about inverse operations, for example,  $3+5=8$  can be checked by working out that  $8-3=5$ . Examples of past work indicate that pupils have learned about shape and space, for example, counting the edges of three-dimensional shapes, and about fractions and time. In Year 1, pupils can answer questions about capacity and know about litre measures. In number work, they can add digits thrown from a dice, but in one class, still find difficulty in doubling.
80. Pupils achieve well between the ages of 7 and 11 and their attitude to the subject is good. Many refer to mathematics as their favourite subject. Most behave well during lessons and this contributes to the success of their learning. Pupils' numeracy skills continue to improve and this enhances their general competence in mathematics. In Year 6, higher attaining pupils work at the higher level in fractions and decimals and when calculating discounts. Most pupils are able to calculate percentages mentally, for example 12.5% of 80. In Year 3 pupils are similarly challenged and some are able to multiply outside of the normal range of the 3 x table, for example  $3 \times 15$ . The majority of pupils know their multiplication tables and other number facts and use these well to solve numerical problems related to everyday life. They learn about proportion and use practical apparatus to demonstrate their findings, for example having 1 blue cube for every 7 yellow cubes. In Year 5, pupils show a satisfactory ability to manipulate numbers mentally and in writing, and use these skills well to solve real problems. They also demonstrate an appropriate mathematical vocabulary. Higher attaining pupils in this year group show particularly good numeracy skills, for example, by being able to subtract 0.15 from a given whole number. Pupils use their numeracy skills appropriately in, for example, science as the measure heart and pulse rate; in information and communications technology as they acquire the skills of estimating distance and drawing shapes; and in geography as they learn to read maps and locate places by using co-ordinates. However, as yet there is no whole school approach to developing or using numeracy skills in other subjects and opportunities are sometimes missed when, for example, using time lines in history.
81. The quality of teaching is good overall. It is very good in 23 per cent of lessons, good in 54 per cent, satisfactory in 8 per cent and unsatisfactory in 15 per cent. Throughout the school, teachers plan their work very well by making good use of the National Numeracy Strategy. When doing so, they also use very well the

outcomes of their thorough assessment of the work of individual pupils. This has resulted in considerable improvements in both teaching and learning since the previous inspection.

82. The teaching of pupils aged 5 to 7 is overall satisfactory but of variable quality in Year 2. One unsatisfactory lesson was observed in each Year 2 class. However, when re-visited, teaching was good in one of these classes. Where teaching is good, pupils are appropriately challenged and make significant gains in their learning. For example, in Year 1 the teacher randomly points at numbers on the number square to test pupils' number recognition and their ability to sequence numbers as they have to say quickly which number is missing from the square. Good teaching also ensures that the work provided for pupils is set at a level of difficulty that will move their learning forward. An example of this in the good Year 2 lesson is where the teacher provides carefully constructed worksheets for pupils so that each can work at a suitable level to solve increasingly more complex money problems. A similar example occurs in Year 1, where resources are carefully selected to meet the needs of different groups of pupils; for example normal dice for most pupils but dice showing the numbers 7 to 12 so that the higher attaining pupils can work with more complex number combinations. In Year 2, features that make teaching unsatisfactory are: the lack of clear instructions for the pupils; complex learning objectives that the pupils do not fully understand; the teacher not going over enough examples to make sure that pupils understand what it is they have to do when they move to working on their own. As in English, a lack of focus on the effect that teaching has on pupils' learning means that these weaknesses have not yet been picked up and addressed.
83. The teaching of pupils aged 7 to 11 is always good and often very good. Learning objectives are always clearly stated at the start of each lesson and written on a white board so that reference can be made to them during the lesson to enable pupils to have a clear understanding of what is expected of them and how well they are doing. The very good teaching occurs in Years 3, 4 and 5. Where teaching is good and very good, it builds on pupils' prior attainment and moves learning forward. Effective pupil management strategies are used, for example by carefully monitoring pupils' learning during the lesson and intervening to ensure that good progress is being made. In Year 5, pupils are highly motivated to solve problems carefully and logically by the teacher's effective use of the 'Magic Wizard Chart' and the model formula attached to it. Where whole class review sessions at the end of a lesson are well managed, teachers begin with a restatement of their lesson objectives, and then use well-chosen questions to test pupils' understanding. A good example of this is where work on percentages and discounts leads to a discussion of different marketing strategies that shops use to promote their sales. Most teachers have high expectations of what pupils can achieve and challenge them to explain their methods of working to others, for example, the different ways in which they might multiply  $20 \times 15$  in their heads. Effective intervention strategies are used regularly during lessons to monitor and evaluate progress. In most lessons, a high proportion of direct teaching ensures that pupils achieve well. Pupils' learning is promoted by very good use of mathematical vocabulary that emphasises spelling, and by very good use of assessment to determine the next lesson's learning objectives. A particularly good example of this is where assessment of the previous week's work shows that a significant number of pupils have not grasped a division concept. This topic is carried forward as a particular focus for a few minutes at the start of each lesson during the following week. In Year 3, pupils are set according to their prior attainment. The careful preparation and use of practical teaching aids helps lower attainers to understand fractions and good classroom management strategies help them to sustain concentration throughout the lesson. Average and higher attaining pupils are highly motivated by the teacher's very calm approach and the provision of very good opportunities for them to 'take charge' of the class during a lesson introduction. Here high quality teaching ensures that all pupils are involved by the effective use of questions. This ensures that pupils know how well they are doing, and together with the teacher's high expectations, this motivates them to try very hard. Homework is set regularly and helps pupils to make progress by effectively consolidating the work they do in class.
84. The leadership and management of the subject are very good. The mathematics co-ordinator monitors and evaluates the quality of teaching by direct classroom observation. This, together with the very successful implementation of the National Numeracy Strategy and the careful use of pupil performance data, has brought about the significant improvements that have taken place. Half-termly assessments identify common strengths and weakness in pupils' knowledge and understanding. Teachers use this information well and readily modify their planning to address the weaknesses and to raise standards. The range, quality and use of resources are good and satisfactory use is made of information and communications technology to support learning. Although the quality of teachers' mathematics displays is good, more use could be made of pupils' work to



emphasise the importance of the subject. There has been very good improvement in mathematics since the last inspection.

## SCIENCE

85. When compared to all schools, the 1999 National Curriculum test results for pupils aged 11 were well below the national average. The percentage of pupils achieving the higher grades in the tests was also well below the national average. In comparison with similar schools, pupils' performance was below average. Since 1996 there have been some fluctuations from year to year but the trend is one of steady improvement. **The attainment of the majority of pupils currently in Year 6 is below that expected nationally but shows an improvement on last year's results. Pupils' achievement is satisfactory.**
86. The 1999 teacher assessments for pupils aged 7 show that attainment in science was well below the national average. The percentage of pupils achieving the higher grades was also well below the national average. In comparison with similar schools, pupils' performance was well below average. **The attainment of the majority of pupils currently in Year 2 is below average. Their achievement is satisfactory.**
87. The main reasons for the improvements in science in both age groups are that the pupils' improving literacy and numeracy skills are having a positive effect on their work in science and the school is successfully identifying areas of weakness and setting targets to improve them.
88. The quality of teaching is never less than satisfactory. It is good in 50 per cent of lessons. Good teaching enables pupils to learn and make appropriate progress as they pass through the school. Pupils in Year 1 are provided with sound opportunities to be involved in practical activities that develop their knowledge and understanding of how to make predictions and carry out simple tests, for example, finding out about the way a balloon moves along a piece of string and why. They can make suitable predictions and also relate their ideas to previous work on friction. As they pass through Year 2, pupils learn how to handle simple scientific equipment sensibly and safely as they use batteries to investigate the safe use of electricity. Pupils show enjoyment and interest in these practical activities and are keen to take an active role in the lessons. The teachers have secure subject knowledge, prepare their lessons well and stress the importance of the correct use of scientific vocabulary. This helps the pupils to develop appropriate discussion skills as they predict what might happen or evaluate whether or not they were right after an investigation has been completed.
89. Between the ages of 7 and 11, pupils learn how to handle a wider range of scientific equipment and begin to make observations over time to support their learning. For example, pupils in Year 3 record the growth of plants over a period of a few weeks. They can record their findings in an appropriate way but find difficulty in extracting information and drawing conclusions from the graphs they have created because in the past this work has not been started in the earlier age group. A significant strength of teaching throughout the school is the way that the learning objectives are shared with the pupils so that they have a good understanding of what they are to learn. Teachers also apply their appropriate subject expertise in good questioning that effectively probes and extends pupils' thinking, for example about the habitats preferred by wood lice. In all lessons the pupils' attitudes to learning are positive. They are eager to answer questions, are curious and they enjoy their practical work. Resources are used well to support learning. For example, Year 5 pupils' understanding of how the earth moves around the sun is considerably enhanced by the use of a torch and a grapefruit to represent the sun and earth. By the time they are eleven pupils have an appropriate knowledge of relevant scientific vocabulary as was evident in lessons in Year 6 on finding out about the connection between pulse and heart rates.
90. Throughout the school, insufficient opportunities are provided for pupils to work together on, or to plan investigations for themselves. Introductions to lessons are often lengthy and pupils spend too long listening and watching rather than being involved in practical activity. Consequently, at the ages of 7 and 11, most pupils do not have appropriate knowledge and understanding of what constitutes a fair test or, at the age of 11, the opportunity to plan and carry one out independently of the teacher. Throughout the school there is some limited use of pupils' information and communication technology skills to enhance their work in science. This is an area that the school has targeted for further development as it moves towards using its new information and communication technology suite from September 2000. While all pupils use their literacy skills appropriately in their report writing in science, such writing is usually very guided, often using a prepared format and gives little scope for pupils to record predictions, investigations or findings in different ways. Therefore, although pupils'

improved literacy skills are beginning to help improve standards in science their impact is currently limited by the restricted opportunities for pupils to work independently of the teacher. Pupils use their numeracy skills satisfactorily in science, for example, as Year 6 pupils monitor changes in their pulse rate after strenuous exercise and investigate the links between heart rate and pulse rate.

91. As a result of the well-structured support that they are given, pupils with special educational needs make good progress. They are encouraged to develop their speaking and listening skills and as a result they are able to make effective contributions to class discussions during science lessons. This also helps pupils for whom English is an additional language and they, too, make satisfactory progress in science.
92. Leadership and management are good because the co-ordinator has an effective overview of the subject, including the quality of teaching, throughout the school. The improved scheme of work ensures that pupils make continuous progress in acquiring scientific knowledge. However, it does not provide enough guidance to address the weakness that the co-ordinator has identified and that inspectors found, that is, improving the quality and range of investigative work and pupils' investigative skills. There has been sound improvement since the last inspection and the school is beginning to collect information about the progress pupils make as they pass through the school. However, this data is not yet being used as effectively as it is in English and mathematics to set specific targets for individuals or groups of pupils to improve their performance and standards of attainment.

## **ART**

93. The position remains largely as reported by the previous inspection. Across the school, pupils work with a range of media, materials and techniques, with satisfactory outcomes. Standards broadly match those found in most schools and pupils' achievement is satisfactory. Their work is celebrated in attractive displays around the school.
94. Pupils aged 5 to 7 experiment with different painting techniques. Pupils in Year 1, for example, create well observed studies of irises and marigolds. By the age of 7, pupils are beginning to use sketchbooks competently to experiment with drawing and colour media in order to create the effects they see in work by Lowry and Van Gogh. Higher attaining pupils show an appropriate awareness of line, shape and space, and try to use distinct brush strokes to build an area of colour while lower attaining pupils use colour adventurously and show sound skill in controlling it. Between the ages of 7 and 11, pupils develop good knowledge of printing techniques and how to build up collage and can explain techniques in relation to their effects. By the age of 11, pupils are able to draw accurate and detailed observational studies of groups of rocks. Some use tonal contrast successfully to suggest form and depth.
95. Pupils in Year 4 work with textiles and happily and proudly complete very attractive butterflies using a running stitch to gather the edges of pieces of cut fabric that they had colourfully dyed the week before. They become utterly engrossed, patiently solving the problems they encounter and helping each other in their efforts to create a good product. The lesson is very well resourced and organised, with very effective use of 'other adults'. However, the fact that pupils found simple techniques challenging indicates that, as at the time of the last inspection, work with textiles is underdeveloped. This also remains true of three-dimensional work. Overall, art makes a sound contribution to pupils' personal, spiritual, moral and cultural development. However, there is little evidence of pupils developing a good awareness of art in non-Western cultures. Pupils successfully use some of their art skills in the study of history but insufficient consideration has as yet been given to the development of literacy, numeracy or information and communication technology skills in art.
96. Too few lessons were seen to support a secure overall judgement on the quality of teaching. However, the lessons observed were good, with particular strengths in the quality of planning and the management of complex resources and activities. The lessons also struck a good balance between whole class instruction in new techniques, and individual practical explorations of those techniques. As a result, pupils exert strong creative effort, work productively, and make good gains in knowledge and skills.
97. The subject is competently managed and good efforts have been made to secure an improved progression in skills in each element by developing the scheme of work. This is now being further refined by the use of national guidance. Systems for assessing and monitoring pupils' work and progress are unsatisfactory. The sketchbooks

that have been introduced are not used in a consistent way, and few examples provide a clear record of prior achievement.

## **DESIGN AND TECHNOLOGY**

98. Due to timetabling arrangements there was opportunity to observe only three lessons during the inspection and there is insufficient evidence on which to make a secure judgement on the standards achieved in the subject or the quality of teaching overall.
99. As pupils in Year 1 successfully learn how to make a 'healthy sandwich', the secure subject knowledge of the teachers enables pupils to develop suitable knowledge and understanding of the need for hygiene when preparing food. These pupils also show that they can design and make models from construction kits and then make simple evaluations of what they have made in a topic of 'Swings and Things'. Pupils in Year 3 can use pneumatics to make their models of monsters move. In another lesson, for Year 4 pupils, the teaching enables them to develop their learning about how to join materials using a running stitch. In general, it is evident that teachers do not have high enough expectations of the quality of the products created by the pupils. Pupils' attitudes to the subject are positive and their behaviour is good. Most pupils are keen to talk about their work in design and technology and are able to work co-operatively, allow others to express an opinion and listen to their advice.
100. The planned curriculum has improved since the previous inspection and now includes suitable opportunities for pupils to develop both designing and making skills. However, these skills are currently at a basic level. The co-ordinator manages the subject competently but because of the emphasis on literacy and numeracy there has been little opportunity to develop it further. She is committed to raising not only pupils' attainment but also the profile of the subject within the school and has organised training next term to raise teachers' awareness of what is required to do so, particularly in the areas of design and evaluation.

## **GEOGRAPHY**

101. Pupils aged 5 to 7 attain sound standards in geography. This is similar to the previous inspection. Only one lesson was observed in this age range but secure judgements can be based on further evidence obtained from discussions with pupils and from an analysis of their previous work and work on display. Pupils develop an appropriate geographical vocabulary and understand terms such as near, far, canal and motorway. They demonstrate an understanding that their environment can be improved by, for example, reorganising the school car park and they are developing fieldwork skills by using and recording information on a school plan. Pupils can talk knowledgeably about their local area and explain some of the differences, following an educational visit, between Clayton-le-Moors and Blackpool. They can communicate in a variety of different ways including pictures, charts and writing as well as speaking. There is insufficient evidence to make an overall judgement on teaching in this age group.
102. In the 7 to 11 age range, standards are sound, pupils achieve well and the quality of teaching is good. This is an improvement on what was found at the previous inspection. Teachers use a range of strategies to develop the pupils' understanding of environmental change both in their own locality and beyond. For example, in Year 6, the teacher leads a lively discussion where pupils formulate arguments for and against housing developments in the local area. The pupils articulate well-considered points and are encouraged by the teacher to extend their thinking about how environmental change can affect the quality of life. Pupils in Year 5 demonstrate that they can successfully use secondary sources such as photographs and documents to identify and categorise economic activity in the nearby town of Ribchester. Pupils in Year 3 learn about rainforests using information texts. The quality of geographical enquiry is being enhanced by the use of homework in Year 6, where pupils investigate a country of their choice, using a variety of sources of information, including the Internet. Teachers monitor this work well and pupils' literacy skills are enhanced as they rise to the challenge of making formal presentations of their findings to the rest of the class. Lessons are well planned, move at a brisk pace and teachers use questioning techniques effectively to engage even the most reluctant pupils. As a consequence, the pupils' attitudes to their work are good and their learning improves. They show interest and sustain concentration in their work, showing that they can work together and independently as they prepare their projects both in school and in their own time. The subject makes a good contribution to pupils' personal development and a sound contribution to their spiritual, moral, social and cultural development.

103. The management of the subject is satisfactory. There is a clear whole-school policy and a useful scheme of work. The co-ordinator is enthusiastic and has increased the range of resources to ensure that they are adequate to deliver the planned curriculum. This is an improvement on the previous inspection. However, because of the emphasis on literacy and numeracy, the monitoring of teaching, standards and pupils' work has not been sufficiently developed since that time. There are no clear assessment procedures and few records of progress.

## **HISTORY**

104. Standards in history are sound and have been maintained since the last inspection. Only two lessons were observed, one in the 5 to 7 age range and one in the 7 to 11 age range. Further evidence was obtained from previous work, display and discussions with the pupils and their achievement is satisfactory. However, it is not possible to make an overall judgement on teaching.
105. Pupils aged 5 to 7 learn about the passage of time by placing objects in chronological order. They use appropriate historical vocabulary when describing past events such as birthdays and family celebrations. They can identify some significant people from history and are beginning to understand the effect they had during the time they were living. For example, they know about the effect that Henry Ford had on world transport. They are able to compare life in the past with their lives now. Through discussion, well led by their teacher, Year 2 pupils learn about the number of cars in Clayton-le-Moors now compared with when their grandparents were young.
106. Year 6 pupils study life in Victorian times and learn to view it from the different social positions in which people found themselves. A range of interesting artefacts provided by the teacher helps bring a discussion about Victorian homes to life. The pupils respond well with thoughtful suggestions about what the artefacts may have been used for and what their twenty-first century equivalents might be. Pupils are able to identify significant individuals from the past and understand the way they shaped society. For example, as they learn about Tudor times, pupils in Year 3 study the influence that Henry VIII and the Tudors have had on history. In Year 4, pupils gain an understanding of the impact of the Second World War and the effect that the Blitz had on people living in London.
107. The management of the subject is satisfactory in that there is a clear whole-school policy and an appropriately resourced scheme of work adequately covers the programme of study. However, because of the emphasis on literacy and numeracy, the monitoring of teaching, standards and pupils' work has not yet been sufficiently developed. Assessment and recording procedures are unsatisfactory because they are not consistent throughout the school and are not used to inform planning. However, overall, improvement since the last inspection is satisfactory.

## **INFORMATION TECHNOLOGY**

108. There was limited opportunity to see much direct teaching of information and communication technology (ICT) but the judgement that standards are satisfactory are securely based on the inspection of pupils at work on the computers, discussions with them and samples of their work. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well. There have been very significant improvements in the provision for ICT since the last inspection, when a key issue was to raise standards to a suitable level. Training to improve teachers' subject knowledge and expertise, better subject leadership and improved hardware and software for pupils to use have all contributed to the improvement. The school has concentrated on developing the elements of word processing, graphics and data handling and has successfully raised both staff and pupils' competence in these areas. Provision is now being extended so that pupils can be involved in a wider range of activities to promote more effectively their learning in control technology and their ability to solve problems using computers.
109. Where teaching was observed, the teachers show secure subject knowledge by the way that they are able to demonstrate to pupils how to operate the computer programs. For example, in a Year 6 lesson introducing pupils to spreadsheets teachers confidently show the pupils how to enter information and teach them the associated technical vocabulary. Pupils in Year 1 confidently use a drawing program to create shape pictures to support their work in mathematics. Pupils in Year 2 show that they can use a word processing package to express their thoughts about their favourite parts of the story of 'Aladdin'. As they pass through Year 2 pupils learn how to

change the type and size of the text and to retrieve, process and display information. Pupils show confidence and enjoyment when using computers, which is an improvement since the last inspection. Pupils continue to develop their skills in word processing between the ages of 7 and 11 and also learn to use data handling programmes to support their work in other subjects. For example, pupils in Year 5 use a CD ROM to discover information about dinosaurs for a topic in history. Pupils in Year 6 effectively use a graphics program to combine graphics and words to design and create an invitation for 'Enterprise Day'. By the age of 11, pupils are able to use ICT to enhance some of their work in English, mathematics, science, history and geography. In these activities they are able to use computers appropriately to organise and present their ideas. Pupils' attitudes to learning in the few lessons seen are positive and when working in pairs on the computer they collaborate very well. They treat equipment carefully, show a great deal of interest and are well behaved. A good lesson for pupils in Year 1 shows how the school is now extending its provision to successfully teach the skills of control technology. The pupils are able to input a short sequence of instructions to make a floor robot move in a given direction.

110. Leadership and management are good. The two co-ordinators are working hard to raise standards throughout the school. The planned curriculum is now satisfactory. Assessment procedures are good and the outcomes are used effectively when planning what pupils need to do next to ensure that they make continuous progress as they move through the school. There is adequate resource provision both in terms of hardware and software. The recently completed computer suite greatly enhances the accommodation for the subject and the newly arrived computers are to be put into regular use at the beginning of the next school year.

## MUSIC

111. Standards are similar to those reported at the last inspection. Because of the emphasis on literacy and numeracy, little development has taken place since that time.
112. Unison singing is of a satisfactory standard throughout the school. Pupils know a good range of songs and they generally sing in tune and with enthusiasm. Standards and achievement are satisfactory for pupils aged 5 to 7. In this age group, pupils learn to clap in time to music and begin to recognise the difference between pulse and rhythm. They can identify when the music gets louder or quieter and when the rhythm changes. Pupils in Year 2 enjoy this activity. The teacher links it well to the different numbers of syllables in the words of a song that pupils know and teaches them how to clap the word rhythms accurately. However, there is too great a leap between doing this and attempting to have half of the class clapping rhythms while the other half holds a steady beat. When the teacher tries the activity, many pupils struggle and become restless. Well planned activities involve pupils in Year 3 in an appropriate combination of listening and appraising, composing and performing. They particularly enjoy the challenge of working in groups, playing instruments in different ways to compose sound patterns that depict different animals and then performing to the rest of the class. Through effective questioning, the teacher deepens pupils' understanding of how to evaluate their own and each other's work. All contribute well to discussions about what could be improved and how. A taped performance of a piece of music composed by pupils in Year 6 shows that they can organise and control sounds to create the desired atmosphere in an imaginary journey through space.
113. There is insufficient evidence to make an overall judgement on standards or teaching in the 7 to 11 age range. The teaching of pupils aged 5 to 7 is satisfactory overall. However, in Year 1, some insecurity of teacher knowledge with regard to playing and naming instruments leads to unsatisfactory teaching. Pupils are not sufficiently engaged in practical music making. They lose interest, become fidgety and do not listen well. Curricular planning indicates that appropriate opportunities are provided for pupils to listen to music from different times and places. Music makes a good contribution to pupils' spiritual, moral and social development and a satisfactory contribution to their cultural development. Speaking and listening skills are suitably extended in music but opportunities are not yet grasped for pupils to apply their reading and writing skills by, for example, researching music for themselves or writing about music they have heard. There is a small amount of instrumental tuition taking place in the school but it was not possible to observe this during the inspection.
114. The co-ordinator is just completing her first year of teaching and is enthusiastic about taking the role over fully from September 2000. She has evaluated current provision and the action plan produced as a result of this accurately pinpoints the need to review the schemes of work currently being used and the raising of teachers'

expertise throughout the school. There are no assessment procedures and no way of ensuring that pupils make continuous progress in music as they move through the school.

## **PHYSICAL EDUCATION**

115. Standards and achievement are satisfactory in the 5 to 7 age range and good in the 7 to 11 age range. Boys and girls work very well together. All have access to the curriculum on offer and pupils with special educational needs also make good progress. Only games activities were observed during the inspection. However, evidence from the teachers' planning and the school's curriculum framework, which is very detailed and well structured, indicates that there is also satisfactory provision for the teaching of gymnastics, dance, outdoor adventurous activities and swimming. Swimming lessons are currently available for Year 5 and 6 pupils, but the head teacher has indicated that this policy is under review. The teaching of physical education has been severely disrupted during the past year by the lack of a suitable indoor area as a new hall was being built and the old one converted into more classrooms. There has, however, been satisfactory improvement since the last inspection.
116. The management of pupils is good throughout the school. They are well behaved and enjoy their lessons. In all classes, pupils change into their kit quietly and sensibly and move out of the building in a safe orderly manner. Pupils in Year 1 demonstrate good levels of independence when getting ready for lessons and make effective use of space in the playground, moving freely and with enthusiasm. When the teacher demonstrates how to throw a bean bag, pupils enjoy the activity and learn to throw and catch to a satisfactory standard. In Year 2 pupils show that they can hit, chase and stop a ball by using a bat with an appropriate level of skill for their age. Pupils with better ability can stop and pass a ball using a bat. They enjoy their activities and are particularly enthusiastic about the 'Jumping Tig' warm-up game. In Year 3, the lesson, which takes place on the school field, begins with a skills training session. By the end of the first activity, pupils are able to throw a ball to a partner who hits it back with a bat. Very good partner work is demonstrated by these pupils, who make good progress during the lesson both in terms of their acquisition of new skills and in their ability to play together co-operatively. In Year 5 pupils respond very well to the freedom allowed by the teacher to use the full playground to practise individual football skills. A significant range of skill levels is evident and some pupils are able to control the ball to a very high standard. All pupils gain in confidence during the lessons and improve their ability to dribble and pass the ball whilst running between skittles. It was not possible to see any Year 6 physical education lessons during the inspection.
117. The quality of teaching is satisfactory overall. It is good in 33 per cent of lessons and excellent in 17 per cent and there is no unsatisfactory teaching. Teachers introduce new learning effectively and use good pupil performance to draw out teaching and coaching points, for example, how to hold a bat properly. In Year 2, teachers use continuous assessment to inform the next stage of the pupils' learning. In one Year 3 class, teaching is outstanding. In the lesson observed the teacher moves around the groups of pupils, assessing their stage of development and providing targeted coaching. Very good use is made of pupils to demonstrate good practice. When a dispute arose during a small group game of French Cricket, the teacher empowered the team captain to act as umpire. This was done well and all members of the group readily accepted the decision. This is an outstanding example of good practice, which demonstrates a well-established programme of social development and pupil participation in decision making. Further good teaching occurs in Year 5, where in a football session, the teacher uses a skilled girl to demonstrate ball control to other members of the class. This provides a good example of the school's overall commitment to equal opportunities. Throughout the lesson the teacher makes the teaching more relevant and motivating by relating the learning objectives to the Euro 2000 football competition and this spurs the pupils on to greater physical effort in order to succeed. Pupils in all classes use the small games equipment sensibly and responsibly. They work hard, both independently and in groups, striving to improve their performance. Good teaching encourages appropriate sporting attitudes. When playing team games, pupils are keen to win but nevertheless follow the rules and generally show good sporting behaviour when they are not successful. They are confident enough to demonstrate their ideas in front of others and most will evaluate the performance of others with sensitivity. Using their teachers' style of encouragement as a role model, pupils are generous with their praise of others and seek to emulate the best examples. This enhances their learning and enables individuals to try hard to improve their work. In all lessons good attention is given to safety issues.

118. The leadership and management of the subject is satisfactory. The co-ordinator monitors the medium and short term planning for the subject but has not yet had the opportunity to monitor or evaluate the quality of teaching. While there is no formal assessment or record keeping policy for physical education, teachers do add notes to their short term planning sheets where they find this helpful. The subject was audited in detail in May 1999 and three points for development were identified, namely the need for a new scheme of work, better storage facilities and a significant improvement in the quantity of small apparatus. The first two of these targets have been addressed in that the school has adopted the Local Education Authority's programme, which was published in 1997, which is also compatible with the new Curriculum 2000 programme of study. Storage facilities are now significantly improved as part of the recently opened new hall complex. The quantity of small apparatus is insufficient for the size of the school but more is on order. Understandably, the school did not purchase the equipment until the new hall and storage areas were completed.
119. There is a satisfactory range of extra-curricular sporting activities. Staff and pupils join together for cross country running on Friday afternoons to prepare for the district cross-country tournament held in March. Pupils have recently represented the school at the district swimming gala and an inter-schools' athletics competition and their motivation has been greatly increased by the fact that they have improved their previous years' performances against other schools. A school football team plays in a local league, and football training, which is open to both girls and boys, takes place on three evenings each week. These activities give pupils the chance to use competitively the skills learned in lessons.

## **RELIGIOUS EDUCATION**

120. As at the time of the previous inspection, the standards attained by the pupils match the objectives of the locally agreed syllabus. Pupils' achievement is satisfactory in the 5 to 7 age range and good in the 7 to 11 age range. Good medium term plans draw closely on the agreed syllabus and enable teachers confidently and effectively to promote spiritual, moral, social and cultural understanding. Well-planned assemblies strongly reinforce this understanding. As is evident in their response to daily acts of collective worship, pupils develop a good awareness of the nature of prayer and reflect seriously on issues that touch their lives. During the inspection, all pupils were studying aspects of the Christian faith, but yearly plans show good provision for the study of other faiths.
121. By the age of 7, pupils know a range of Bible stories and display a basic knowledge of some major features and festivals of Christianity, Islam and Hinduism. Higher attaining pupils can make links between stories and festivals, and all pupils understand that different faiths have common values. Teachers use artefacts well to develop an understanding of important ceremonies such as weddings and funerals. Pupils in Year 1, for example, show and extend their knowledge of baptism by role-playing the ceremony, complete with vestments.
122. By the age of 11, pupils can relate different beliefs and values to their own lives. They readily discuss the concept of heroism, for example, in relation to the kinds of greatness represented by people as diverse as Gandhi, Mandela and Gary Lineker. They then use the qualities they identify to interpret the parable of the Good Samaritan. Through skilful questioning and well-structured discussions, teachers of pupils aged 7 to 11 draw effectively on everyday experiences to help pupils grasp large concepts. For example, in Year 4, dynamic questioning maintained a very good level of discussion of why there are rules both at school and at home. This led to a critical appraisal of the Ten Commandments as a set of rules to live by. Pupils work together to re-order these rules from their own personal viewpoints and can explain why they choose some before others. This develops spiritual, moral, social and cultural understanding all at the same time, and also extends pupils' awareness that the Holy Text of each faith gives rules and examples for living. Pupils listen intently and contribute with eager interest to discussion of this kind. They also help each other to clarify and express their thoughts. However, pupils' work shows that, for a significant minority, weak literacy skills restrict the recording of their learning.
123. The quality of learning is supported by the very good working relationships that exist and the good behaviour and attitudes shown by most pupils. It is promoted by the satisfactory teaching of pupils aged 5 to 7 and by good and, in one case, the very good teaching of pupils aged 7 to 11. All lessons have some common qualities. Planning and preparation are thorough and well related to earlier learning. Clear learning objectives are shared initially and kept in view thereafter. Class management is consistently effective, not least with pupils who find it difficult to sustain good behaviour. Subject knowledge is secure and confident, and this gives clarity to

teachers' explanations. Good lessons are distinguished by challenging expectations, exemplified in timed targets, and by the imaginative use of resources and methods. For example, the very good use of role play to enact the story of Zaccheus provides a strong conclusion to a Year 3 lesson, very effectively reinforcing pupils' learning of the issues involved. Teachers of pupils aged 5 to 7 tend to talk too much. They do not use questions as well as their colleagues to enable pupils to respond and develop opinions for themselves.

124. An enthusiastic and committed co-ordinator manages the subject well. She has successfully led the development of policy, practice and staff confidence, and has carefully enhanced and organised an increasing range of resources and stimulating artefacts. The use of visits and visitors representing different faiths is being increased. However, the subject does not yet have assessment procedures to track progress, measure standards or inform planning. A useful evaluation process has been developed, but the evaluation of teaching is insufficiently linked to the quality of learning that results from it.