

# INSPECTION REPORT

## **ST MATTHEW'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119603

Headteacher: Mr R Small

Reporting inspector: Mr D Byrne  
28076

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> June 2001

Inspection number: 189835

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address  
New Hall Lane  
Preston  
Lancashire

Postcode: PR1 5XB

Telephone number: 01772 794482

Fax number: 01772 655481

E-mail address [Bursar@st-matthews-ce.lancsngfl.ac.uk](mailto:Bursar@st-matthews-ce.lancsngfl.ac.uk)

Appropriate authority: Governing Body

Name of chair of governors: Revd. P Tyers

Date of previous inspection: July 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Byrne 28076	Registered Inspector	Equal Opportunities Science	The school's results and achievements. How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
Mr B Harrington 31729	Lay Inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mrs C Deloughry 10911	Team Inspector	The Foundation Stage Physical education	
Mrs R Harrison 18059	Team Inspector	English as an additional language	
Mrs M Gough 22361	Team Inspector	Information and communication technology Music	
Mr D Carpenter 31807	Team Inspector	Art and design Design and technology	How well does the school care for its pupils?
Mr. R Coupe 17543	Team Inspector	Geography History	
Mr B Cooper 10182	Team Inspector	English	How well is the school led and managed?
Mr E Morgan 22556	Team Inspector	Mathematics	

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>28</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>30</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>34</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Matthew's CE Primary is a Church of England Voluntary Aided school situated about a mile from the centre of Preston. The school is bigger than most primary schools with 400 pupils on roll aged from three to eleven years including 26 designated full-time Nursery places. The attainment of children when they are admitted to the school in the Nursery class is very low. The percentage of pupils eligible for free school meals (33%) is above the average and the socio-economic circumstances in the locality of the school are well below average. The percentage of pupils on the school's special educational needs register (19%) is close to the national average but inspection findings are that this figure does not accurately reflect the percentage of pupils with learning difficulties and in fact the figure should be much higher. There is a wide ethnic mix of pupils in full-time education at the school and a high percentage of pupils (59%) requiring support for English as an additional language. The main languages other than English spoken by pupils are Gujerati, Punjabi, Urdu and Telagu/Bengali.

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

The school provides an acceptable standard of education for its pupils. Although standards in English, mathematics, science, information and communication technology and music are below the level expected for eleven year olds, they are improving and pupils make satisfactory progress from the very low levels of attainment with which they start school. The quality of teaching is good overall with some examples of very good and excellent teaching. Some weaknesses exist in aspects of leadership and management caused by the many changes in head teacher in recent years. The management and provision of special educational needs is unsatisfactory. The recently appointed head teacher provides good leadership and is giving a clear educational direction for the school and provides the school with a satisfactory capacity to continue to improve in the future. The weakness in the strategic management of the budget is being rectified and the school gives satisfactory value for money.

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

- Pupils in the Nursery and Reception classes are given a good start to their education.
- The quality of teaching is good in the Foundation Stage and Key Stage 1 (Years 1 and 2)
- Pupils develop good attitudes to learning, behave well and develop very good relationships with others.
- A good range of extra-curricular activities is provided.
- Good provision is made to promote pupils' social and cultural development.
- Very good procedures exist for child protection and ensuring pupils' welfare.
- Good links exist with parents.
- The head teacher provides good leadership.

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

- Standards in English, mathematics, science, information and communication technology and music by the time pupils are 11 years of age.
- The provision for pupils with special educational needs.
- Aspects of leadership and management.
- Aspects of financial management and the range and quality of some resources.
- The levels of absence and attendance.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1999 the school has made satisfactory progress. The quality of teaching has improved across the school. The curriculum for children in the Nursery and Reception classes is steadily improving and is good overall. Standards in English, mathematics and science are improving and in information and communication technology, a recent investment in new equipment is helping to raise pupils' skills and teachers' knowledge. The leadership and management of the school has stabilised with the appointment of an experienced head teacher. He has the confidence of governors, staff, parents and pupils and is rapidly establishing good strategies to improve the management roles of the senior management team, subject co-ordinators and governors. Although most teachers are providing opportunities for pupils to improve their speaking skills, the school still lacks a clear strategy defining the school's policy and practice with regard to improving pupils' spoken English.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	C	well above average    A above average        B average                    C below average          D well below average     E
mathematics	E	E	E	E	
science	E	E	E	C	

When children start school in Nursery, the majority have very poor levels of personal, social and emotional development, mathematical development and knowledge and understanding of the world. Almost two thirds of pupils have great difficulty communicating in English and require support for English as an additional language. Despite good progress in the Nursery and Reception classes, pupils do not reach the targets of the early learning goals by the time they start Year 1. In Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 - 6), the performance of pupils indicated by the end of key stage National Curriculum test results need to be treated with caution. This is because of the impact of the high percentage of pupils with English as an additional language upon test results and also the significant number with special educational needs.

In Year 2000 end of key stage National Curriculum tests, the performance of pupils at the end of Key Stage 1 was well below the national average in reading, writing and mathematics and, in science, teacher assessment results were well below the national average. In comparison to similar schools, the results in reading and writing were below average and close to average in mathematics and science. Inspection evidence is that the standards achieved by seven-year-olds are below the national average in reading and writing and speaking and listening and in mathematics. In science, pupils are achieving standards that are close to national expectations for seven-year-olds. Despite the low standards achieved by pupils at the end of Key Stage 1, standards are rising. The percentage of pupils achieving the nationally expected standard of level 2 has increased significantly in recent years but still remains below the national average. Pupils are now achieving as well as they can. Standards in art and design, design and technology, geography, history and physical

education are close to the national expectations for seven-year-olds but in information and communication technology and music, standards are below expectations.

In Key Stage 2, inspection evidence is that improvement is being made and pupils make satisfactory progress overall but that standards would be even better if the pupils with special educational needs were accurately identified and provided with good quality individual education plans. The trends in the average National Curriculum points score between 1996 and 2000 show that improvement has been above the national trend. Despite the encouraging trends, the most recently published results for Year 2000 show that, in comparison to all schools nationally, pupils' performance was well below the national average in English, mathematics and science. When compared to similar schools, however, pupils' performance was close to average in English and science but well below average in mathematics. Inspection evidence indicates that pupils' performance in English, mathematics and science is still below the national average and pupils are not yet achieving as well as they can. The targets for pupils' attainment in English and mathematics set by the local education authority are not challenging enough and the school exceeded them in 2000 and are expected to exceed them again in 2001. Standards in art and design, design and technology, history and physical education are above the national expectations for eleven-year-olds, close to expectations in geography but standards in information and communication technology and music are below expectations.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils develop good attitudes to school. They enjoy learning and apply themselves well.
Behaviour, in and out of classrooms	Behaviour is good overall. Boys and girls mix together well and levels of racial and cultural harmony are good.
Personal development and relationships	Very good relationships exist in the school between pupils and most teachers, and pupils reach good levels of personal development.
Attendance	The attendance rate is very low in comparison with other schools. Many pupils take extended holidays abroad. During this time many pupils make little or no progress in their learning. Effective procedures have recently implemented to correct these problems.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
77 lessons seen overall	Good	Good	Satisfactory

*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.*

In the lessons observed during the inspection, the quality of teaching was good overall with strengths in teaching in the Foundation Stage, Key Stage 1 and Years 5 and 6. During the inspection, the quality of teaching in the lessons observed was satisfactory or better in 93% of lessons. It was excellent in 3% of lessons and very good in 21 % and good in 43%. In 26% of lessons observed teaching was satisfactory. 7% of lessons observed were unsatisfactory. These lessons were entirely in one class where the teacher did not have good relationships with pupils and was not able to satisfactorily control some of the more challenging behaviour. Elsewhere, teachers developed very good relationships with pupils and managed behaviour

very well. The skills of literacy and numeracy are being taught well in Key Stage 1 and satisfactorily in Key Stage 2 with sensible adaptations being made to each strategy to meet the particular needs of pupils. Teachers and support staff work well as a team to meet the majority of pupils' needs and good use of praise and encouragement motivates pupils to work hard and concentrate well. The needs of pupils with special educational needs are not given enough attention in lesson planning because of weaknesses in the school's provision. Although lessons are well organised and managed, too few opportunities are provided for pupils in Key Stage 2 to develop independent skills in mathematics and science and only a few teachers recognise the need to use techniques that promote pupils' speaking and listening skills. Pupils are successfully involved in setting their own targets for improving their performance in English and mathematics and their work is valued as seen in some outstanding classroom displays of their work. The use of information and communication technology is unsatisfactory overall and a poor range of books makes it difficult for pupils to develop adequate library skills. The quality of teaching observed during the inspection is good overall in the Foundation Stage with very good teaching observed in the Nursery class. Good teaching is provided for pupils with English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Each subject of the National Curriculum is taught for an appropriate time with due emphasis upon literacy and numeracy. Poor resources for information and communication technology have resulted in some aspects of this subject not being taught. A good range of extra-curricular activities is available to pupils.
Provision for pupils with special educational needs	The overall provision for pupils with special educational needs is unsatisfactory because pupils are not identified accurately so that appropriate individual education plans can be produced.
Provision for pupils with English as an additional language	The provision is satisfactory overall with good teaching and classroom support but the range of resources available for supporting teachers and pupils is unsatisfactory.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory provision overall. Good opportunities are provided to promote good social attitudes amongst pupils and to develop an understanding of the wide range of cultures both within the locality of the school and in other places. There is satisfactory provision to promote pupils' moral development but there is a weakness in the planned provision for developing pupils' sense of spirituality.
How well the school cares for its pupils	Very good procedures are in place for child protection, for ensuring pupils' welfare and for promoting good behaviour. The monitoring of pupils' academic and personal development is satisfactory but the use of assessment data to guide teachers' planning is unsatisfactory. The recent adoption of a zero tolerance for absenteeism is beginning to improve attendance.
How well the school works with parents and carers.	Good links exist with parents and there are satisfactory levels of communication. Better use could be made of homework to encourage the involvement of parents in their child's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory overall. The head teacher offers a clear educational direction for the school. Many effective strategies are being implemented to improve standards. The structure of the senior management team is under review and the role of subject co-ordinators is being strengthened so that they can effectively monitor the impact of teaching upon standards attained.
How well the governors fulfil their responsibilities	The governing body effectively supports the school and fulfils its statutory duties. It has ensured that the school continued to develop despite serious disruptions in the continuity of the leadership of the school in recent years.
The school's evaluation of its performance	Although governors and staff have a satisfactory picture of how well the school is doing, not enough use is made of statistical data to analyse the actual performance of pupils and to monitor the quality of teaching and learning across the school. The procedures for monitoring that best value is obtained for the money spent are satisfactory.
The strategic use of resources	Strategic planning of the school budget has been unsatisfactory, resulting in a large surplus and gaps in essential resources in some subjects. This has contributed to poor progress in information and communication technology and music and aspects of English.

The accommodation is adequate in terms of space, but poor aspects of design result in classes being able to hear all that goes on in adjacent rooms and this can distract pupils from learning. Resources for outdoor play are unsatisfactory with a very small hard play area for the number of pupils on roll and no easy access to a grassed sports area. Teachers and support staff are suitably qualified and there are enough to meet the needs of pupils. There are weaknesses in the number of up to date computers and accompanying software and also in the number and range of books in the library. Resources for teaching English as an additional language are unsatisfactory.

## 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.</li> <li>• The quality of teaching is good and their children make good progress.</li> <li>• The attitudes and behaviour of most children.</li> <li>• The care and support provided by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Information about homework</li> <li>• The facilities for information and communication technology.</li> </ul>

Inspection findings are that the children do enjoy coming to school and they develop good attitudes to learning and behave well. The quality of teaching is good in the Foundation Stage and in Key Stage 1 and satisfactory overall in Key Stage 2 although some very good teaching occurs across the school. The level of care for pupils is very good. The homework policy is not clear and more attention could be given to communicating it to parents. Facilities for information and communication technology are poor and the school plans to improve them when resources are available.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The attainment of most children when they start school in the Nursery class is well below what is normally found for children of their age. Almost two thirds of children have little or no knowledge and understanding of English and many have a very limited knowledge and understanding of mathematics and the world around them. Most pupils have levels of personal and social development that are well below expectations for their age. Pupils make good progress but, by the time they start Year 1, they have still not reached the early learning goals for their age.
2. In Key Stage 1 and 2, the results of key stage National Curriculum tests need to be treated with caution. This is because of the impact upon test results of the high percentage of pupils with English as an additional language and also the significant number with special educational needs.
3. In the Year 2000 National Curriculum end of key stage tests, the performance of pupils at the end of Key Stage 1 was well below the national average in reading, writing and mathematics. In science, teacher assessment results were well below the national average. In comparison to similar schools, the results in reading and writing were below average and close to average in mathematics and science. Inspection evidence is that the standards achieved by seven-year-olds are below the national average in reading and writing and speaking and listening. In mathematics, standards are satisfactory in number but below average in other aspects of the subject. In science, pupils are achieving standards that are close to national expectations for seven-year-olds as a result of better teaching this year.
4. Despite the low standards achieved by pupils at the end of Key Stage 1, standards are rising. The percentage of pupils achieving the nationally expected standard of level 2 has increased significantly in recent years in English, mathematics and science but still remains below the national average and the percentage of pupils reaching level 3 is very low. Pupils make good progress in Year 1 and 2 where the quality of teaching and learning is good overall. In Key Stage 1, the progress of pupils with English as an additional language is good overall and is testimony to the good quality of teaching and support provided for these pupils, although the standards fall below the national average.
5. In Key Stage 2, inspection evidence is that standards are improving. For example, the percentage of pupils achieving the nationally expected standard for eleven-year-olds of level 4 has risen significantly in English from 53% of pupils to 66% and in science from 64% to 81%. The trends in the average National Curriculum points score between 1996 and 2000 show that improvement has been above the national trend. Despite this evidence of improvement, the most recently published results for Year 2000 show that, in comparison to all schools nationally, pupils' performance was well below the national average in English, mathematics and science. When compared to similar schools, however, pupils' performance was close to average in English and science but well below average in mathematics. Pupils make satisfactory progress between Years 3 and 6 but by the age of eleven, inspection evidence indicates that pupils' performance in English, mathematics and science is still below the national average. The high percentage of pupils with special educational needs and of those with English as an additional language depresses the performance levels overall and pulls the end of key stage National Curriculum test results down. Not enough pupils achieved the above

expected standard of level 5 and a higher percentage than usual are achieving the below expected standard of level 3. Although satisfactory progress is made in Key Stage 2, inspection evidence suggests that pupils are not achieving as well as they can. The clearer educational direction provided by the new head teacher, coupled with the improved identification of pupils with special educational needs, is starting to tackle this problem.

6. In literacy, pupils achieve well by the end of Key Stage 1. From a low attainment when pupils start Year 1, they make good progress in speaking and listening and reading and writing but by the age of seven, the majority still work at levels that fall below national expectations for their age. The quality of handwriting is generally good and pupils spell and punctuate work satisfactorily. Many pupils, however, have a comparatively restricted range of vocabulary and they lack the confidence to speak in front of others. Although most pupils are quiet during lessons, those with English as an additional language in particular have a tendency to let their concentration wander unless support staff are with them.
7. In Key Stage 2, the National Literacy Strategy has been successfully implemented. Pupils continue to spell well and the quality of handwriting is neat and organised although the overall quality of writing is below national expectations. A sound knowledge and understanding of a range of different books is successfully promoted but the poor range of books available in the school library restricts opportunities for the development of independent reading and research skills. The school is implementing a good range of strategies to improve standards further. There is an increasingly effective analysis of data gathered from tests given to pupils in Years 3, 4 and 5 and the national tests at the end of Key Stages 1 and 2. The information is used to highlight particular strengths or weaknesses and has identified the need to improve pupils' comprehension skills.
8. Standards in numeracy are rising across the school but are still below the national average by the end of both key stages. From a low level of attainment when they start Year 1, pupils make good progress in their knowledge and understanding of number and achieve as well as they can but their attainment is below that expected for their age when they are seven. In Key Stage 2, pupils make satisfactory progress and, by the age of eleven, the majority of pupils reach the expected standard of level 4 in number, but a larger than average percentage of pupils achieve the below average standard of level 3 and very few are working at the above average standard of level 5. The larger than average percentage of pupils working at the below average standard of level 3 explains why the end of key stage National Curriculum tests for mathematics are well below the national average. The figure reflects the high number of pupils with learning difficulties. In other aspects of mathematics, such as shape and space and handling data, pupils make sound progress but their attainment by the age of eleven is just below the national average. The school has taken a number of steps to improve standards in mathematics. Funds to provide additional support for pupils prior to the end of key stage National Curriculum tests are effectively used to "boost" standards and pupils are set by ability in Numeracy which helps teachers and support staff to better cope with the wide range of abilities in the school. Although this process effectively targets the needs of both higher attaining pupils and those with learning difficulties, many pupils who have special educational needs are not clearly identified and provided with effective individual education plans and this factor holds back the progress of many pupils in mathematics.
9. In science, pupils in Key Stage 1 make good progress and achieve well by the age of seven. Their attainment in the knowledge aspects of the subject is close to expectations for pupils of their age and their knowledge and understanding of how to

perform simple scientific investigation and experiments is better than normally found. Pupils confidently perform investigations that involve using a range of simple equipment after first planning what they are going to do by establishing predictions and making sure the tests are fair. Good teaching provides clear directions for pupils about how to record their work and to use information collected to explain what happened in their tests and why.

10. In Key Stage 2, pupils do not make satisfactory progress in their practical investigational skills. This is because there is no coherent policy for teaching investigations and experiments and, therefore, expectations are unclear for pupils and teachers. Progress in pupils' knowledge and understanding of life and living process, of materials and their properties and of physical processes, however, is satisfactory overall. In science, the impact that pupils with English as an additional language have upon standards is not as pronounced. Indeed, many pupils who find it hard to perform well in English and mathematics are doing well in science, especially at Key Stage 1 where the practical approach motivates pupils and inspires them to try hard. The limited English vocabulary of some pupils, however, does affect their performance in the end of Key Stage 2 National Curriculum tests and the test results are not a true reflection of their ability.
11. The school regularly sets targets for achievement by the end of Key Stage 2 in English and mathematics in accordance with local and national guidance. The targets were exceeded in Year 2000 and will be exceeded again this year. The targets are not sufficiently challenging and do not fully reflect the abilities of pupils, especially when the improving trends in the school are taken into account. In this school, the impact of factors, such as the high percentage of pupils with English as an additional language and those with learning difficulties, will make it difficult for the school's performance to exceed national averages. However, the percentage of pupils achieving the expected standard for eleven-year-olds of level 4 is higher than the existing targets and these targets need to be more challenging.
12. In subjects other than English, mathematics and science, there are variations in the standards and the levels of achievement attained. Despite some good examples of teaching in information and communication technology observed during the inspection, pupils are underachieving in this subject. Poor resources, such as a very small number of computers and little accompanying software, coupled with the insecurities of some staff in using computers, result in unsatisfactory teaching overall and unsatisfactory progress and standards by the end of both key stages. In art and design, design and technology, and physical education, standards have improved since the time of the inspection in 1996 with pupils' attainment being close to average in each subject by the end of Key Stage 1 and above average by the end of Key Stage 2. In geography, all pupils make satisfactory progress and the average standards have been maintained since the time of the last inspection. Standards in history at Key Stage 2 have improved and exceed expectations for eleven-year-olds. In music, standards achieved by the end of Key Stages 1 and 2 are below average. The school recognises the weaknesses in standards in music and is taking effective measures to improve them.
13. Although the progress made by pupils is good overall in Key Stage 1 and satisfactory in Key Stage 2, the rate varies from class to class reflecting variations in the quality of teaching. This is particularly the case in Key Stage 2 where progress slows in one Year 3 class and picks up greatly in Years 5 and 6.

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

14. The quality of pupils' attitudes, values and personal development has been maintained since the last inspection. Pupils have good attitudes to school and display an interest in their work. In most classes, most pupils work industriously and with a determination to succeed. Where pupils need the support of adults, they are encouraged to complete their task before progressing to the next stage of the lesson. Most pupils of all ages are sufficiently confident to discuss their work with adults. Some others are inhibited by their English language skills, especially younger pupils who have returned from extended holidays abroad. Pupils of all ages and abilities enjoy learning and this is because almost all teachers work hard to make lessons interesting. In a number of classes, for example, the upper mathematics set in Key Stage 2, pupils respond positively to the enthusiasm conveyed by their teachers and this in turn maintains the pace and rate of learning during lessons. Almost all parents agree that their children like coming to school.
15. Pupils' behaviour is good in lessons, during assemblies, in the playground and when moving about the school. Where pupils are fully engaged in their learning, such as in some Year 2 mathematics lessons, their attitudes and behaviour become very good and sometimes excellent. A few pupils in a number of classes have poor self-discipline and depend upon the teacher and classroom assistants to help them to manage their behaviour. The occasional incidents of anti-social behaviour are not a problem because they are well managed and recorded, and the head teacher monitors the impact of corrective actions. No incidents of sexism or racism were observed or reported during the inspection. There have been five recent temporary exclusions for inappropriate behaviour, carried out in line with the guidelines of the local authority after other strategies had failed to produce a positive response. Almost all parents think that behaviour in school is good.
16. Good use is made of target setting in all classes to help develop pupils' knowledge of how well they are doing. Relationships throughout the school are very good except in one class where the relationship between the teacher and pupils is strained. Pupils have a good understanding of the impact of their actions on others and, within the multi-cultural society of the school, are especially respectful of the feelings, beliefs and values of others. This provides them with the necessary resources to understand and accommodate the world in which they live. By the age of eleven, pupils have very good levels of personal development. They are ready to use their initiative and accept responsibility for tasks, and parents generally believe that the school is helping their children to become mature and responsible.
17. Attendance is poor. The rate of attendance for the last year was 90.3% and has been at a similar level for a number of years. This is very low in comparison with other schools. Almost all absences are authorised, and an examination of class registers shows that in most classes a large number of family holidays are taken during term time and this has a significant impact upon the levels of achievement of the pupils concerned.
18. Punctuality is satisfactory. Pupils are encouraged to be punctual by being "in line at five to nine", and most pupils achieve this target. This enables the school day to start on time. A small number of older pupils do not come to school regularly and these have been referred to the appropriate authority.

## HOW WELL ARE PUPILS TAUGHT?

19. Overall, the quality of teaching in the school is satisfactory with strengths in the teaching of children in the Foundation Stage and in some aspects of teaching in Key Stage 1. There are variations, however, in the quality of teaching between classes and year groups. The vast majority of teachers are totally committed to improving the standards achieved by pupils. The clear educational direction of the new head teacher is bringing out the good qualities of staff and harnessing them to create the best results. In one Year 3 class, the quality of teaching varies from unsatisfactory to poor and pupils do not make the progress that they should. A major weakness exists across the school in the teaching of information and communication technology and in the planned provision for pupils with special educational needs. Although all teachers successfully integrate all pupils into school life, the knowledge of some staff of the beliefs and culture of the wide range of pupils from different ethnic backgrounds is limited and this reduces the opportunities some staff have of knowing how to celebrate the pupils' cultures.
20. In the lessons observed during the inspection, the quality of teaching was satisfactory or better in 93% of lessons observed, with 3% of lessons being excellent, 21% being very good and 43% being good. and 26% satisfactory. However, 7% of lessons were unsatisfactory including 3% which were poor.
21. The quality of teaching in the Foundations Stage is good overall and promotes good learning by pupils by the end of the Foundation Stage. Classroom management is very good and teachers and support staff deal very successfully with individual behaviour problems. Class routines and expectations are clearly established, creating a calm and secure classroom atmosphere that promotes the children's confidence and understanding. Good support is provided for the children's personal and social development. The wide range of cultures and levels of social background is recognised and teachers and support staff in both the Nursery and Reception classes adopt very good strategies to include everyone. A rich and stimulating range of learning experiences is very well targeted to develop pupils' speaking and listening skills and early reading and writing skills. Bilingual support staff provide good support and this helps the very high percentage of children with English as an additional language to make good progress in improving their knowledge and understanding of English. Teachers have a good knowledge and understanding of mathematics and place good emphasis upon using mathematical language. This allows children to extend their vocabulary. Pupils' knowledge and understanding of the world are successfully promoted through the use of a wide range of imaginative learning opportunities, for example, the creation of a mini beast environment in the Nursery Class and placing directions around the school for a tour around school by the Reception class teddy. Teachers have a good knowledge and understanding of how to develop pupils' outdoor physical skills and fine motor skills. The quality of teachers' planning is good but records of the children's development lack detail and need improving.
22. In Key Stage 1, the quality of teaching was good overall during the inspection and this is the main factor in the good progress which pupils make between Years 1 and 2. The quality of teaching is particularly good in Key Stage 1 English, mathematics, science, art and design and design and technology. In other subjects, geography, history music and physical education, the quality of teaching is satisfactory but in information and communication technology it is unsatisfactory because teachers lack confidence and the range and quality of resources are poor. In Key Stage 2, the quality of teaching is satisfactory overall although in one Year 3 class poor relationships between the teacher and pupils and the poor management of behaviour results in poor learning. The quality of teaching improves significantly in Years 5 and 6 and this contributes to

improved progress especially in English and mathematics.

23. With the exception of information and communication technology, teachers have a secure knowledge and understanding of each subject of the National Curriculum and this ensures that pupils systematically learn new skills and knowledge and develop new ideas. Most lessons have clear learning objectives that are shared with pupils and these help pupils to be involved in evaluating how well they are learning. Most teachers manage pupils very well and have very good relationships with pupils resulting in good behaviour in lessons. This enables pupils to work hard without distraction. Good use of questioning encourages pupils to confidently discuss their ideas and the effective use of grouping in many lessons helps teachers to cater for the wide spread of levels of achievement in each class. However, the needs of pupils with special educational needs are not clearly identified and teachers do not give enough attention to planning for their needs. Teachers are beginning to use individual targets for pupils' academic development. This is a good system that enables pupils to establish a view of how well they are doing and how they can improve.
24. Teachers and staff employed to work with pupils with English as an additional language work together well as a team. Well targeted activities promote good progress for these pupils in reading and writing and in their general knowledge and understanding but at times not enough attention is given to devising and using strategies to promote speaking and listening skills. Teaching for pupils with English as an additional language is particularly good in Key Stage 1 and, despite the low levels attained by many pupils by the age of seven, the rate of learning is good and pupils develop good attitudes to their work.
25. The quality of teaching in literacy is good overall. The National Literacy Strategy has been successfully implemented across the school and it is having a positive impact upon the quality of teaching and learning. Teachers use good strategies for developing pupils' knowledge and understanding of letter sounds and for teaching pupils to develop good handwriting skills. Reading is taught satisfactorily but some higher attaining pupils are not always given sufficiently challenging books. Good use is made of class "big books" to focus pupils upon punctuation and spelling. Teachers set high expectations for pupils to write neatly and the resulting standard of presentation is good. Teachers recognise the strengths and weaknesses of pupils in English and use this information to improve planning and the curriculum. For example, teachers have planned more opportunities for formal comprehension exercises to improve pupils' levels of comprehension. A weakness in the teaching of literacy is the ineffective use of worksheets in both Key Stage 1 and 2. They are not sufficiently well organised to be used to monitor pupils' progress and to enable pupils to establish how well they are doing. The school has identified the need to make explicit links between literacy and other subjects as an area for development.
26. The quality of teaching of numeracy is good overall at Key Stage 1 and satisfactory at Key Stage 2. The National Numeracy Strategy has been introduced successfully across the school and is contributing to improving standards. Lessons are adequately planned in accordance with local education authority guidance but not enough attention is given to those pupils with special educational needs. The decision to set pupils by ability enables teachers to provide work that is best fitted to pupils' needs and this results in pupils working at a good pace in most lessons and sustaining concentration for a reasonable amount of time. Teachers make good use of mathematical vocabulary and expect pupils to do the same. Good use is made of sharing lesson objectives with pupils and then linking these with the discussions with pupils at the end of the lesson. The school has identified the need to make explicit links between numeracy and other subjects as a development area.

27. The quality of teaching in science is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have high expectations for pupils to work independently in Years 1 and 2 and pupils respond by thinking and learning for themselves and showing high levels of interest in their work. During Year 2 lessons, teachers made a good range of resources accessible to enable pupils to explore the impact that different sail sizes have upon the speed of a model boat. In Key Stage 2, however, the attention to promoting independent learning skills varies from class to class and the good progress made in Key Stage 1 is not maintained at the same rate. The emphasis is on developing pupils' knowledge and understanding at the expense of promoting their independent investigational skills.
28. Although some good examples of teaching and learning in information and communication technology were observed during the inspection, the overall quality of teaching in information and communication technology is unsatisfactory. Teachers do not have sufficient knowledge and understanding about information and communication technology and lack the confidence to use computers. They have not had the chance to become familiar with appropriate resources and this severely impairs pupils' progress in this subject.
29. The quality of teaching in other subjects varies. In art and design and design and technology, the quality of teaching and learning is good throughout the school and in history it is good in Key Stage 2. Teaching and learning are satisfactory overall in geography and music at both key stages and in history in Key Stage 1. In physical education, teaching is satisfactory in Key Stage 1 and good in Key Stage 2, resulting in pupils achieving well in Key Stage 2 games activities.
30. Although class teachers know which pupils in their classes have learning difficulties, the procedures for formally identifying those who require support for special educational needs are unsatisfactory. Teachers generally provide adequate activities to meet the needs of these pupils but the lack of individual education plans means that the progress of these pupils is not tracked systematically and this can reduce the quality of support that these pupils receive.
31. Although teachers know pupils well, the use of assessment to guide planning is currently unsatisfactory in informing teacher's plans. The needs of higher attaining pupils, for example, are not always planned for and this limits the progress that they make. The quality of marking varies between classes and subjects and does not follow the school's policy. Work is accurately marked but opportunities to use comments to improve pupils' work are not consistently taken. Although homework is given in each class, teachers are not sure of how to make best use of it and some opportunities for pupils to extend their learning at home are missed. The school needs to review its policy and practice in this area of its provision.

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

32. The school provides a broad and balanced curriculum that satisfies the statutory requirements in all subjects including religious education. However, there are some gaps in the curriculum for information and communication technology in Key Stage 2. The lack of resources prevents pupils from properly developing their sensing, modelling, monitoring and controlling skills. The school successfully ensures that each pupil has equal access to the curriculum and successfully strives to ensure that the wide range of cultures is treated with respect and sensitivity. Not enough attention, however, is given to developing strategies for promoting pupils' speaking and listening

skills and this is a factor in the slow progress made by many pupils in this aspect of their education.

33. Since the last inspection, the school has improved the quality of the curriculum for children in the Foundation Stage. The curriculum now covers all the recommended areas of learning for children of this age through a range of planned daily activities. It enables children to make good progress at this early stage of their education in preparation for their next stage of development. At Key Stages 1 and 3 each subject now has a scheme of work to guide teaching and these ensure that each part of every subject is taught for an appropriate amount of time except for information and communication technology. The National Literacy and the National Numeracy Strategies have been successfully implemented across the school. Teachers make appropriate use of these strategies to guide their planning and teaching of lessons.
34. Although at an early stage of development, the school's provision for pupils' personal, social, citizenship, and health education is satisfactory. All staff have received training, with the co-ordinator having had additional training in specific aspects of the subject. Personal, social and health education is formally presented to all classes and is being developed to meet pupils' needs. During lessons, pupils consider moral and social issues that often demand a considered judgement. For example, Year 6 pupils have discussed the importance of decision-making and the accompanying pressures from family and social groups. Many aspects of personal, social and health education, such as environmental issues and healthy eating, are presented to pupils through the religious education, science, and geography curricula. The school has yet to develop a drugs awareness policy, and although the governing body has approved a sex education policy, it has not been fully implemented.
35. The provision for pupils who have special educational needs is unsatisfactory, and this has an adverse impact on pupils' learning and achievement. Individual education plans are in place for pupils at Stage 2 and above on the school's special educational needs register. They clearly show the pupils' difficulties, and contain suggested targets for development. However, in practice, they are not used sufficiently by teachers to support the pupils' learning, and activities in class rarely reflect the targets in the individual education plans. The needs of pupils who have statements of special educational needs are fully met.
36. The school provides a good range of extra curricular activities. Pupils participate in a number of after school activities, particularly sporting ones and a running club has recently been established. However, despite the best efforts of the school, some parents feel that the school is not providing a sufficiently interesting range of activities outside lessons. Pupils benefit from a good range of activities linked to their history and geography topics. For example, they visit Hathersall Lodge for a geography field trip and the Roman Museum at Ribchester. When pupils attend a residential visit to the Lake District, not only do they benefit academically, but they also have a good opportunity to develop their social skills as they live and work with one another.
37. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall but the provision for pupils' spiritual development is unsatisfactory. The planning of lessons makes little or no reference to spiritual development although some good examples were seen of teachers making use of incidental opportunities for promoting this area of learning. Examples were seen of pupils reflecting on their learning and celebrating the achievements of others and teachers shared these joys with them. During their play, pupils have few opportunities for moments of quiet reflection and contemplation. The playground is, at best, a forbidding environment with high metal

fences and razor wire on adjoining buildings and does little to engender a reflective attitude of mind.

38. Provision for pupils' moral development is satisfactory. Pupils address issues of right and wrong in their lessons and in the programme of personal, social and health education. They have a well-embedded code of behaviour towards each other and the school places an appropriate emphasis on the need for a morally inclusive climate of teaching and learning. School and class rules are regularly discussed and displayed prominently in classrooms. There is an emphasis on tolerance, respect and good manners and teachers act as exemplary role models in this respect. Younger pupils are fully aware of what constitutes acceptable behaviour and older pupils are responsible for and capable of self-discipline. Teachers provide their pupils with good opportunities for discussing moral issues, such as the impact of human behaviour on the environment, and the outcomes of this work are displayed effectively throughout the school.
39. Provision for pupil's social development is good, and pupils of all ages relate well to each other and they work harmoniously in their classrooms. The quality of the relationships between all individuals within the school has created a set of positive attitudes. Pupils are taught to be good citizens and are aware of the rights and needs of others in the wider community. There is a good sense of awareness of the social and cultural diversity surrounding the school and, during the course of the inspection, teachers were observed incorporating this into their teaching and discussions with the pupils.
40. Provision for pupils' cultural development is good. The curriculum celebrates the cultural traditions of the local area and the traditions of other cultures and incorporates this into many areas of work. Through art and music in particular, pupils are able to explore the wonders of cultural diversity and they also address these in their reading and writing. There are well-planned links between cultural development and work in history, in the study of settlers and invaders, for example. Pupils in Year 6 are able to discuss the moral dilemmas and cultural issues surrounding the movements of people in historic and modern times.
41. The school has good links with the community. Pupils from all classes have the opportunity to visit local places of interest. This extends their knowledge of the area and provides them with fulfilling experiences. Within the Foundation Stage, community links for pupils include bilingual support in lessons. The vicar is a regular visitor to school and presents assemblies for the whole school. Pupils visit the church to share in celebrations of Christian festivals and to present the school leavers assembly. Pupils in Years 1 and 4 have been involved in numeracy projects carried out at local supermarkets and restaurants. Through these projects, pupils have gained an understanding of the complexities of businesses that are dependent upon large numbers of customers being served in a short time. Pupils' writing experiences have been enriched through the generation of newspaper reports carried out in association with the local newspaper.
42. Pupils have been provided with an objective and increased awareness of the world of work. Year 4 pupils have taken part in an extensive study of people at work and this has provided many varied opportunities for raising standards in literacy. Visitors from the Royal Mail, the army and a hotel group have made presentations. Pupils later visited the hotel to share the experiences of running a lively business. Within this project, pupils learnt how to write letters, poems, menus and notices, and generated reports evaluating job qualities. The findings show that pupils of all abilities, including those with special educational needs and English as an additional language, benefited

from being involved in the project by improving their enjoyment of language, and increasing their motivation and enthusiasm to perform tasks and improve the presentation of their work.

43. Pupils visit the nearby home for the elderly to entertain them with carols and songs and to interview the residents about their memories of the Second World War. Links with other schools have provided opportunities for teachers and pupils to share experiences of the science and design and technology curricula. Members of the town football team organise football training sessions in school which provide further opportunities for pupils to develop their team skills. There are established arrangements in place with the local high schools to ensure the smooth transfer of pupils into Year 7. The school welcomes trainee teachers from the local university to undertake practical training in school.

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

44. The school provides very good levels of care. The pupils' well being, health and safety are the shared concern of all adults. The deputy head teacher is nominated to deal with aspects of child protection and is supported in this role by the head teacher and a member of the support staff. They have all received recent training, and staff are made familiar with the child protection policy through the staff handbook. There is a member of staff responsible for administering first aid, and several other suitably trained staff members provide support. First aid kits are placed in prominent positions about the school and a budgetary allowance ensures that they are kept well stocked. Accidents and bumps are promptly reported to parents, with entries in the accident book being subject to review by the governing body. The governing body and staff conduct a regular risk assessment of the premises. Any hazards are dealt with immediately. The school cleaners ensure that all desk surfaces are sterilised by wiping them down every night with antibacterial fluid.
45. The school's involvement in the Preston Education Action Zone initiative funds an excellent project called "The Breakfast Club". This involves organising a daily breakfast for a large number of pupils. This benefits pupils' learning by contributing to better levels of concentration and improved learning and achievement during lessons.
46. The school has recently introduced a number of good initiatives to monitor and improve attendance and punctuality but their impact is not yet being seen in the school's attendance statistics. The education welfare officer is a weekly visitor to school and is providing very good support for the teacher nominated to deal with attendance and welfare issues. Class teachers raise concerns and audits of registers are conducted to identify patterns of absence and provide opportunities for the improvement of poor attendance rates. Most pupils are responding well to the school's recent drive to improve punctuality by arriving at school at five to nine. The school is targeting pupils who have high levels of absence. The school effectively uses an outside agency funded by the Preston Education Action Zone initiative to contact the families of children who are absent from school without authorisation on the first day of absence, thereby providing a response by lunchtime.
47. The school has a very good whole school approach to the promotion and monitoring of good behaviour. Teachers and other adults reward pupils for good behaviour within and around the school. The head teacher holds regular meetings with the welfare supervisors whom he supports in the playground during lunchtimes. Where classes are moving through the school and, in particular, using the stairs, there is a high level of adult supervision that effectively discourages any silly behaviour. Pupils are publicly

rewarded for good behaviour, good work and good attendance at weekly celebration assemblies and are acknowledged on award displays throughout the school. Through these initiatives, and by clarifying the zero tolerance of unacceptable behaviour, the school has been successful in creating good behaviour in school.

48. Older pupils who need opportunities for self-expression are invited to join the head teacher's lunchtime running club and, through the guidance he provides, are benefiting from their close association with him. Younger pupils in need of support are encouraged to join the lower Key Stage 1 activities group, in which they are able to develop their self-expression through computer work, art, and using construction kits. Within this group, pupils who find it difficult to co-operate at free play with their classmates are learning to share resources and develop friendships under the guidance of the lower Key Stage 1 team leader.
49. Teachers know their pupils very well and provide them with satisfactory levels of personal support as well as academic guidance. During the inspection, teachers were very skilful in matching questions to pupils' abilities to respond, and in this way they promote the pupils' self-esteem whilst developing their academic abilities. The recent introduction of personal and group targets for all pupils provides an effective mechanism for monitoring academic and personal progress. In literacy groups, pupils are set specific targets against which they evaluate their progress in the form of "How am I doing?" responses. By virtue of her background and experience, the special educational needs governor acts as the school counsellor for the benefit of children and adults. She visits school weekly and, through referrals by parents through teachers, supports children who are experiencing difficulties brought on by events, such as bereavement. This level of concern for pupils' well being is indicative of the caring nature of the school.
50. The school's procedures for identifying pupils who have special educational needs are unsatisfactory and this means that a significant number of pupils who have learning or behavioural difficulties have not been identified as having special educational needs, and therefore do not receive additional support in class. The school does not have adequate assessment procedures to identify pupils who have English as an additional language and special educational needs as well.
51. Good use is made of two part-time special educational needs teachers, who work with groups of pupils in class, supporting them in their work. Pupils make better progress when they have this level of support, which helps them to focus on the ongoing task and to maintain concentration. In addition, the school benefits from the regular involvement of a teacher from the local education authority's Behaviour Unit, who works with small groups of pupils, helping them to manage their behaviour. This support is having a positive impact on the learning of these pupils.
52. Procedures for the assessment of pupils' academic performance are satisfactory overall but their use is currently unsatisfactory. Assessment information, especially for English and mathematics, is assiduously collected but the analysis of it to ensure that the curriculum matches pupils' needs is not fully developed. There are very limited procedures for assessing pupils' progress in the other subjects of the curriculum. Although there is some individual target setting, the school has not yet identified groups of pupils in each year group by ability and established a system of setting targets for improving their levels of attainment.
53. New systems are being put into place to allow the school to track the progress of individual pupils each year and subject co-ordinators are beginning to access this information to identify the strengths and weaknesses in teaching and learning in their

subjects. The progress of pupils from different ethnic backgrounds is being recorded so that closer monitoring can be carried out. Target setting is now widespread and target folders are present in each classroom. Learning objectives and targets are shared with pupils on a regular basis and pupils' knowledge of their own progress is at least satisfactory. Targets are also reviewed on a regular basis throughout the year.

54. Throughout the school, teachers' marking is accurate and generally supportive but does not consistently outline how pupils can improve their performance, especially in the core areas of literacy and numeracy. The assessment co-ordinator is well informed and has built up an impressive body of valuable information. The computer system in the school is not currently networked and this prevents individual teachers from inputting assessment data for their classes. The job of collating the large amount of information available falls solely on the assessment co-ordinator and this inevitably slows down the process of analysis and review. The school is moving towards the implementation of a coherent overall strategy to allow for a more consistent sharing of information.
55. The school analyses the results of the annual national tests taken by pupils at the end of each key stage and the optional tests for pupils in Years 3, 4 and 5. This is beginning to provide valuable information and an analysis of mathematics and reading scores undertaken by the Sure Start Project in local schools indicates that results are improving in the school. Throughout the school, planning is based on recommended schemes and programmes of work and this is beginning to contribute to the improvement of achievement against national standards.

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

56. Good links exist between the school and the parents. These have been maintained since the time of the last inspection. In general, parents are pleased with the work of the school. Almost all parents responding to the survey believe that the school expects their children to work hard and to achieve their best, and that their children are making good progress in school. They also acknowledge that teaching is good and that the school is now well led and managed. A small number of parents do not feel that they are kept sufficiently well informed about how their children are getting on and would like to see the school working more closely with parents, although almost all would feel comfortable about approaching the school with questions or a problem.
57. The school has satisfactory levels of communication with parents. These are maintained through the governors' annual report to parents, newsletters, notices and letters to parents. The school has a parent co-ordinator, who has involved parents in the generation of the home-school agreements that have been signed by most parents. The school's open door policy ensures that parents have ready access to the head teacher, and that staff are available at the beginning and end of the school day to resolve any concerns that parents and carers may have. Some parents are volunteer helpers. They make toast at break time for all the children and a number accompany pupils on school trips. Parents are formally invited into school on three occasions during the year to discuss the progress of their children. Annual reports to parents of pupils' progress are of very good quality and provide parents and pupils with a wealth of specific and relevant information. The school helps a number of parents who are pursuing further education qualifications by providing support and resources and it plans to introduce English classes for parents whose first language is not English.
58. Parents' involvement in the education of their children and their involvement in the work of the school is satisfactory. Many parents listen to their children practising their

reading and encourage them to fulfil their homework tasks. There is, however, some confusion amongst parents about the school's homework policy. Some parents would favour the use of a homework diary to co-ordinate homework activities, although a number of parents are dissatisfied with the amount of homework that their children are given. Many parents would like to see a Parents' Association or similar body so that they could help the school to raise funds. Parents, grandparents and teachers have been involved in the "people on the move" project undertaken by Year 3. This project has considered the geographical, economic and social considerations involved in moving from one country to another. Adults, from Pakistan, India, Ireland, Scotland, and Africa have shared with pupils their own experiences of moving from one culture to another. Pupils have written reports of interviews that, together with photographs and maps, have been used as classroom displays for the promotion of social understanding and related curricular activities.

59. The school works extremely hard to involve parents of pupils who have special educational needs in the education of their children. However, despite the best efforts of the special educational needs co-ordinator, parents are often reluctant to come to school to talk about their children's progress and to agree the next stage of their learning programmes. The school provides parents with all of the necessary information, and parents of pupils who have statements are fully consulted about the provision made by the school and the local education authority.

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

60. The quality of leadership in the school is now good but there are some weaknesses in aspects of management. The local education authority, governing body and staff have worked hard to minimise the difficulties caused by the changes in leadership. The deputy head teacher worked very hard to make sure that the school made satisfactory progress since the last inspection. The quality of leadership has improved since the last inspection in 1999 with the appointment of a new head teacher at the beginning of this term. He provides strong leadership and a clear vision for the future development of the school. During the six weeks he has been at the school, he has gained the respect of both teaching and support staff and accurately identified the main strengths and weaknesses of the school.
61. Prior to the new head teacher's appointment, the school's systems for monitoring and evaluating its performance and diagnosing its strengths and weaknesses were unsatisfactory and currently remain so. A good range of appropriate strategies to improve standards is now in the process of being implemented. The individual strengths of teachers are being recognised and steps are being taken to unite everyone so that all school policies are fully implemented and adapted to meet the pupils' needs. The senior management team has worked hard both to develop the school and to provide continuity through the changes in leadership. However, they all have heavy management responsibilities in addition to class teaching commitments and this makes it difficult for them to carry out all aspects of their roles effectively. The head teacher recognises this and is in the process of using effective performance management strategies to review the structure and function of key staff. Most policies are successfully implemented across the school but the policies for homework and for marking are not consistently applied.
62. The crucial role of the subject co-ordinators in monitoring standards of teaching and learning has not been effectively developed in recent years. This weakness has resulted in a failure to clearly identify areas for improvement and missed opportunities

for teachers and staff to share good practice. As a result, there are inconsistencies in the quality of teaching in some subjects and between some year groups and standards and progress vary from class to class. The new head teacher has recognised the need to improve the quality and effectiveness of monitoring procedures. He has already strengthened the role of subject co-ordinators by providing more opportunities for staff to monitor the quality of teaching in each subject and to look at the quality of learning and achievement. The school has benefited from some good quality external monitoring of the teaching of both literacy and numeracy. Procedures for appraisal and performance management are in place.

63. The provision for pupils with English as an additional language is well managed to directly benefit the pupils with most need but the range and quantity of resources are unsatisfactory. Teachers provide their own resources for the multi-cultural room and there is currently no annual budget for resources for English as an additional language.
64. School improvement planning is now satisfactory but in the past it has been closely linked to the key issues identified in the three inspection reports on the school since 1996. The new head teacher has begun work on a new plan, which is based on his observations plus opinions gathered from staff through interviews and a questionnaire. Governors will also have an opportunity to contribute their ideas. These good levels of consultation have resulted in a good quality interim plan that has realistic targets designed to raise standards with estimated costings and criteria by which to judge success.
65. Although the needs of those pupils who have statements of special educational needs are fully met, the provision for pupils who have special educational needs is unsatisfactory overall. There are weaknesses in the school's mechanisms for identifying pupils who have special educational needs and, as a result, the school is under-estimating the number of pupils who are in need of learning support. One of the difficulties the school has, is identifying those pupils who have both special educational needs and who also have English as an additional language. The school has not explored the possibility of finding ways of testing pupils who have English as an additional language to establish whether they also have special educational needs. The management of special educational needs is unsatisfactory. The special educational needs co-ordinator is a full-time class teacher, who also has a significant management responsibility within the school. This means that she has very little time to give to special educational needs and, as a result, some of the paperwork is poorly organised. Individual education plans are written in conjunction with class teachers but are not numbered, making it extremely difficult to track the progress and achievement of individual pupils.
66. The Governing Body has worked hard to help the school through its leadership difficulties over the past few years and to successfully maintain its statutory duties. Governors are very supportive of the school and want it to improve. They have a well-established committee structure, which is successful in helping them gain an overview of the school. The strategic planning of finances, however, is unsatisfactory. Current procedures for ensuring that the school budget is spent so that the best value for money is achieved are unsatisfactory. Following external advice, governors have been reluctant to spend their large carry forward figure over the past few years and spending has not been linked closely enough to school development targets. This has resulted in a large surplus of funds and a shortfall in a range of important learning resources. This has adversely affected learning and achievement in some subjects, especially information and communication technology. The recently appointed head teacher recognises the need to use the large surplus to fund the education of current pupils and is working with the governing body and staff to establish an effective school

development planning process that links spending to clearly identified targets for improving standards further. Specific grants are used effectively for their designated purposes, particularly to support pupils who are learning English as an additional language. The funds from the Education Action Zone are spent very well to support the needs of pupils in the school. The “Breakfast Club” and the deployment of two extra teachers in the Year 6 classes are two very good examples of the project directly helping pupils.

67. Staff development programmes are effective in identifying the needs of both individuals and the school. Newly qualified members of staff usually work alongside a colleague, planning their teaching together. Whilst this has proved effective, the head teacher is now planning to extend this to incorporate more formal induction programmes, involving some non-teaching time, monitoring and regular evaluation based on established criteria.
68. There is a satisfactory match of teachers and support staff to meet the needs of the curriculum. Support staff are well deployed, often working closely with groups of pupils in class. This is especially beneficial in the Foundation Stage and Key Stage 1, where pupils with English as an additional language are making good progress in the acquisition of English.
69. The accommodation has some weaknesses and in some aspects is unsatisfactory. Overall space for outdoor play is too small for the numbers of pupils on the school’s roll. The playground is very small and rather daunting with bland brick walls and a lack of quiet sitting areas. The play area for the Nursery children is restricted and playground space for the other pupils necessitates split break times, so as to reduce congestion. A lack of outside play facilities and playing field prevents pupils being able to play a full range of games. Internally, classrooms are built around a central open area. On the ground floor, the hall has supporting pillars that inhibit free movement in activities such as gymnastics. The proximity of classrooms and lack of adequate insulation means that noise created during physical education activities and the movement of furniture for the use of the hall as a dining area affects pupils’ learning. Display material is well used and is of good quality and this compensates for some of the re-decoration the building requires.
70. The school is inadequately resourced to fully meet all the needs of the National Curriculum and some aspects of the Foundation Stage curriculum. The range of games and construction equipment for children in the Nursery class and the Reception classes is unsatisfactory overall despite the best possible use being made of what is available. In Key Stage 1 and 2, the school does not have an adequate supply of books in the library or classrooms for pupils of all ages and abilities, including those with special educational needs and those who are learning English as an additional language. The school is poorly resourced to develop pupils’ skills and understanding of information and communications technology, both in terms of computers and software. In physical education, there is not enough small apparatus that can be used by pupils of all ages, including the under-fives. Music resources are inadequate. The range of instruments is barely satisfactory and the quality and condition are poor. There are insufficient ethnic and tuned instruments for class participation and this adversely affects pupils’ musical development.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to improve standards further and improve some aspects of the quality of education provided for all children in the school, the governing body, head teacher, senior management team and teaching and support staff should:

### 1) raise standards in English, mathematics and science by:

- making better use of assessment data to identify pupils in each year group according to whether or not they are higher attaining, average attaining or lower attaining pupils and setting targets to raise their standards that are reviewed at least annually (*paragraphs 31, 134, 149, 151, 156*);
- developing a clear policy for developing pupils' speaking and listening skills in each subject (*paragraphs 24, 32*);
- Using available funds to improve the range, number and quality of books, both fiction and non-fiction and to support learning in each subject (*paragraphs 6,32,96*);
- Developing planning so that links are identified between literacy and numeracy and subjects across the curriculum (*paragraphs 25,26,128*);

### 2) raise standards in information and communication technology and music by:

- improving the knowledge and understanding of staff (*paragraphs 22,26,155*);
- investing in suitable equipment and software and ensuring that staff and pupils are familiar with how to use them (*paragraphs 70, 150-156*);
- making sure that the use of information and communication technology is incorporated as part of the planned work in each subject across the curriculum (*paragraphs 150-156*);

### 3) improve the management and provision for pupils with special educational needs by:

- reviewing the role of the special educational needs co-ordinator so that expectations are clearly established and regular reviews of performance occur in accordance with performance management strategies (*paragraphs 35,65,110,128*);
- providing sufficient non-contact time for the policy and practice of special educational needs in the school to be evaluated and a new policy written and implemented in accordance with national policy and local guidance (*paragraph 65*);
- improving the way in which pupils with special educational needs are identified and finding ways of separating pupils with needs for English as an additional language from those with learning difficulties (*paragraphs 8,30,50,65*);

**4) improve the quality of leadership and management by:**

- ensuring that current plans to strengthen the role of the senior management team and the co-ordinators are rigorously pursued so that the strengths and weaknesses in each subject can be accurately identified and variations in the quality of teaching removed (*paragraphs 61, 62*);
- reviewing and implementing the school's policies for marking and homework so that they are consistently applied across the school (*paragraphs 31, 61*);

**5) improve aspects of the financial management of the school so that the range and quality of resources are improved by:**

- devising effective strategies for managing the budget so that the identified weaknesses in resources are rectified (*paragraph 66*);
- improving the use of grants for English as an additional language so that there is an annual budget for building up and maintaining resources to support learning (*paragraph 74*);
- developing an effective system so that the extent to which the principles of best value are applied in the school securing the best value for money in the purchase and use of resources (*paragraph 66*);

**6) improve attendance and reduce absence by:**

- continuing to implement the good strategies for monitoring and tracking the attendance of all pupils and targeting those causing greatest concern (*paragraph 46*).

**Additional minor issues that might be included in the school's action plan:**

- formalise the way children's progress in the Nursery class is recorded (*paragraph 77*);
- provide more planned opportunities for pupils in Key Stage 2 to develop their skills of independent investigations (*paragraphs 122, 126*);
- consider ways of strengthening opportunities for pupils to develop their sense of spirituality through subjects across the curriculum (*paragraph 37*);
- develop and improve the awareness of all staff of some key aspects of the beliefs and lifestyle of pupils from other cultures (*paragraph 75*).

## THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

72. The majority of pupils attending the school (59%) require support for English as an additional language. The main languages spoken at home are Gujarati, Punjabi, Urdu and Telugu/Bengali. When these children start school in the Nursery class, most (90%) have a very poor knowledge and understanding of English. As a result of good teaching by class teachers and English as an additional language support staff in the Nursery class and Reception classes the children improve their ability to speak and listen to others in English. Good use is made of staff with bilingual skills to develop the children's knowledge and understanding of reading. Despite this good progress, by the time the children start Year 1, the level of development of their communication, language and literacy skills falls well below the targets of the early learning goals. In Key Stage 1 (Years 1 to 2), pupils with English as an additional language have good support provided by English as an additional language staff and this maintains good progress particularly in their writing and reading skills. The progress in speaking and listening, although satisfactory, is not as rapid as in other aspects of English. This is because only some class teachers make enough use of strategies in lessons that encourage pupils to develop their confidence to speak. The restricted vocabulary of many pupils reduces their ability to participate in discussions and this is noticeable in lessons by their quietness. When discussions do take place, boys tend to dominate them. The high percentage of pupils with English as an additional language reduces the overall attainment of pupils in each of the subjects assessed in the end of key stage National Curriculum tests. This is a significant factor in the poor test results compared to pupils in schools nationally and in comparison to similar schools based upon the percentage of pupils eligible for free school meals.
73. In Key Stage 2 (Years 3 - 6), the needs of pupils decline as the pace of learning English increases. By the age of eleven, the majority of pupils who started school with the need for support for English as an additional language have caught up with national expectations for their age, except in speaking and listening where they are still not performing as well as expected for their age. A significant percentage (10%), however, still have some difficulties with reading and writing that are directly linked to restricted knowledge and understanding of English. These pupils do not do as well as other pupils in end of key stage National Curriculum tests as a result, even though in mathematics and science, their actual understanding is often in line with expectations. The use of English in the tests makes it hard for these pupils to demonstrate their capabilities.
74. Throughout the school, the staff are caring and sensitive to the needs of pupils with English as an additional language. The support staff are well led by a knowledgeable and skilled teacher who is responsible for English as an additional language and local education authority support is effective. Despite the good quality of teaching, the resources delegated to the school to support English as an additional language have not, until very recently, been spent as well as they could be. The range and quality of resources for teachers when they support pupils with English as an additional language are poor. A good initiative has recently been taken to create a multi-cultural room but staff currently provide most of the resources. The new head teacher has already moved to rectify this situation and strategic planning for grants for English as an additional language is established so that suitable books, computer software and other essential equipment can be purchased as funds allow.
75. Throughout the school, the caring and supportive ethos ensures that levels of racial and cultural harmony are good. Some teachers' knowledge of the cultures of some pupils is weak but, despite this, every effort is made to value the different cultural

backgrounds of pupils. As part of the curriculum for geography, for example, pupils in Year 3 looked at other countries and learnt about the origins of local people as part of local history. The behaviour and attitudes of pupils requiring support for English as an additional language are the same as all other pupils, being good, and very good relationships are successfully promoted.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	21	43	26	3	1	3

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)	26	348
Number of full-time pupils eligible for free school meals	0	115

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	8	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	204

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	58

### Attendance

#### Authorised absence

	%
School data	9.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	27	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	16
	Girls	22	22	23
	Total	39	37	39
Percentage of pupils at NC level 2 or above	School	76 (65)	73 (73)	76 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	23	22	23
	Total	38	38	41
Percentage of pupils at NC level 2 or above	School	75 (58)	75 (73)	80 (75)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	21	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	23
	Girls	15	9	15
	Total	31	21	38
Percentage of pupils at NC level 4 or above	School	66 (53)	45 (42)	81 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	11	19
	Girls	10	7	9
	Total	26	18	28
Percentage of pupils at NC level 4 or above	School	55 (62)	38 (44)	60 (73)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	103
Pakistani	97
Bangladeshi	4
Chinese	0
White	111
Any other minority ethnic group	29

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

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

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

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	23.52
Average class size	24.84

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

Total number of education support staff	12
Total aggregate hours worked per week	67

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	52

Number of pupils per FTE adult	8.66
--------------------------------	------

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	1
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	1999-2000
	£
Total income	712448
Total expenditure	725914
Expenditure per pupil	1941
Balance brought forward from previous year	90,766
Balance carried forward to next year	77300

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

175

Number of questionnaires returned

103

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	0	2
My child is making good progress in school.	52	44	1	2	1
Behaviour in the school is good.	23	67	5	2	3
My child gets the right amount of work to do at home.	37	46	13	2	2
The teaching is good.	72	21	4	0	3
I am kept well informed about how my child is getting on.	60	30	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	31	62	3	2	2
The school expects my child to work hard and achieve his or her best.	68	28	2	0	2
The school works closely with parents.	32	56	5	2	5
The school is well led and managed.	27	62	5	0	6
The school is helping my child become mature and responsible.	51	39	6	0	4
The school provides an interesting range of activities outside lessons.	45	39	9	0	7

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

76. Children enter school with well below average levels of attainment in all the areas of learning but especially in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. A high proportion of the children speak little or no English. Although good quality teaching and a wide range of experiences provided in the Nursery and the two Reception classes enable the children to make good progress, which is especially rapid in the Nursery, few attain the early learning goals before they enter Year 1.
77. The Nursery and Reception teachers have worked well together since the previous inspection to develop a coherent curriculum for the Foundation Stage, and sound improvements have been made. Experiences are planned which are carefully chosen in order to help the children towards the achievement of the early learning goals. Weaknesses, however, remain in the recording of children's progress, especially in the Nursery. These are not sufficiently formalised or consistent to provide detailed or accurate monitoring of the children's progress or identification of their specific needs. Staff have recently started to maintain notebooks, recording observations throughout the day. This is good practice and is to be encouraged.
78. The children, especially those with special educational needs and those with English as an additional language, benefit from the high level of adult support in these classes. The support staff are all very committed and closely involved in the planning of activities. They have a good understanding of the needs of young children and make an invaluable contribution to the good progress made throughout the Foundation Stage.

### **Personal, Social and Emotional Development**

79. Many children enter the Nursery with very poor social skills. Most of the difficulties experienced by the children come from their lack of language and communication skills and a poor background in play experiences. The result is a loss of confidence in developing social relationships. The prevailing calm, secure atmosphere, the adult care and the good quality of teaching in the Nursery and the Reception classes help the children to make good progress. By the time they reach Year 1, though, most still have not reached the target for personal and social development in the early learning goals. They do learn, however, learn how to take turns and share during their outdoor play sessions or in teams in physical education. They learn to play and work together, allotting and accepting different roles and tasks in the classroom cafés. The younger children become more confident at choosing from a range of activities and many of the older ones can be relied upon to remain on task and work independently without adult support, sometimes co-operating with a friend. They also learn how to dress and undress and to manage their own personal hygiene, which many find difficult when they first come to school. Staff provide a good role model for children so that they learn how to relate to others.
80. Children begin to understand that groups of people need to agree and accept values and codes of behaviour. Reception children, for example, are helped to build up a list of class rules during circle time. Good experiences are provided to encourage understanding and respect for the different cultures in the society around them. Divali, Eid and Christian festivals are celebrated. The Nursery children's dressing up clothes

are multi-cultural. One mother visits the Nursery class and paints the children's hands in a traditional manner.

### **Communication, Language and Literacy Skills**

81. A high proportion (almost two-thirds) of the children have very poor speaking and listening skills when they enter the Nursery at the age of three. Many do not speak or understand any English and others have only a limited vocabulary and speak in short sentences or phrases. So, although good progress is made, only a small minority attain the early learning goals in this area by the end of the Foundation Stage. A strong emphasis in all classes is placed on the acquisition of speaking and listening skills, with good use being made of all the adults available. Teachers and support staff, frequently work with the children in small groups, joining in with their activities and focusing on the extension of their vocabulary. Sometimes, however, they overlook opportunities that arise for children to extend their sentences or to correct constructional errors by accepting single word answers.
82. The quality of teaching and learning is good. Children are provided with many opportunities to experiment with writing and making marks on paper. The Nursery children "write" orders taken from the menu in the café and a minority are able to write their own names legibly. These skills are developed in the Reception classes where the higher attaining pupils make good use of their phonic knowledge to write a short sentence unaided.
83. Children are familiar with a range of songs and rhymes, and learn some of the words in Gujarati as an extra enrichment. They thoroughly enjoy listening to stories, which are well chosen to match their interests. The very attractive displays in the two Reception classes, illustrating the "Dear Zoo" story, generate much interest and are used well by the teachers to extend the children's comprehension and enthusiasm for books. Children in the Reception Year "read" stories from picture books with the higher attainers beginning to recognise some words on sight. They are also becoming familiar with the letter sounds at the beginning and end of words.

### **Mathematical Development.**

84. Staff work hard to promote mathematical skills, understanding and language through structured play and numeracy sessions. Good progress is made towards the achievement of the early learning goals, although most children do not attain these by the end of the Foundation Stage.
85. The quality of teaching and learning is good. Teachers have a good understanding and knowledge in this area and focus well on the correct use of mathematical language appropriate to the children's age. All classrooms exhibit a range of number lines and wall displays, which are used effectively to help children count and order numbers. Good use is made of number rhymes and games, with the children in Reception, for example, having enormous fun playing "Five in the Bed". The Nursery children are helped to make and count the spots and legs on their felt ladybirds and they learn about volume and capacity when playing with the sand and water. The Reception teachers, in their carefully sequenced numeracy lessons, apply a variety of strategies to introduce and reinforce the concept of subtraction, such as rhymes and games of skittles. They then supply further practice by providing individual tasks that are well matched to the differing abilities of the children.

## **Knowledge and Understanding of the World**

86. Many of the children enter the Nursery with very limited experience in this area of learning. Although the quality of teaching is good and ensures good progress, a large majority of children do not achieve the early learning goals by the end of the Foundation Stage because many have a very limited range of experiences outside school.
87. The teachers are providing many good, imaginative opportunities for the children to widen their knowledge and understanding, but are often restricted by a lack of resources both in school and in the immediate environment. Visits are made to a farm, the seaside and the zoo as good enriching experiences but more non-fiction books and collections of pictures and posters are needed, not only to widen the children's knowledge but also to contribute positively to their language development.
88. Children express interest and excitement in the mini-beast environment, which has been set up in the Nursery, where they can search for the model insects under stones and flowerpots. Through this activity, they are acquiring an awareness of the nature of small creatures and their habitats. This knowledge is further extended when they create their own ladybirds. Large collage pictures in the Reception classes illustrate journeys and directional paths through places such as Blackpool Zoo, identifying the main physical features. This represents a very good introduction to map making, especially when the concepts are reinforced by active participation in the practical, fun situation of following directional arrows around the school in search of the class teddy bear.
89. There are various forms of constructional toys, such as sticklebricks, cogwheels, train sets and jigsaws, but the quantity and range of these are inadequate. For example, there is not a wide enough assortment of type and sizes of building bricks. Too few opportunities are available for children to use the computer and the progress they make in acquiring basic information and communication technology skills is limited. A programmable toy, introduced into the Reception classes, is met with great enthusiasm and the basic principles of programming are quickly understood.

## **Physical Development**

90. Children make good progress in their physical development but only a minority attain the early goals by the end of the Foundation Stage. The quality of teaching is good. Activities are well organised so that pupils have a good range of activities to promote their physical development. Children learn to run, walk and ride their tricycles and scooters with good levels of control and awareness of space. The children in the Nursery play on the climbing frame and slide with enjoyment and confidence. The adults have devised a very challenging obstacle course, which is increasing the children's sense of balance and control using various body movements and positions. Facilities for regular physical education lessons are more restricted in the Reception classes, but the children continue to progress well, and are able to travel in different directions, skipping, running and walking and stopping with good co-ordination and control. Most are able to throw and catch a bean-bag with a satisfactory degree of accuracy.
91. Good emphasis is placed on helping children to develop fine motor skills. Adults teach them how to hold scissors, pencils and brushes, and devise interesting activities for the children to practise these skills. In the Nursery, for example, the children model with playdoh, using cutters and scissors, and cut out different shapes of felt and paper to make their ladybirds. This expertise is developed well in Reception with further collage and modelling experiences.

## **Creative Development**

92. Despite the good quality of teaching and learning, many children do not achieve the early learning goals by the time they start Year 1. A variety of suitable experiences are provided for children, but a narrow range of resources restricts some of the activities available.
93. There is good provision for role-play. The home corners are well equipped and the teachers use these imaginatively to create different learning experiences. The areas can become, for example, a café where the children adopt roles as waiters, customers and cooks, taking and serving orders. Children have opportunities to use paint creatively, with brushes, sponges and blocks for printing or making bubble pictures. The Nursery painted an attractive frieze in the style Kandinsky. The children thoroughly enjoy singing simple songs from memory and are provided with opportunities to experiment with sound and rhythm through use of a small range of musical instruments.

## **ENGLISH**

94. Inspection evidence indicates that standards in all aspects of English are below national expectations at the end of both Key Stage 1 and Key Stage 2. The performance of pupils indicated by the end of key stage National Curriculum test results for Key Stage 1 and 2 need to be treated with caution. This is because of the impact upon test results of the high percentage of pupils with English as an additional language and also the significant number with special educational needs.
95. Whilst standards remain the same as at the last inspection, the national test results indicate that there has been steady improvement in the percentage of pupils achieving the standard expected for both seven- and eleven-year-olds. Results at the end of Key Stage 2 have risen faster than the national trend between 1998 and 2000. However, in Year 2000, standards in reading and writing at the end of Key Stage 1 were below those in similar schools whilst in Key Stage 2 standards in English were in line with the average for similar schools. When compared to the results of all schools nationally, pupils' performance in 2000 in reading and writing at the end of Key Stage 1 and in English at the end of Key Stage 2 were well below the national average. Inspection evidence is that most pupils make satisfactory progress from the very low level with which they start school and the majority are achieving in line with their ability. The exception is the progress made in Key Stage 2 by pupils with special educational needs where unsatisfactory progress occurs. This is because not all pupils with special educational needs have been identified, particularly when English is not their first language and because of this suitable support is not always provided.
96. In speaking and listening, standards are below national expectations at the end of both key stages. Teachers and support assistants work hard to encourage pupils to join in discussion in both introductory and plenary sessions. Most question the pupils well. However, in some classes a small number of pupils dominate the discussion whilst others say nothing. No monitoring of pupils' contributions was observed, so teachers have no record of the speaking skills of individual pupils. Support assistants are often successful in engaging the group for whom they are responsible in discussion alongside the class teacher. The best examples of speaking occurred in a Year 1, a Year 2 and a Year 5 class. In Year 2, the pupils responded well to acting out words ending in 'ly'. They responded enthusiastically and, in their excitement, became much more confident in their speech. In Year 5, the pupils had to question the teacher who had taken on the character of Bhalloo from their 'big book'. This proved a very effective

way of motivating all the pupils to speak. Classes perform at Christmas assembly, but there are limited opportunities for pupils to take part in regular drama and role-play.

97. With the exception of one class, pupils across the school behave well in class discussions and appear to listen to their teacher. However, for some this is a passive activity and they do not respond sufficiently. Few activities were observed that focused specifically on listening skills. Planning does not include sufficient reference to these activities as part of class lessons. Pupils with English as an additional language are well supported by specialist staff but most class teachers have less understanding of their particular needs.
98. Standards in reading are below national expectations at the end of both key stages. There are able readers in each year group, but there are also a high number of pupils throughout the school whose standards are lower as a result of their special educational needs or lack of English.
99. In Key Stage 1, sufficient emphasis is placed on the learning of letter sounds and work on this is included as part of most lessons. Most pupils have a sound knowledge of phonics. In addition, pupils are given 'key words' to learn which helps them to progress in their reading. Reading books are usually well matched to pupils' needs but higher attaining readers are not always given sufficiently challenging books to read. Good use is made of 'big books' in class sessions to highlight aspects of reading, such as punctuation and speech. Guided reading is also well used but provides insufficient opportunity for teachers to listen to pupils read, particularly those of lower ability. Whilst some parents are happy to hear their children read, a significant number do not and this cannot be relied upon as a means to helping progress in reading. The school library is on the first floor of the school, and so is not easily accessible to Key Stage 1 pupils. The school is hoping to build a new library area downstairs for Key Stage 1 pupils.
100. In Key Stage 2, pupils continue to participate in guided reading and 'big books'. These are both well used to introduce pupils to fiction and non-fiction books. Whilst some higher attaining readers in Year 6 are reading books, such as 'The Hobbit' and the 'Harry Potter' series, too few books are available for individual reading and many of these are in poor condition. In addition, the school library is not well resourced for the number of pupils in the school. In a school where many pupils have limited access to books at home, the budget for the purchase of new books has been too low. At the moment there is too much reliance on acquiring books through 'free' schemes provided by food manufacturers and supermarkets. Books that have been purchased reflect a good range of cultures and types of book – for example poetry, information and instructional. Pupils make some use of books to find out information, but there are insufficient reference books in school to allow these skills to be properly developed. Teachers do record the books read by pupils and check that they are reading a range of books. Reading records include too few references to specific difficulties experienced by pupils, and this lack of detail is inhibiting the progress of some pupils.
101. The school has recognised that although many pupils can read words accurately, comprehension skills in Key Stage 2 are less well developed. Teachers are addressing this issue by offering more opportunities for pupils to undertake formal comprehension exercises. In addition, there are some good examples of linking reading to writing in work, such as the designing of book jackets in Year 2 and writing in the style of Roger Hargreaves in Year 4. There are some examples of book reviews written by Year 6, but this skill is underdeveloped.

102. Standards in writing are also below national expectations at the end of both key stages but pupils make satisfactory progress from the low level of entry to Year 1. Formal skills are well taught throughout the school. A handwriting scheme is well used, and most pupils produce neat well-formed handwriting. As pupils move through the school, joined-up handwriting is introduced and in Years 5 and 6 most pupils begin to develop their own styles. Teachers use neat and legible styles – particularly in attractive displays around the school. However, some teachers do not provide a good role model for pupils by demonstrating their own neat handwriting during lessons.
103. Standards in spelling and punctuation are also satisfactory at the end of both key stages. Pupils in Key Stage 1 use their phonic knowledge well to build recognisable words, and most can use full stops and know where to put capital letters. This is well demonstrated in their weekly news. In Year 1, pupils demonstrate both formal and imaginative skills in their letters from Goldilocks to the Three Bears apologising for breaking in to their house. Year 2 show good reporting skills in their work on memories of Year 2 linked to a patchwork quilt. Their wanted posters of monsters provide further opportunities to use their skills in an imaginative way. There is a good range of worksheets used in Key Stage 1. However, these are not used effectively as they are not dated and fail to provide sufficient evidence of progress or demonstrate the systematic development of skills.
104. In Key Stage 2, pupils continue to develop formal skills of writing through the use of a mixture of worksheets and formal textbooks. Once again, many worksheets are undated and progress is difficult to measure. Progress is not consistent throughout the key stage and in Year 3, teaching is less effective and pupils make slower progress as a result. Pupils do not build sufficiently on the standards achieved at the end of Key Stage 1. By the end of the key stage, the standards of around two-thirds of the pupils match national expectations for their age with a small minority exceeding it. Pupils produce a good variety of writing. For example, they understand the difference between autobiography and biography and produce good examples of each. Their recent play scripts about Goldilocks and the Three Bears show good understanding of this style of writing. The story of the Wizard of Oz is clear and well written. Some poetry is not so well written as pupils concentrate on rhyme rather than shape. Their work demonstrates a sound knowledge of formal skills, which are used effectively in both formal and creative writing. Literacy skills are well used across the curriculum in subjects, such as geography and history.
105. In both key stages, not enough use is made of information and communication technology in the drafting process. Pupils have not yet been taught the skills to move text and how to edit and improve their creative writing. Too often, only word processing skills are used to produce a final copy, although these are often made attractive by a good use of a variety of fonts.
106. The literacy hour has been successfully introduced throughout the school and is having a positive impact on standards of reading and writing. Each lesson has a clear learning objective, which is shared with the pupils. Introductory sessions are sometimes over long, however, with pupils having to stay for too long sitting on the carpet. This is particularly true in Years 5 and 6, where the older pupils find it difficult to sit comfortably – and would rather use their chairs. In most activity sessions, work is suitably matched to pupils' needs apart from one Year 3 class where teaching is of a poor standard. The plenary sessions at the end of each lesson are used effectively throughout the school and provide pupils both with an opportunity to feed back to the rest of the class as well to consider whether the learning objective for the lesson has been met.

107. The quality of teaching and learning in Key Stage 1 is good and promotes good progress from a very low starting point. In the very best lessons, the teachers use a lively and animated approach with the emphasis in the introductory session on encouraging speaking and listening. Strong relationships exist between teachers and their class and lessons are of good pace with high expectations. Support assistants are well used and the classes are well managed resulting in good behaviour.
108. In Key Stage 2, the quality of teaching and learning is satisfactory overall although in the lessons observed there were variations between classes. It was poor in one Year 3 class where the teacher has failed to establish a relationship with pupils and struggled to manage their behaviour. In other classes in the key stage, relationships are very good and pupils achieve the good standards of behaviour expected of them. Teachers are encouraging and are keen to reward good work and progress. The quality of marking is inconsistent – varying from ticks and crosses to detailed analyses of the pupils' work. Previous performance is not yet being used sufficiently in planning or for the setting of individual targets.
109. Most pupils are well-behaved in class and are very keen on all aspects of their English work. Pupils are very keen to read and show enthusiasm for both their 'big book' work and guided reading. Most take care over their written work and understand the importance of good presentation. They take turns in discussion and do not interrupt one another. Where there are good opportunities offered by the teacher, pupils will participate well in discussion – but in many classes, only a few pupils participate.
110. The subject co-ordinator has many responsibilities within the school. She works hard, but does not have the time to maintain an overview of literacy work across the whole school. As the school seeks to develop the monitoring and evaluation of both teaching and standards, this is likely to become an overwhelming task, which cannot be undertaken alone.

## **MATHEMATICS**

111. In Key Stage 1 and 2 the performance of pupils indicated by the end of key stage National Curriculum test results need to be treated with caution. This is because of the impact upon test results of the high percentage of pupils with English as an additional language and also the significant number with special educational needs.
112. In comparison with schools nationally, standards in mathematics are the same as they were at the time of the last inspection in 1999, but between 1998 and 2000, standards have risen in terms of the percentage of pupils achieving the standards expected nationally for eleven-year-olds. The end of Key Stage tests in mathematics in 2000 indicated that pupils' attainment is well below national average at the end of both key stages. In comparison with similar schools, pupils' performance is in line with national averages at the end of Key Stage 1, but well below national averages at the end of Key Stage 2. There is no significant difference in the attainment of boys and girls. The present inspection findings indicate that by the end of both key stages, pupils' attainment is below national expectations and, although pupils make good progress in Key Stage 1 rising from a very low standard when they start Year 1, most seven-year-olds are still underachieving.
113. By the end of Key Stage 1, standards are below the national average overall although most pupils have a satisfactory, and sometimes good, understanding of number. The majority of pupils in Year 2 can count forwards and backwards and recognise odd and even numbers. The highest attaining pupils use their knowledge of pattern in number

work to check their answers. For example, they know that when counting in tens the answer ends in zero. Most pupils have a satisfactory understanding of place value and a few of the more able pupils, even in Year 1, understand place value of digits in 3 and 4 figure numbers. The majority of pupils have a satisfactory understanding of fractions and most understand that fractions involve equal parts of a whole. Good use of questioning by the teachers in mental sessions develops pupils' thinking and encourages the more able to look for patterns in their number work. Most seven-year-olds have a satisfactory grasp of shape, space and measurement though this aspect of mathematics is not given as much emphasis as number work. Most pupils in Year 2 can name two-dimensional shapes. The small number of the more able pupils can name three-dimensional shapes and use appropriate mathematical vocabulary to describe their properties, such as the number of faces and edges on different shapes. Pupils measure mass, length and volume in appropriate standard measurements. Most pupils tell the time using quarter-past, half-past and quarter-to the hour and a few pupils are able to convert analogue to digital time.

114. By the end of Key Stage 2, standards are still below the national average although progress is satisfactory overall. The majority of pupils have a satisfactory knowledge and understanding of number. Most pupils understand place value in number up to 1000 and can add and subtract accurately. The tasks set for pupils in years 3 and 4 are sometimes unnecessarily repetitive and distract from pupils' learning. The good teaching in Years 5 and 6 encourages pupils to use a range of mental methods of calculation, such as rounding up the figures and subtracting the differences. The teaching also encourages pupils to learn to estimate their final answer, hence avoiding gross errors. Most pupils can add and subtract decimals – the exception being the less able pupils who have difficulty even with single decimal sums. Most pupils can add simple fractions and interpret co-ordinates in the first quarter. Many pupils by the end of Key Stage 2 have a satisfactory understanding and knowledge of shape, space and measures. The teaching incorporates opportunities for pupils to learn about different two- and three-dimensional shapes and their properties. They know, for example, that a square has four edges of equal length, opposite sides parallel and all angles are right angles. The good teaching enables pupils to learn that a cube has six faces each of which is a square. Whilst most pupils can name and describe some of the two- and three-dimensional shapes, those in the lower sets find it increasingly difficult and make basic errors. The more able pupils, particularly those in the top set, use standard measurements accurately to measure length, mass and volume and can use their skills to solve problems, as when measuring the length of different rolls of paper.
115. The more able pupils in Years 5 and 6, including some in the second set, can calculate the perimeter of different irregular shapes, but the majority of pupils in these year groups make fundamental errors in their calculations. The more able pupils recognise that some shapes have more than one line of symmetry but the majority do not perceive this clearly and have difficulty with the concept, as they do with measuring angles accurately.
116. Pupils in both key stages use graphs to satisfactorily support their work in mathematics. The more able pupils in Key Stage 1 understand how to interpret graphs, such as reading a graph that showed pupils' favourite pets. In Key Stage 2 they use line graphs to illustrate temperature change but, in a lesson observed, the teaching did not fully develop pupils' learning because they were not asked to interpret the graph. By the end of the key stage a few of the more able pupils understand the concept of probability and how to calculate the mean from data provided. Overall, pupils have insufficient opportunities to handle data and scrutiny of pupils' work shows that the tasks set do not sufficient challenge the more able pupils.

117. Pupils enter Key Stage 1 with very low numeracy skills but good teaching enables them to make good progress and by the end of Year 2 their attainment overall is only slightly below national expectations and a minority have well developed numeracy skills in line with national expectations. This good rate of progress is not sustained initially in Key Stage 2 but overall progress is satisfactory across the key stage. Grouping pupils by ability and the use of “booster” classes has had a significant impact on standards. The school has effectively implemented the National Numeracy Strategy in both key stages.
118. Pupils’ numeracy skills are not sufficiently developed in other subjects, although there are some examples of pupils using their mathematical learning to support their learning in subjects other than mathematics. In Key Stage 1, for example, in geography, pupils undertake a survey on how they come to school and the information is presented as a block graph. Pupils are able to extrapolate answers to questions from their graphs, such as that most pupils walk to school. Pupils develop their skills of measuring in science in both key stages. In Key Stage 1 they measure hand sizes and compare the heights of different pupils, whilst in Key Stage 2 they use suitable measuring instruments to determine mass, length and volume. Overall, however, numeracy across the curriculum depends on individual teachers and is not effectively planned in conjunction with work in the mathematics curriculum. Overall, pupils have insufficient opportunities to use and apply their mathematical skills and understanding, particularly in Key Stage 2. They are not given sufficient opportunities to develop their own strategies to solve problems in a practical context and to present their findings in an organised way.
119. The quality of teaching and learning is satisfactory overall. It is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1 the quality of teaching seen during the inspection was very good in most lessons and excellent in one lesson. Teachers make good use of questioning to consolidate learning and to develop pupils’ thinking. The tasks set were well matched to pupils’ ability and prior attainment and effectively maintained pupils’ interest in the work and their commitment to their tasks. Teachers’ organisational skills ensured that little time was lost unnecessarily. In these lessons support staff worked very well alongside the teachers, particularly in supporting pupils who were learning English as an additional language. These very good lessons proceeded at a brisk pace – usually beginning with a brief period of mental mathematics that enables the teacher to informally assess pupils’ knowledge and understanding and to frame questions accordingly. The teachers’ thorough knowledge of pupils’ prior attainment enables them to give praise for worthwhile answers and this suitably encourages the pupils. Relationships were good in all classes.
120. Analysis of pupils’ work across Key Stage 1 indicates that the teaching has been generally good and this has resulted in pupils making good progress from a relatively low level on entry to the school. They receive a good grounding in basic mathematical skills and the teaching caters well for pupils of different abilities.
121. Key Stage 2 pupils are set for mathematics across Years 3 and 4 and Years 5 and 6. Scrutiny of pupils’ work across Years 3 and 4 sets indicates that the good progress evident in Key Stage 1 is not maintained. There is unnecessary repetition in some of the work, particularly that involving number. For example, more able pupils completed a large number of simple addition calculations. This was a repeat of some previous work and their competence at this basic mathematics was evident as all calculations were done correctly. Tasks set were not well differentiated to challenge pupils, particularly the more able and those with special educational needs, and overall the teaching did not promote learning effectively. The quality of marking is variable and comments are not always helpful in showing the pupils how they might improve their work further. However, better progress was evident in the work done by the Years 5

and 6 sets, resulting in satisfactory progress across the key stage. Tasks were well differentiated and suitably matched to pupils' ability and prior achievement.

122. The quality of teaching and learning seen during the inspection in Key Stage 2 was very variable and ranged from poor to very good. Where the quality of teaching was poor or unsatisfactory the lessons were inadequately planned, learning intentions were unclear and the tasks poorly matched to individual needs of pupils. Pupils soon lost interest and became disruptive or passive listeners. The quality of teaching in the majority of lessons seen, however, was good and occasionally very good. These lessons were well planned and pupils were clear as to the teacher's expectations. Pupils were well aware of the objectives of the lessons and teachers made good use of plenary sessions to reinforce the learning objectives. Relationships were good and pupils well managed; tasks were well matched to pupils' needs and prior achievement. Setting pupils has proved particularly worthwhile and within the sets pupils are grouped according to ability. This further facilitates learning through group discussion. Teachers use praise effectively to motivate pupils and keep them on task. Where there were deficiencies in the teaching, it concerned insufficient opportunities for pupils to use and apply their mathematical knowledge and to engage in independent investigative work. Information and communication technology is insufficiently used to support and enhance pupils' learning and to assessing pupils' progress.

## **SCIENCE**

123. Standards by the end of Key Stage 2 have risen steadily since 1996 and have improved since the time of the last inspection. Between 1998 and 2000, standards in science have been consistently below the national average. In Year 2000 the overall results achieved by pupils were well below the national average but in line with the average for similar schools.
124. The school's performance in the end of Key Stage 1 teacher assessments for science was well below the national average in Year 2000 in terms of the percentage of pupils achieving the nationally expected levels for seven-year-olds. When compared to similar schools, however, the school's performance was in line with the average. The percentage of pupils at the end of Key Stage 1 that achieved higher standards than those expected for pupils of their age was well above the national average and when compared to similar schools, standards were very high and in the top 5% nationally.
125. At Key Stage 1, inspection evidence indicates that standards are average across the knowledge and understanding aspects of science. Standards in the development of investigative and experimental science skills are good and pupils' make very good progress in this aspect of the subject. The discrepancy between the inspection evidence and the most recent end of key stage National Curriculum test results is partly explained because of the impact of recently improved teaching in Year 2. This ensures that pupils are given regular opportunities for using their own initiative in order to find things out for themselves and have good quality guidance about how to use simple equipment to collect information and to record what they think will happen and then note what actually does happen. For example, during a science lesson in Year 2, pupils worked together very effectively in order to establish which of three sizes of sail on a boat made the boat move the quickest. In so doing, pupils demonstrated a good knowledge and understanding for their age about how to perform a fair test as well as how to compare different measurements to find conclusions. Because relationships between staff and pupils are very good, and pupils are organised well and given very clear expectations, pupils in Key Stage 1 behave very well in lessons and show a keen interest and enthusiasm for science.

126. At Key Stage 2, pupils' greater fluency and understanding of English improves their communication skills. However, pupils are not given sufficient opportunities to build upon the good start made in Key Stage 1. By the age of eleven, pupils have not made good enough progress in parts of the science curriculum, although progress in Key Stage 2 is satisfactory overall. Pupils' knowledge and understanding of materials and their properties and of physical science, for example, electricity, forces, light and sound match the expectations for pupils of their age. Their ability to perform scientific investigations and experiments and their understanding of life and living processes, is not as good as it could be. Whilst pupils in Key Stage 1 are developing good strategies for recording their work, by using tables and charts, for example, to note the different speeds of boats with different shaped sails, in Key Stage 2, there is no clear system for pupils to record their science work, especially in scientific investigations. A weakness throughout the school in science is the use of information and communication technology by pupils to support their work.
127. The quality of teaching and learning is good in Key Stage 1 and satisfactory overall in Key Stage 2. In Key Stage 2, not enough attention is given to systematically promoting pupils' scientific and experimental skills and the level of work planned for pupils is usually only at the expected levels of work for eleven-year-olds rather than at higher levels. In both Key Stage 1 and Key Stage 2, well-prepared and organised lessons result in pupils behaving well during lessons, working hard and enjoying their science lessons. When provided with the opportunity, pupils demonstrate good levels of independence during practical work. Pupils respond well to the good use of praise and encouragement although most teachers do not make enough use of comments on pupils' marked work to improve standards of pupils' presentation in Key Stage 2. Teachers know what the National Curriculum requirements are and plan work that is appropriate to the pupils' needs. Lessons are generally well paced and lively and pupils are provided with clear objectives so that they know what is expected of them. Very good teamwork between class teachers and support staff, in Key Stage 1 particularly, enables all pupils to be given appropriate support during the busy activities. Good use of correct scientific language ensures pupils acquire a satisfactory knowledge and understanding of scientific vocabulary. For example, during a Year 5 lesson, good quality questioning by the teacher effectively established pupils' beliefs about animals and habitats and only after the key vocabulary had been introduced, did the teacher move on to discussions about more complex ideas. Wherever possible, teachers make links with everyday life so that pupils can make sense of the science that they are learning. Teachers have a sound knowledge base in science. During a Year 4 lesson, good subject knowledge was evident and accurate information about the way flowers are pollinated was presented, although in this instance, too much information was presented at once which confused one or two pupils. Although satisfactory systems are established for assessing and monitoring pupils' progress in science, teachers are in the early stages of analysing assessment data in order to find ways of improving standards.
128. Although skills of literacy and numeracy are taught as part of the science curriculum, for example, by developing report writing skills to record science investigations and applying pupils' knowledge and understanding of representing data as graphs, not enough attention is given to planning such links. They happen incidentally. The school recognises that this is an area where provision can be improved. As the result of disruptions in the continuity of the leadership in the school, the role of the subject co-ordinator in monitoring the quality of teaching and learning is unsatisfactory. The newly appointed head teacher recognises this and is establishing a good model for developing the co-ordinator's role. The curriculum is effectively managed and planned to meet the requirements of curriculum 2000. Resources are adequate overall,

although weaknesses exist with regard to suitable computer software and to non-fiction science books in the library.

## **ART AND DESIGN**

129. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. This represents an improvement over the standards reported in the inspection of 1996. The subsequent inspection report of 1999 made no reference to standards in art. All pupils now make good progress through the school and the teaching of art and design is given a high priority. The subject is taught regularly, and for an appropriate amount of time, in all classes. The displays of work done by the pupils are a significant feature of the school, in classrooms and shared areas, and they do much to create the attractive working environment appreciated by the pupils. Teachers in both key stages have used the displays to encourage the pupils in the development of their subject vocabularies and have created an artistic ambience in other curriculum subjects. The study of the environment has been enlivened for pupils in Key Stage 2 by the excellent quality of the displays.
130. The crucial skill of drawing is well taught and encouraged in both key stages. Pupils undertake observational drawing, of musical instruments in Year 3, for example, and by the end of Year 6 they have a firm grasp of the principles of draughtsmanship in art. During the course of the inspection, pupils in Year 2 were beginning their first efforts with specialist drawing pencils and showed great interest in the possibilities opened up for using line, tone and shade in a more professional way.
131. Pupils in both key stages have a working familiarity with paint and are encouraged to experiment with this flexible medium. Year 4 pupils are currently producing works in the style of the landscape artist Richard Tuff and are able to employ colour graduation very effectively. Individuality is encouraged by allowing pupils to experiment with the density and mix of their paint and with the size of their finished paintings. In addition to laying on paint with brushes pupils are also able to experience its versatility as a medium for printing. They are able to print with a variety of objects and on a variety of surfaces, such as fabric and polystyrene.
132. As they progress through the school, pupils experience the work of a variety of well-known artists from the past and present. In addition, they are able to observe examples from the artistic traditions of other cultures and they are aware of Islamic and Hindu art in the work that they do which makes a good contribution to pupils' cultural development. Pupils in Year 6 are able to study textile designs from around the world, whilst in Year 2 pupils explore the work of an artist in a different medium through their study of the pottery designs made by Clarice Cliff. In those cases where teachers are particularly knowledgeable and enthusiastic for the work of particular artists, pupils respond with equal enthusiasm. Pupils in Year 2 have made high quality quilts based on the work of Elizabeth Fleury.
133. Some particularly good examples of work in three dimensions were on display during the course of the inspection. Pupils in upper Key Stage 2 had made representations of important figures from the Tudor period in three-dimensional poses and in Year 4 pupils have made three-dimensional models of insects and other creatures from their study of the environment. Teachers have been very adept at linking skills acquired in art to work in other areas of the curriculum, such as history and science, and this has had an impact on the progress being made by the pupils. In addition to modelling with paper and other relatively soft materials, such as textiles, pupils also have experience

in using clay and wood to produce sculptural forms. Commercial materials, such as Modroc, are used to produce models of Tudor houses as part of the ongoing work in history and art is related to literacy in the making of pop-up books in Years 4 and 5.

134. The quality of teaching and learning is good in both key stages, and some excellent teaching was seen during the course of the inspection. The delivery of the art curriculum is overseen by a knowledgeable and very enthusiastic co-ordinator, who ensures coverage of the programmes of study. The role of the co-ordinator is not fully developed to the point of being allowed time for monitoring the teaching of art in the classroom. It is clear that teachers place a high value on the work done by their pupils and in every classroom there is a sense of pride in the ownership of the examples on display. However, the school does not yet have effective procedures for monitoring and tracking pupils' progress in art and design; the records being mainly of coverage, and insufficient use is made of sketchbooks as a reference point from which pupils can evaluate their own progress in art and design. Good photographic records are kept that allow pupils to revisit work that they have done before. The school is about to embark on a project in association with the Borough Council and an artist in residence to produce a large scale mural on an outside wall and this has generated great excitement amongst the pupils who have been able to contribute to the design. Art and design is well established in the curriculum and is a strength of the school.

## **DESIGN AND TECHNOLOGY**

135. Standards in design and technology are in line with national expectations at the end of Key Stage 1 and are above national expectations at the end of Key Stage 2. This represents an improvement over the standards reported following the 1996 inspection. The inspection of 1999 made no comment on standards in design and technology. The quality of the teaching is good in both key stages and the great majority of pupils of all abilities make good progress as they move through the school.
136. The quality of teaching and learning is good. In Key Stage 1, pupils develop their skills in design and technology through a good variety of activities. They select and use materials and evaluate the properties of these as they work. Teachers focus on particular skills such as cutting, pinning and gluing as they lead their pupils into discovering the characteristics of the materials being used. Pupils in Year 2 have produced patchwork of high quality in which they have also used skills acquired in their art lessons. As a result of the good teaching, they have grown in their understanding of the uses of fabric and dyes and enhanced their skills of cutting, joining and measuring. As they progress through the key stage, pupils also have experience of food technology and they look at the design of healthy eating diets and meals. By the end of Key Stage 1 pupils know that design has the same importance as making and teachers place strong emphasis on the concept of the design process.
137. Progress remains good as pupils continue their work in Key Stage 2. Learning targets become more ambitious and pupils are keen to evaluate their designs thoroughly before they embark on the final making process. In Year 3, pupils were observed making simple puppets as a precursor to exploring more complex aspects of puppetry design. Because of the good teaching taking place they viewed the evaluation of the simple design as being as important as the evaluation of the more complex designs to come. The ability of the pupils to share their design problems and appreciate each other's solutions was also very noticeable during this activity. Pupils gain in their experience of the use of fabrics, mouldable and more resistant materials and also investigate a variety of ways of fastening and joining materials together.

138. A good feature of the teaching of design and technology is the skilful way in which teachers relate work to other areas of the curriculum. Year 4 pupils have explored the design of commercially made torches before embarking on making their own version. In discussion and in the recording of their work, the links with science were made very clearly with the result that scientific ideas about electricity are better understood. The moving toys produced by pupils in Year 5 also related to wider physical principles of gears and cams and allowed the pupils to produce some very individual efforts and develop their learning about mechanisms. Teachers also plan work that allows pupils to revisit skills acquired and investigated in earlier activities. For example, pupils in Year 2 produce pop-ups and at a later stage in Year 4 they revisit this activity as they use similar skills in producing pop-up story books using linkage mechanisms.
139. The overview of design and technology throughout the school is held by a very committed and well-informed co-ordinator. Although the co-ordinator's role is not fully developed to the point of allowing for the monitoring of teaching in the classroom, detailed records of coverage are maintained. No school-wide scheme for the assessment of foundation subjects is in place, but individual teachers keep good records. The quality of teaching and learning in design and technology make the subject a strength of the school.

## **GEOGRAPHY**

140. Standards in geography by the end of both Key Stage 1 and 2 are in line with national expectations for pupils of seven and eleven years. Although no judgements concerning standards were made at the last inspection in 1999, standards at Key Stage 1 are similar to those identified in the 1996 report and have improved at Key Stage 2, when they were below national expectations.
141. All pupils, including those with English as an additional language and special educational needs, make satisfactory progress as they move through Key Stage 1. Pupils in Year 1 gain a good understanding of their own locality. They know their addresses and post codes. They have a satisfactory understanding of how the weather affects what they wear and know that if they go on holiday to Spain, they would wear different clothes to those worn at home. By the end of the key stage, pupils can talk about the key features of the seaside and compare them with those found in a town, the countryside and their own locality. They have an appropriate knowledge and understanding of how lifestyles in the British Isles vary through an interesting study of the imaginary Hebridean island of Struay.
142. Overall progress is satisfactory in Key Stage 2 but standards could be even better. Pupils build upon previous learning through which they acquire appropriate general knowledge, particularly of the United Kingdom and Europe. However, some of their knowledge of the features of other continents they have studied is only superficial. A river study enables them to understand how the river affects the lives of the people who live near it. Pupils can talk about its source, how it meanders through its course, the flood plain and its estuary. By studying Athens and Greece, they can compare how people who live there experience both similarities and differences to their own lives in Preston. Furthermore, pupils can also compare their way of life to those people who live in the countries of the ethnic origin of a large proportion of the pupils. However, in Key Stage 2, pupils' mapping skills and knowledge and identification of places are not well developed.
143. The quality of teaching and learning is satisfactory overall although, during the inspection, 40% of teaching was good. Recent upgrading of the geography policy,

together with the introduction of a new scheme of work, is ensuring that pupils' learning is being systematically developed. Teachers also make very good use of effective displays to celebrate and reinforce learning. Pupils make better progress in the lessons where the quality of teaching is good. For example in Year 3, lively discussion and a high level of expectation and challenge ensured the pupils were able to complete tasks that were well matched to their individual attainment. The teacher was well prepared and made good use of maps, photographs and other resources to create interest and stimulate her pupils through exciting and interesting activities. Another example of good teaching is the use of primary sources. For example, in the topic "People On The Move," parents and adults who originate from a country other than Britain were invited to school to talk to pupils about the homes they had left, the reasons why they had come to Preston and the differences they had found on arrival. This enabled the pupils to gain first hand information and understanding about other people, their customs and traditions. In lessons like these pupils work hard, co-operate and collaborate well and show an interest in their work and that of others.

144. Although newly appointed to her role, the co-ordinator has the confidence, knowledge and capacity to further develop the subject throughout the school. She is aware of the need to develop the existing, good, manageable assessment procedures, by ensuring that the information gathered is used to further raise standards. She is also aware that teachers must extend the practice of using this information to match work to the needs of all pupils, and to increase their opportunities for individual research. Resources are generally adequate.

## **HISTORY**

145. Standards at the end of Key Stage 1 are in line with national expectations and at the end of Key Stage 2 they are above national expectations. The 1999 inspection made no judgements about standards in history. However, compared with the judgements made in the 1996 report, standards remain similar at Key Stage 1, but are better at Key Stage 2, where standards were then judged to be below national expectations. All pupils, including those with English as an additional language and special educational needs, make satisfactory progress as they move through Key Stage 1 and good progress in Key Stage 2.
146. By the end of Key Stage 1, pupils have a knowledge and understanding of history appropriate for their age. Pupils know that many things happened long ago. They understand from stories and books that things change over time. They also become aware of this by studying their families and realising, for example, that their grandparents were once children like them. They find out about famous people from the past like George Stevenson and Grace Darling. A study of industrial buildings in the immediate locality, such as large cotton mills, provides them with evidence of change. Pupils develop a growing awareness of how artefacts give them information of the past. A good example of this is through their topic about "Washing" during the twentieth century, which enables them to compare and understand how washing machines make the task easier than in the days when people had to use dolly tubs and scrubbing boards.
147. By the end of Key Stage 2, pupils have a good knowledge about happenings and events that have made a great impression upon the history of the world. They know about some of the ancient civilisations, such as the Greeks, the Romans and the Aztecs. They are able to talk sensibly about the invaders and settlers to this country by identifying some of the effects upon our nation, such as roads, buildings as well as contributions to our vocabulary and mathematics through Roman and Arabic numerals.

Pupils understand the succession of our kings and queens. By studying some of our monarchs, such as the Tudors and Queen Victoria, they are able to say why they would rather live in modern times.

148. Overall, the quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. Generally, teachers make very good use of outside visits in an attempt to bring history alive. They include visits to the Roman Museum, the Museum of Egyptology and to the nearby World War 2 museum. The latter was followed up by a visit of a modern soldier to school so that pupils could compare how military equipment and uniform has changed throughout the ages. Pupils' work is also well displayed in bright and meaningful displays around the school. Some very good independent learning was encouraged in Year 6, when pupils were encouraged to find information about the Aztecs from books. They were enthused by this task and worked very hard to achieve their objectives. It required them to work well in pairs and provided good opportunities to share thoughts and ideas, which made a very good contribution to their understanding. In one Year 3 class, however, there are not enough opportunities for this kind of learning. Too often, pupils are provided with tasks that often consist of directed answers or simple responses that do not fully extend them.
149. The co-ordinator has successfully introduced a new policy and scheme of work enabling teachers to provide progressive programmes of study for pupils as they move from class to class. Current assessment procedures are good. However, the school is not yet using them properly to identify areas for development and subsequently to further raise standards. Most resources are adequate but there is a need to purchase and improve the quality and range of artefacts in some of the topic areas.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

150. Pupils' attainment in information and communication technology at the end of both key stages is below national expectations. No judgements about standards in information and communication technology were made in the last inspection report, and it is therefore not possible to measure the rate of improvement since that time. Although pupils of all ages and abilities acquire basic word-processing skills, and are beginning to use computers for research, graphic design, and the presentation of simple charts and graphs, they are not making the progress of which they are capable. In Key Stage 2, statutory requirements are not met, as the lack of resources and teachers' lack of knowledge, prevents the teaching of some aspects of the information and communication technology curriculum. Insufficient use is made of information and communication technology to support pupils' learning in other curriculum areas.
151. The co-ordinator provides satisfactory leadership for the subject and has carried out some staff development within school. However, he has not been sufficiently proactive in identifying and addressing the weaknesses in the curriculum for Key Stage 2 pupils. There is not enough monitoring of teaching and learning, with the result that strengths and weaknesses have not been identified. Currently the level of resourcing for information and communication technology is unsatisfactory. The school has only a small computer suite for Key Stage 2 pupils and this is due for expansion in the near future. Some of the classroom computers are old and unreliable and there is not enough software to support teaching and learning.
152. By the end of Key Stage 1, most pupils know how to produce pieces of writing using word-processing programmes, but often need adult support for saving and printing their work. Pupils do not make enough use of computers for drafting and editing their writing. Pupils have had opportunities to use graphics programmes for producing pictures, for

example, the Easter egg designs by Year 1 pupils, and have also used computers to produce simple graphs and charts, but their experience is very limited. As they move through the key stage, pupils gain a basic understanding of how computers can be programmed to follow a series of instructions through their work using the robotic toy. However, their recall of this learning is poor and, although older Key Stage 1 pupils confidently programme the robotic toy to move forwards and backwards a given number of steps, they do not know how to build a quarter or half turn into the programme. Key Stage 1 pupils do not have enough regular opportunities to use computers to support their learning in other subjects, nor is there enough teaching of information and communication technology skills to enable them to make satisfactory progress.

153. By the end of Key Stage 2, most pupils confidently use computers for word-processing, but as in Key Stage 1, do not make enough use of computers for editing and drafting. The vast majority of older pupils know how to incorporate graphics into their word-processed pieces, using a process of 'cutting and pasting' to move pictures from one application to another. In a lesson seen during the inspection, good teaching enabled pupils to quickly learn how to change the shape and overall size of a picture by 'clicking and dragging' at key points. Pupils satisfactorily change the style, size and colour of text, and most know how to move sections of text around the screen. Throughout the key stage, pupils are confident when loading, saving and printing their work. Teachers provide some good opportunities for pupils to carry out research using computer encyclopaedias, and carefully teach pupils how to conduct searches using key words and phrases to find general information about a topic, gradually becoming more specific in their requests so that the range of information becomes more focused. For example, during the inspection, Year 5 pupils searched for information about 'Tourism in Greece'. Their initial search gave them a vast range of general information about Greece, which they quickly reduced by searching for words linked to tourism, such as currency and weather.
154. When carrying out research, pupils are hampered by their unsatisfactory literacy skills. The vast majority of pupils have great difficulty in scanning and skimming text to find the precise information they require and their skills of note taking are poor. Key Stage 2 pupils have very little experience of programming computers to carry out a series of instructions. Although most older pupils have used 'First Logo' to write a series of commands, which result in pictures of different shapes, their work is at a basic level for their age, and this is a particular weakness in their learning. Because of a lack of suitable software and hardware, pupils have no experience of using sensing equipment to monitor external conditions, for example, by taking regular measurements of temperature, which are subsequently recorded and monitored over a period of time. Pupils do not have enough opportunities to use computers in their work in other subjects, and have not, for example, used computers in conjunction with design and technology work to make moveable models.
155. Although some good examples of teaching and learning were seen in lessons during the inspection, the overall quality of teaching of information and communication technology is unsatisfactory, and this has an adverse impact on the quality of pupils' learning. Teachers have not yet started the national training, and although the co-ordinator has led some training sessions in school, a significant number of staff lack confidence in the subject, and are not fully conversant with the potential of computers as a tool for learning. Pupils do not have enough opportunities to use computers to support their learning in other subjects, and many pupils see 'computers' as a subject, rather than as a 'tool for learning'. Teachers have not given enough thought to ways in which they might support pupils' learning more effectively. For example, pupils do not find it easy to recall their previous learning, and teachers constantly have to revisit and

reinforce previously learned skills. Pupils currently do not have books in which to record the work they have covered, and therefore no source of reference to refresh their memories when they revisit past topics. Pupils of all abilities, including those who have special educational needs, are enthusiastic about information and communication technology, and a number of Key Stage 2 pupils attend the lunchtime computer club. Generally, pupils tackle new learning with good levels of confidence, especially when teachers give clear explanations and instructions, but they are not always effective in drawing on their previous learning to support new learning. Pupils work well together on shared tasks, and show good levels of co-operation.

156. Coverage of the National Curriculum programmes of study is adequate in Key Stage 1, but in Key Stage 2, some of the curriculum is not taught because of lack of staff expertise and lack of suitable resources. The new national scheme of work is giving shape to teachers' planning, and over time will ensure that pupils make progress in their learning if all aspects are systematically addressed. However, at present, there are significant gaps in pupils' learning because of the lack of frequent and regular opportunities for pupils to use computers. Assessment is in the early stages of development and the results of ongoing assessments are not used effectively when planning the next stage of pupils' learning.

## **MUSIC**

157. Although the rate of progress has improved recently and is now satisfactory for all pupils, the attainment in music is below national expectations at the end of both key stages. No judgements about standards in music were made in the last inspection report, and it is therefore not possible to measure the rate of improvement since that time. The school recognises that standards in music are below national expectations, and appropriate measures have now been introduced which should be effective over a period of time. Music is taught regularly to all classes, but there are gaps in pupils' learning. Until recently, music was not taught on a regular basis and some pupils, especially those in Key Stage 2, have very little previous experience on which to draw. The subject is well led by a committed co-ordinator who has worked hard to introduce the new commercial scheme of work, and to give support to colleagues to ensure that all teachers are sufficiently confident about teaching music to their classes. The school does not have enough resources to support teaching and learning. The range and quantity of instruments are poor. Some of the untuned percussion instruments are old and in a poor state of repair, and there are not enough tuned and ethnic instruments. The school effectively supports pupils' musical and social development by offering an extra-curricular choir that upper Key Stage 2 pupils are invited to join. At key points throughout the year, there are good opportunities for pupils to perform within the local community, and a well-established link with a local shopping centre provides a good opportunity for pupils to perform to a wider audience.
158. By the end of Key Stage 1, pupils of all abilities are developing a basic sense of rhythm and pitch. With prompting, most pupils pick out important musical elements when listening to recorded music, such as variations in pitch, speed and volume, but not all pupils are able to do this. Most pupils copy and generate simple rhythmic patterns, and clap a steady beat, but few pupils go further than this to create more complex rhythmic patterns. By the end of the key stage, pupils have been introduced to the notion of graphical notation for recording their compositions, but this work is in the very early stages of development, and most pupils can achieve more in this aspect of their work. In a lesson seen during the inspection, pupils made gains in their learning when the teacher encouraged them to explore guitars, and to find out the effect of shortening the strings in terms of the pitch of the sound. This practical experience enhanced their

learning, and appealed to pupils of all levels of ability. The quality of pupils' singing is satisfactory, but pupils are slow to learn new songs, because of their poor literacy skills. Pupils' repertoire of songs is limited, and the diversity of cultures and languages within the school is not celebrated through shared singing activities.

159. By the end of Key Stage 2, the quality of singing is often good, and most pupils enjoy singing. As in Key Stage 1, the repertoire of songs is limited, although in recent months, since the implementation of the new scheme, pupils have been introduced to a wider range of songs. For example, during the inspection, Year 6 pupils enthusiastically learned and performed the 'White Cliffs of Dover', understanding that this was a popular and emotive song at the time of World War Two. Because of good teaching, pupils performed the song well, breathing with control, and articulating the words clearly. Most pupils listen carefully to recorded music, which they try hard to appraise. For example, in a Year 4 lesson seen during the inspection, pupils successfully identified repeated phrases in an extract from Stravinsky's 'Firebird Suite'. However, the pupils' ability to express their ideas is often poor, and although they respond well to the mood of different types of music, they have great difficulty explaining their ideas and feelings. The weakest area of pupils' learning is composition. Pupils do not have enough opportunities to compose their own music. They have little experience of using 'ostinato' patterns as a basis for composition, or devices such as the pentatonic scale for melodic work. Pupils have little knowledge and understanding of different forms of notation.
160. The quality of teaching and learning is now satisfactory, although until very recently there were weaknesses in teaching which have had an adverse impact on standards and on the progress pupils have made. Some good examples of teaching were seen during the inspection, often from teachers who lack experience of teaching music, but who have wholeheartedly taken on board the new commercially produced scheme of work, and who are very keen to raise the status of music within the school. In these lessons, teachers compensate well for their lack of expertise by carefully planning lessons, and by ensuring that their preparation is very thorough. As a result, they are able to present information to the pupils in an exciting manner, and to fully answer the pupils' questions.
161. The vast majority of pupils respond well in music lessons, and enjoy their learning. However, some older Key Stage 2 boys show signs of embarrassment when singing in assembly, although they are keen to sing in class. Pupils in both key stages maintain good levels of concentration, especially in those lessons where a good pace is maintained and where there is a variety of activities to capture the pupils' interest. A weakness of teaching in both key stages is the lack of opportunities for pupils to create their own music. Little use is made of assessment to inform the next stage of planning, and this is an identified area of development within the subject. Currently it is difficult to track the progress and achievement of individual pupils as they move through the school, and talented pupils are not being identified so that they can be extended further. Insufficient use is made of information and communication technology to support pupils' learning, partly because of the lack of suitable software, and partly because some teachers lack the necessary expertise.

## PHYSICAL EDUCATION

162. The pupils in Key Stage 1 make satisfactory progress in physical education and reach standards that are in line with national expectations. In Key Stage 2, progress is good and pupils reach standards that are better than national expectations for eleven-year-olds, which is an improvement since the previous inspection. Pupils, with special educational needs and English as an additional language, make similar progress to the other pupils, in both key stages.
163. By the age of seven, the pupils understand the importance of warm up and cool down exercises at the beginning and end of lessons. They are enthusiastic, listen well, and follow instructions willingly. They travel in different directions, running and walking at varying speeds, using the space well and stopping with good control. New skills are carefully taught and pupils are allowed time to practise. In a Year 1 class, pupils, working well in teams, aim and throw a bean bag into a hoop or bucket from an increasing distance. The teacher introduces an additional benefit to this exercise by expecting the pupils to maintain a tally of successes in order to utilise their mathematical skills. This also develops a healthy competitive element into the activity.
164. Throwing skills are developed further in Key Stage 2. Year 4 pupils are given clear instructions when practising a javelin style throw with most of the class catching the ball accurately and the higher attaining pupils displaying high levels of co-ordination in both throwing and catching. By the end of the Key Stage the pupils have gained a good knowledge and understanding of the techniques required for improving athletic skills, as demonstrated in a very well sequenced lesson for Year 6. The pupils are very careful to follow instructions and practise the techniques, working well together in small groups as a team. In another lesson they collaborate well to devise and perform a short dance sequence using panpipe music. They do this very well, discussing and revising their programme. The subsequent performance is, in the main, of a high quality, with the more able pupils presenting a very imaginative routine. Most pupils are able to make a sound evaluation of the work of others and make good use of practice time to refine their movements. Satisfactory standards are achieved in swimming, although not all pupils leave school able to swim the required 25 meters.
165. The quality of teaching and learning is satisfactory overall and good in Key Stage 2. Teachers are enthusiastic and inspire similar enthusiasm in their pupils. Lessons are well planned and very well sequenced, methodically teaching the skills and allowing time for practice. The teachers' knowledge of the subject is good and they manage their classes well. They make full use of the adult support available, which is of a high quality and further benefits the pupils.
166. The co-ordinator knows the subject well, is very enthusiastic and is keen to improve standards further. The accommodation and facilities for physical education are very poor. The hall is supported by restrictive pillars and the playground is too small and narrow and restricts opportunities for large numbers of pupils to participate in a range of outdoor activities. There is no grassed area but Year 6 pupils travel to a nearby all-weather area for outdoor games. There is also a shortage in the range of large apparatus and small games equipment.
167. The curriculum is enriched by a good variety of extra-curricular clubs and participation in competitive tournaments, which are available to all the pupils. The school is to be congratulated on the level of success achieved in these activities, in spite of the shortcomings in facilities.