

INSPECTION REPORT

**Charles Saer Community Primary
School**

Fleetwood, Lancashire

LEA area: Lancashire

Unique reference number: 119277

Headteacher: Mr D Mallinder

Reporting inspector: Ms G McLean
21650

Dates of inspection: 27 - 31 March 2000

Inspection number: 190361

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Grange Road Fleetwood Lancashire
Postcode:	FY7 8DD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Mavis Gregson Barlow
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team Members		Subject responsibilities	Aspect responsibilities
Gail McLean	Registered Inspector	Under-fives	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
Pat Edwards	Lay Inspector		Attendance Partnership with the community How well does the school care for its pupils? (Welfare) How well does the school work in partnership with parents? How well is the school led and managed? (Accommodation & learning resources)
Tony Clarke	Team Inspector	Equal opportunities Mathematics Music Physical education	How well does the school care for its pupils? (Assessment & academic monitoring & monitoring of personal development/ attendance)
Liz Kounnou	Team Inspector	English Special educational needs Art	How good are the curricular and other opportunities offered to pupils?
Ray Jardine	Team Inspector	Science Information technology Design and technology	How well is the school led and managed? (Leadership, management & efficiency)
Keith Sanderson	Team Inspector	Geography History Religious education	Pupils' attitudes, values and personal development How well is the school led and managed? (Staffing)

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Charles Saer Community Primary School is situated in the coastal town of Fleetwood, Lancashire. The majority of families with children at the school live in nearby rented accommodation but about one quarter live in owner occupied homes. Since 1990 the school has grown in size. It is now larger than most other primary schools having 381 pupils on roll. There are 15 classes, including a 26-place nursery unit. There is a reasonable balance between girls and boys and the average class size is 25.6. Thirty-five per cent of pupils are eligible for free school meals. This is above the national average. Almost 25 per cent of pupils have been identified by the school as having special educational needs. Although this is about average, the percentage of pupils with Statements of Special Educational Need is high. There are no pupils with English as an additional language. The nursery unit is required by the local education authority to admit children from the whole of Fleetwood. It is popular with parents and has a waiting list for places. At time of entry to school many children transfer to schools closer to their own homes. Only a few reception children attending Charles Saer Community Primary School have had any formal pre-school education, including playgroup sessions. Some children come to school with good vocabulary, are able to co-operate and are eager to learn. Most are at a very early stage in their language development and initially find it difficult to converse and to settle to their learning tasks.

HOW GOOD THE SCHOOL IS

Charles Saer Community Primary School is a good school. It is an orderly, friendly and welcoming community. Although standards are low in comparison with national averages in English and mathematics pupils make sound, and frequently good progress so that by the time they leave at 11 they achieve standards which match those found in other similar schools. In science, they attain standards which are close to the national picture and which are considerably better than those achieved in similar schools. Relationships are very good in all respects and the school's motto 'Charles Saer Where Everyone Cares' successfully underpins the work of the school. Overall, teaching is good throughout the school. It is very good with excellent features in the nursery and lower Key Stage 2. Provision for pupils with special educational needs is a strength of the school. Very strong leadership is provided by the headteacher, key staff and governors, which has resulted in a community which is committed to raising standards and enabling pupils to do their best. The headteacher and governors have a clear educational vision, which is shared by all, acts as a uniting agent and forms the basis for all decisions made by the school. The headteacher has been particularly successful in developing a culture in which everyone is willing and able to reflect critically on the school's performance and bring about improvements. Consequently, the school has identified appropriate priorities for development, supports them through good financial planning and is successfully applying the principles of best value. Sound progress has been made since the last inspection. The school has low income for an establishment of this size. Therefore, taking into account the overall effectiveness of the school and the income it receives, the school gives good value for money.

What the school does well

- The school provides a safe, caring learning environment for its pupils.
- Pupils' behaviour and attitudes to learning are good throughout.
- The nursery provides a very good start for children.
- Special educational needs provision is good with very good features.
- At the end of Key Stage 2 standards achieved are below average but overall are good when compared with similar schools.

- Teaching is good with very good features.
- Strong leadership and close teamwork results in improving standards.
- Provision for pupils' personal development is good.
- Relationships are very good throughout.
- The range of extra-curricular activities offered to pupils is very good.

What could be improved

- Standards in English and mathematics are not high enough.
- Planning does not identify what it is pupils are to learn clearly enough to ensure that they progress at a consistently good rate in all subjects, especially in key areas of writing, speaking and listening.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The overall judgement was that the school was a good school, with many strengths. This position has been maintained through strong leadership, close teamwork and commitment to raising standards attained by pupils. Overall, the school has made reasonable progress in overcoming weaknesses identified in the last inspection and improvement is judged to be satisfactory. The school has successfully raised attainment and progress in reading at Key Stage 1. Standards are broadly average now. At Key Stage 2, results do not reach national averages, nevertheless pupils make sound progress in relation to their prior attainment. The successful implementation of the National Literacy Initiative is having a measure of success in raising standards.

When compared with other similar schools standards in writing are broadly average, indicating that progress is at least sound. However, insufficient improvement has been made in raising standards in writing since the last inspection and this remains an area for development. The school is in a firm position to move forward.

Standards in information technology, and design and technology have improved and are now at satisfactory levels throughout the school.

The improvement made in implementing the school's behaviour policy consistently across the key stages is very good. Pupils' attitudes to school and relationships in all respects are a strength of the school.

The use of assessment to inform planning has improved from unsatisfactory to satisfactory. The school is in a firm position to build on pockets of good practice to improve further.

The quality of teaching has improved significantly since the last inspection and is evident in the sound, or better progress made by the vast majority of pupils.

Standards in musical composition and provision of an appropriate range of musical instruments were identified as areas for improvement. Both are now at satisfactory levels. Attainment and progress in history have slipped slightly from the good standards identified in 1996 to satisfactory. This is due chiefly to the emphasis now placed on literacy, numeracy and providing booster classes for pupils.

Standards in mathematics when compared with both the national picture and achievements of similar schools have slipped, particularly in 1999. The positive approach to the implementation of the National Numeracy Initiative and the consistency achieved across the

school indicate that standards are likely to improve and the school is in a firm position to move forward.

STANDARDS

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

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

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

The vast majority of children enter school at an early stage of development. They make at least sound progress as they move up through the key stages but this is not compensating fully for their low starting point. Nevertheless, the school is particularly successful in enabling more pupils to achieve the higher levels (Level 3 at Key Stage 1 and Level 5 at Key Stage 2) in national tests than in other similar schools.

The school's targets to improve results at the end of Key Stage 2 by 22 per cent to 72 per cent in English and by 13 per cent to 68 per cent in mathematics by 2001 are ambitious but not unrealistic given the gains made so far through the introduction of the National Literacy and Numeracy Initiatives. However, the school is mindful of the need to focus much more on writing if the target for English is to be achieved.

The school has rightly focused on raising standards in English and mathematics because standards in all other subjects at both key stages are at national expectations.

Pupils identified as having special educational needs are well supported and make good progress in relation to their prior attainment.

Taking the three years 1997 to 1999 together, standards are broadly average in science. They are below in English and mathematics due in large part to a fall in 1999. Inspection findings indicate that standards are rising; especially in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They co-operate, work hard and try to do their best.
Behaviour, in and out of classrooms	Pupils behave very well. They are courteous to others and demonstrate that they are keen to fulfil the caring and sharing principles put forward by the school.

Personal development and relationships	Relationships are very good in all respects. Pupils are valued and this enables them to develop high self-esteem.
Attendance	The levels of attendance are satisfactory and broadly in line with the national average. Punctuality is satisfactory, allowing sessions to start on time and continue without interruption.

Pupils' attitudes, behaviour and personal development are good. Relationships are very good and there is mutual respect between adults and pupils and between pupils. The atmosphere created is one of harmony, which is conducive to learning. Pupils know that they are to behave appropriately at all times and most respond well to the expectations placed upon them. When mistakes are made pupils are treated fairly yet firmly and helped to overcome problems. The inspection findings support the positive views of parents which are that their children grow in confidence and blossom in all respects.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	good

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

The quality of teaching is good with very good features. This represents an improvement since the last inspection and the overall picture is much better. A notable feature is that excellent teaching is now seen in the nursery, Year 3 and in the teaching of pupils identified as having special educational needs.

A particular strength in teaching is the calm, consistent, firm yet fair way in which pupils are treated and encouraged to behave well. This ensures that they are ready to learn and willing to participate in lessons. In the tiny percentage of unsatisfactory teaching it was this aspect of pupil management which was weak.

Teachers' competency in teaching literacy and numeracy skills is good. The national initiatives are implemented consistently across the school and are having a measure of success in raising standards, especially in relation to numeracy and reading throughout. The teaching of writing skills follows the guidance in the National Literacy Strategy but standards in writing do not yet reflect the gains made by pupils because opportunities for them to practise skills and apply their new knowledge and understanding across the curriculum are limited.

Pupils identified by the school as having special educational needs are taught well. The co-ordinator for special educational needs is highly skilled, teachers are knowledgeable and plan work carefully and assistants are well trained, form good relationships with pupils and help them to do their best. The more able pupils are taught well resulting in a high percentage of pupils achieving Level 5 at Key Stage 2, when comparisons are made with similar schools. The teaching of science is good with very good features and this is reflected in the attainment and progress made by pupils when compared with national standards and those achieved by similar schools.

Specific learning intentions for all lessons are not always clearly identified. This reduces the teachers' ability to express clearly what it is they want pupils to learn, make accurate assessments and feedback to pupils on their successes and targets for improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory provision overall. The implementation of the National Literacy and Numeracy Strategies is consistent throughout the school and is having a positive effect on standards. Specific learning intentions in the planning are not sufficiently well identified to ensure good continuity and progression across the key stages.
Provision for pupils with special educational needs	Provision is good and pupils make good progress in relation to prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Social and moral development are very good. A strong moral code permeates the life of the school and the very strong emphasis on social education enables pupils to achieve good standards of behaviour. Lack of planning for spiritual and cultural development results in more patchy provision but overall provision is satisfactory.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. The school's approach to promoting good behaviour and eliminating oppressive behaviour is very good. This is a strength.

The provision for extra-curricular activities is very good. Pupils make good use of the additional opportunities offered to them and this contributes to the standards attained and their good attitudes. The curriculum offered to pupils with special educational needs is carefully managed. The organisation of support assistants and the work undertaken with these pupils ensures that they have equal access to all subjects of the National Curriculum and are fully integrated into all lessons, especially literacy and numeracy. Planning is insufficiently detailed to ensure continuity and progression in some key areas; notably speaking and listening and using and applying knowledge and understanding in mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership. There is a shared vision, strong teamwork and commitment to raising standards.
How well the governors fulfil their responsibilities	The governing body is very effective and statutory requirements are met. Governors successfully act as critical friends and hold the school to account for standards attained.

The school's evaluation of its performance	Monitoring and evaluation of standards in teaching and learning are well established. Self-evaluation is a strong feature of the school's culture.
The strategic use of resources	Carefully managed resources are directed to appropriate priorities for improvement. Evaluation of the impact of major spending decisions on standards is at an early stage of development.

The school's aims effectively underpin its work. There is no sense of complacency and commitment to continuous improvement is clearly evident throughout. The school responded well to the outcomes of the first inspection and progress towards meeting its targets is at least sound. Day-to-day management and systems for financial management are efficient. Therefore, teachers and support staff are able to concentrate fully on teaching and learning. The school has rightly identified the need to review the curriculum it offers to pupils in the light of new requirements and to ensure that learning intentions are clearly identified at the planning stage, especially in the key areas of writing, speaking and listening.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's caring atmosphere. • The good progress made by their children. • Good behaviour in school and out on visits. • Nursery provision. • Warm welcome by all staff. 	<ul style="list-style-type: none"> • Provision for reception children in the afternoons. • Number of supply teachers used. • Amount of homework given to pupils, especially at upper Key Stage 2.

Inspection findings support the positive views of parents. However, the provision made for reception children is good and pupils make at least sound progress in relation to their prior attainment. The work undertaken each afternoon is comparable with recognised good practice for children of this age. The school's use of supply teachers is below average for a school of this size. The work given to pupils to do at home is better than that usually seen in most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English and mathematics are very low throughout. This is reflected in the well below average results attained in the 1999 national tests (Standard Assessment Tests) at the end of Key Stages 1 and 2. In contrast, standards in science are broadly in line with the national picture when pupils leave the school at 11.
2. The vast majority of children come into the nursery and reception classes with very low skills in speaking and listening. Many have difficulty initially in relating to other children and adults. Consequently, this adversely affects their ability to converse, concentrate and settle to the learning tasks set for them. The teaching in the nursery is of a very high standard and the school's current provision for reception children is good; particularly in the afternoon where additional trained staff are employed to work with small groups of children. Therefore, children are getting a good start to their schooling and make good progress. Furthermore, teaching is good throughout the school and pupils make at least sound, often good progress as they move up through Key Stages 1 and 2. However, this does not compensate fully for their low starting point and, except in science, the vast majority of pupils do not reach the standards expected of 11 year olds when they transfer to secondary school.
3. When compared with other similar schools the overall picture is better. By the time pupils reach 11 they do at least as well as pupils in most other similar schools in English and mathematics. They do very well in science. The school is particularly successful in enabling more pupils to achieve Level 5 in the Standard Attainment Tests in English, mathematics and science than in other similar schools. This is due in large part to the good teaching and the school's ability to foster good attitudes to learning in its pupils.
4. In comparison with similar schools pupils at seven do well in reading and about average in writing. However, standards in mathematics have declined over the last four years and have not been as good as they should be. The school's rigorous analysis of pupils' attainments and the recent emphasis on numeracy is having a measure of success, is beginning to remedy weaknesses and is helping to raise standards throughout.
5. Pupils identified by the school as having special educational needs make good progress in relation to their prior attainment. Their needs are assessed accurately and targets in their individual education plans are clear and precise. The learning support assistants work very well with pupils experiencing difficulties and the quality of teaching offered by the special educational needs co-ordinator is excellent. Consequently, pupils are helped to do their best and attain standards which are high in relation to their starting point. For example, in science one pupil identified as being well below average at seven achieved Level 5 in the national tests at age 11.
6. The school's targets to improve standards at the end of Key Stage 2 by 22 per cent to 72 per cent in English and 13 per cent to 68 per cent in mathematics over the next two years are challenging but not unrealistic given the gains made so far through the consistently good implementation of the National Literacy and Numeracy Initiatives. However, in order to achieve these results, the school has rightly identified the need

to focus much more on improving standards in writing, speaking and listening across the curriculum.

7. Inspection findings indicate that there is little significant difference in the attainment of boys or girls overall. Although the test results indicate that boys do slightly better than girls in mathematics and science at age 11 the school has identified this small discrepancy and is using its data analysis in order to identify weaknesses and bring about improvements where necessary.
8. Standards attained by pupils in each year group are broadly similar because teachers liaise closely and prepare lessons carefully. The learning opportunities offered to both classes per year group are the same and there is equality of access to the curriculum throughout.
9. In all other subjects, pupils make good progress in the early years and at least sound progress at Key Stages 1 and 2. This enables them to achieve standards which are broadly in line with expectations for pupils at 11. This positive position is due to the teachers having good understanding of the subjects they teach, forming very good relationships with their pupils and maintaining good discipline in lessons.

Pupils' attitudes, values and personal development

10. Throughout the school pupils' attitudes, values and personal development are good. Many positive aspects of this area were highlighted in the previous report. These have been maintained, and in some instances, improved upon. Parents feel that the school gives 'good messages' to the pupils encouraging them to 'behave well, grow and blossom'. The levels of attendance are satisfactory and broadly in line with the national average. Punctuality is satisfactory, allowing sessions to start on time and continue without interruption.
11. The school works very hard to promote good attitudes in its pupils and is successful in achieving this aim. Throughout the school pupils enjoy being involved in their work and enjoy showing others what they have produced. They generally listen and are willing to try hard even though, for many, lessons throw up difficulties due to their poorly developed speaking and writing skills. Standards of behaviour are good although there are some pupils who are potentially troublesome. The difficulties they pose are minimised by the very consistent application of agreed strategies for behaviour management by all adults in the school. This has a positive effect on progress because these pupils are not permitted to hinder the learning of their classmates. This is an improvement since the last inspection.
12. Pupils are courteous. Staff, parents and visitors are generally treated politely. The school successfully promotes very good relationships between pupils and adults. Pupils like their teachers and feel that they are well cared for. Relationships are open and friendly and pupils feel comfortable when chatting to teachers about work and personal issues. There are high levels of mutual respect.
13. Pupils are generally honest and trustworthy. They treat property around school with care and consideration and there is little evidence of damage or graffiti. Pupils work effectively in groups and make a good response to the many opportunities they are given to take responsibility outside the classroom. They help as monitors in class and at lunchtimes. There is a Student Council, chaired by the deputy headteacher, which has been active in drawing up guidelines regarding behaviour. Older pupils help younger ones, especially in the nursery, and initiatives such as 'Student of the Week' and 'Cloakroom of the Week' positively reward and enhance pupils' efforts.

Pupils feel, with great justification, that their efforts are worthwhile. However, there are still insufficient occasions when personal initiative is encouraged in lessons, and this inhibits the development of pupils, particularly the higher attainers.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good with very good features. This represents an improvement since the last inspection and the overall picture is much better. Teaching in all but one lesson is now at least satisfactory. This is in contrast to 80 per cent in November 1996. The amount of teaching, which is good, has risen by seven per cent to 47 per cent while the percentage of very good and excellent teaching has improved from four per cent to 16 per cent. In the last inspection no lessons were judged to be of the very highest quality. A notable feature is that excellent teaching is now seen in the nursery, Year 3 and in the teaching of pupils identified as having special educational needs.
15. In the last inspection teachers' insecure subject knowledge and their lack of skills necessary to implement schemes of work, especially in information technology and design and technology, were identified as key features of the 20 per cent of unsatisfactory teaching observed. This weakness has been remedied. Teachers are judged to have good subject knowledge now, and this is reflected in the sound or better progress made by pupils throughout the school. Consequently, standards in information technology and design and technology have improved to a satisfactory level.
16. A notable factor contributing significantly to the good teaching observed in this inspection is the consistent implementation of the school's pastoral care and behaviour policy. Teachers treat pupils with care, consideration, courtesy and respect. Pupils mirror this example, respond well to adults and are very supportive of one another. The school's motto 'Where Everyone Cares' is practised not merely preached. As a result, relationships throughout are very good and this has a positive effect on pupils' attitudes to learning and their willingness to work hard and do their best.
17. Linked to this is the very good way in which teachers manage pupils, especially those with behaviour problems, and establish good discipline. The school's reward system is well structured and used effectively by staff to motivate and inspire pupils. Teachers and assistants are consistent, fair and reliable in their dealings with pupils. This successfully creates a secure environment for pupils and the vast majority come to lessons willing to participate and eager to learn.
18. This firm foundation for learning is then built on effectively to improve on what pupils know, understand and can do. Raising standards in English is a priority for the school. In order to help pupils talk more confidently and extend their range of vocabulary, teachers pay particular attention to the introduction of new terminology. They constantly use correct terms and actively encourage pupils to do likewise. For example, in science teachers identify new vocabulary in their planning, give good explanations of meanings and as a result pupils assimilate new terms quickly and use them confidently and accurately.
19. In the last inspection, teachers did not assess pupils' levels of attainment in relation to National Curriculum levels accurately enough and this limited them in their ability to move pupils on to harder work when they were ready for it. The school has improved this aspect of its work. The quality and use of ongoing assessment in lessons, including oral feedback to pupils and marking of work, is much better. It

now reaches a satisfactory standard overall. However, there are still variations and the inconsistencies are limiting the school in its ability to ensure that all pupils make consistently good or better progress throughout. For example, in numeracy most lesson plans contain clear learning intentions and provide effectively for the differing needs of pupils. However, some plans simply list the activities to be covered and do not always indicate what pupils are expected to learn. Consequently, in these lessons learning cannot be securely assessed and this has a negative effect upon individual progress.

20. There have been significant changes to the teaching of English and mathematics since the last inspection. The National Literacy and Numeracy Initiatives have been successfully introduced. The numeracy lessons in particular are having a positive impact on the rate at which pupils learn. The mental arithmetic work at the beginning of every lesson is an outstandingly good feature of numeracy teaching throughout the school. These mental mathematics sessions are dynamic and used well to enable pupils to practise and consolidate skills. Literacy hour lessons are enabling the school to raise standards in reading, particularly at Key Stage 1. During the shared reading sessions teachers explicitly model the behaviour of effective readers, choose texts which are interesting yet have challenging content for pupils and use a variety of questioning strategies to involve pupils and help them learn. Teachers are technically competent in the teaching of phonics and other basic skills. As a result, standards in reading at Key Stage 1 are broadly in line with national expectations and while they are below at Key Stage 2 nevertheless pupils' basic skills are well developed and they make sound progress.
21. The teaching of writing skills follows the guidance in the literacy strategy. Teachers structure these lessons well and select appropriate teaching methods. However, standards in writing remain low because pupils are given too few opportunities to use and apply their skills in other subjects.
22. Throughout the school, teachers place appropriate emphasis on using first hand experiences to motivate and inspire pupils. For example, handling real baby farm animals, such as ducklings and kid goats, both in school and when visiting a farm, provides memorable activities for the very youngest children. Actually heating substances such as chocolate and egg whites in very safe circumstances enlivens science lessons for Year 2 pupils, and using pupils' experiences outside school as a basis for discussion on moral issues enables pupils to appreciate the relevance of religious education lessons in school.
23. Homework is used effectively to enhance learning and this aspect of teaching is gaining momentum with the effective implementation of strategies to involve parents more fully in the education of their own child, for example, the recent introduction of the home-school agreements.
24. In the last inspection good provision was made for pupils identified as having special educational needs and they made sound progress overall. The teaching of pupils experiencing learning difficulties has improved further and is now a strength. The special educational needs co-ordinator offers a good model for teaching and assistants are well trained, have good relationships with pupils and set tasks are well matched to the needs of pupils. A notable feature of the teaching is that work undertaken by pupils when withdrawn from class is linked very clearly to the main lesson. This ensures equality of opportunity and pupils do not miss out on any subjects in the National Curriculum.

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

25. The overall quality and range of opportunities for learning are sound throughout the school. The previous report, November 1996, found that the curriculum was broadly satisfactory, but was not sufficiently balanced. There were too few opportunities for pupils to develop important skills in writing and information technology. Since the last inspection and through the introduction of the National Literacy and Numeracy Strategies the school has wisely focused on raising standards in literacy and numeracy and on providing booster classes for pupils in Year 6. Consequently, some subjects are not taught for as long as they used to be and others, such as design and technology are taught chiefly in the autumn and summer terms. This is common in many primary schools but the overall balance is maintained. Opportunities for information technology have improved and are now satisfactory. There has been insufficient improvement in providing greater opportunities for writing across the whole curriculum and as a result standards in writing are not high enough throughout the school. Good longer-term planning has been securely in place for a number of years, however some is now out of date and does not reflect the changing requirements of the National Curriculum. The school is aware of this and wisely plans to review the curriculum to ensure a closer match to the new curriculum orders that will be effective from September this year. The medium and shorter-term plans do not accurately reflect the school's longer-term intentions, consequently, vital areas of the curriculum are not planned in sufficient detail. For example medium-term plans in English do not identify sufficient opportunities for pupils to develop speaking and listening skills, whilst shorter-term plans often repeat targets from medium-term planning, and do not specify what pupils are intended to learn in lessons. As a result teachers do not focus sufficiently on developing speaking and listening skills across the whole curriculum. In mathematics clear guidance is provided for teachers to plan a unit of work in each area of the mathematics curriculum for pupils of all abilities. These plans are not used appropriately to guide shorter-term planning for using and applying mathematics throughout the school, or data handling at Key Stage 2.
26. Many subjects are linked well, for example through work on farms in the nursery children have talked about farms, listened to stories, had the opportunity to touch and feel live animals brought in by a local farmer, paint pictures, build farm machines with construction toys and sort farm animals. In the reception classes, work on the Chinese New Year has resulted in bright displays of dragon pictures drawn using information technology, and samples of Chinese writing displayed in class books. In Year 2, science work on growth has filled the classrooms with colourful displays of chicks and flowers, which are accompanied by pupils' writing. Older pupils in Year 4 learned to write explanatory text by recording the life cycle of a frog in sequence. In Year 6 pupils carefully examined a daffodil and a tulip in a science lesson and were then able to include greater detail when making observational drawings of the flowers in their art lesson.
27. Pupils with special educational needs are catered for well. Good individual plans have been drawn up to meet their needs and clear individual targets are identified that pupils can work towards in small, measurable steps. The plans are closely monitored by the special educational needs co-ordinator who provides outstanding support for these pupils in small groups. In addition close liaison with staff from the local education authority Co-ordinated Services for Learning Support (CSLS) ensures that pupils with Statements of Special Educational Need receive consistently good support. As a result almost all pupils with special educational needs are making good progress.

28. A very good range of extra-curricular activities is provided for pupils including a wealth of visitors to the school and visits to places of interest. This contributes significantly to standards achieved by the school. All the teachers provide at least one extra club for the children, and as a result the school is a hive of activity at lunchtimes and after school, with children eagerly taking part in art, reading or gardening clubs. Alternatively they are happily ringing handbells, singing in a choir or preparing to play football and netball matches with great excitement and keen anticipation. These are only a few of the wealth of opportunities available to pupils in Key Stage 2. In common with most infant and primary schools, there are few clubs for pupils in Key Stage 1. However each class takes part in a well planned visit at least once a year, visiting local museums and galleries, and older pupils in Year 6 have the opportunity to take part in a residential visit to White Hough Education Centre.
29. The school makes sound provision for personal, social and health education through a suitably planned programme for drugs and sex education. However, the school has not identified time in the school day to teach these aspects, and as a result cannot be sure that all pupils have suitable opportunities to take part in regular activities. During the week of the inspection a van to promote drugs awareness visited the school providing good opportunities for pupils to discuss some difficult issues. The school has a satisfactory range of links with the community which make a helpful contribution to pupils' learning. For example, the handbell club and the choir regularly visit the local nursing home to sing and play for residents.
30. Links with the local high school are well developed, staff frequently meet together and pupils from the high school on work experience are welcomed into the school. Additionally teachers from the high school work alongside colleagues in Charles Saer Community Primary School to build up good relationships and ensure that pupils and parents feel well supported when making the transition to the secondary school. The wealth of visitors to the school include community police officers, local farmers, a Christian group and the local vicar who regularly takes a family assembly. Opportunities to meet with key people from the community enable pupils to have a better understanding of life outside school. The school meets statutory requirements by providing a curriculum for children under five that is clearly based on the Desirable Learning Outcomes for children of this age, and by following the requirements of the National Curriculum including the National Literacy and Numeracy Strategies. The locally agreed syllabus for religious education successfully guides its work in this area. The school pays close attention to ensuring that all pupils have equal access to the curriculum. Pupils with special educational needs are withdrawn to good experiences, frequently returning to class beaming, proudly telling their teachers of the stars or points they have gained in their individual or small group lessons.
31. Provision for pupils' spiritual, moral, social and cultural development is good overall. Taking each aspect separately cultural and social development are very good, and moral and spiritual development are satisfactory. There is currently no policy or clear planning for these aspects of the curriculum, as a result the school has no secure means of ensuring that appropriate provision is made in all classes. Cultural activities are identified in the longer-term school curriculum plans, but individual subject plans do not include guidance on planning each aspect. The lack of planned opportunities for spiritual and cultural development were identified as areas for improvement in the previous report, too little attention has been given to improving opportunities in these areas. The school makes satisfactory provision for the development of spiritual awareness. However, many good examples occur incidentally, for example pupils in Year 6 drawing tulips gasp in delight at the delicate nature of the petals. In Year 2 pupils carefully incubated some eggs and watched

them hatch with a sense of wonder, this was reflected in their descriptions of what they had seen. In school assemblies the school captains sit proudly on special chairs that have been set out for them at the front of the hall next to the headteacher. An atmosphere of calm anticipation is created by the gentle music playing as children come into the hall and almost all sing the hymns with great gusto. However, collective worship during assemblies is sometimes routine and opportunities to develop spiritual awareness are missed. Opportunities are also missed in lessons, mainly due to the lack of planning to ensure consistent practice in the school.

32. Provision for pupils' moral development is very good and permeates the life of the whole school. There is a clear and well-understood set of values, which underpins all school activities. Pupils generally respect and take care of the school's resources and are trusted to work with them independently. From the time they enter school children are aware of what is acceptable and unacceptable behaviour. Staff on duty at lunchtime supervise pupils with care and respect and ensure that the school's policy for discipline is used well. Throughout the school pupils proudly display merit badges sewn onto their sweatshirts, a school motto is prominently displayed around the school saying "I am good but I can be better". This striving for improvement is encouraged by the nature of merit points, which are frequently awarded and result in pupils claiming and aiming for higher and higher awards as the points total up over time.
33. Provision for pupils' social development is very good. Most staff provide very good role models and act with consistency and promptness to reinforce moral and social values. Pupils have very good relationships with the staff and with one another. There are opportunities during the school day for pupils to use their initiative; however, planning for this is inconsistent. The Student Council plays an active part in the life of the school, for example they are influencing the design and development of the future seating areas in the school courtyard. The school encourages pupils to help one another, 'Where Everyone Cares' is emblazoned in the school hall and on almost all school literature, so that this message guides the attitudes of pupils and staff throughout their time at the school.
34. Provision for pupils' cultural development is satisfactory. The school corridors display information, art and writing from the pupils' own culture, and in the reception class vibrant displays celebrate the Chinese New Year. Additionally, storytellers, live musicians and theatre groups are invited to perform for the pupils. A few opportunities to study African art and to study Africa have been planned, nevertheless insufficient attention is given to planning opportunities for pupils to appreciate the wide diversity of cultures within Great Britain and the influence of other cultures on modern day living today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Procedures for monitoring and promoting good behaviour are very good. The school's detailed behaviour policy, which complies with statutory requirements, clearly defines standards, expectations and procedures. An effective range of rewards and sanctions support the behaviour policy. These are used well and are implemented consistently and sensitively by all staff. This policy is further supplemented by the school's code of conduct which is displayed in all classrooms alongside the class rules which are agreed by the pupils themselves. As a result, pupils know exactly what is expected of them and respond well so that mutual respect and tolerance of all is a strong feature within the school.

36. The school's procedures for monitoring and eliminating oppressive behaviour are very good. The behaviour policy is complemented by the very good, highly detailed anti-bullying policy which affirms the school's commitment to dealing resolutely with any abuse or harassment. The supervisory arrangements in and around the school both during playtimes and lunchtimes are good. The measures adopted clearly work well as during the inspection no instances were observed of any individuals or groups being unfairly treated or disadvantaged.
37. The procedures for monitoring and assessing pupils' academic progress and personal development are good overall. The procedures for assessing pupils' academic progress in the core subjects are good. However, the procedures for monitoring and assessing pupils' progress in the foundation subjects are limited. Teachers maintain a wide range of information about pupils' achievements in their record books and consequently have a clear picture of individual attainment in the core subjects. However, whilst there is some evidence of the analysis of national test results being considered, currently the school does not use performance data consistently to track the progress of all pupils and consequently has no reliable means of judging the effects of curriculum planning on pupils' achievements. As a result the school has not identified which areas of the curriculum should be focused on to raise standards overall. For example, the work in English has not been modified to increase the opportunities for pupils to practise their speaking and listening skills and provide more opportunities for extended writing. In mathematics the curriculum has not been modified to provide more opportunities for problem solving and handling data. Teachers' daily planning is monitored regularly, but not all teachers routinely identify exactly what they expect pupils to learn in lessons. Consequently they are unable to monitor accurately the effect of their teaching and pupils cannot be certain of their learning.
38. Procedures for monitoring and supporting pupils' personal development are good. The policies on drugs and sex education are well considered and the programme for personal, health and social education is appropriately planned into the curriculum. The strong ethos of the school encourages a caring atmosphere in which all the staff show considerable concern for their pupils. This has a positive effect upon pupils' attitudes to learning.
39. The school has maintained its effective care of pupils and continues to successfully implement its mission statement of being a school 'Where Everyone Cares'. It provides a caring environment where teachers know their pupils well and value them as individuals. Most parents are happy with the care and guidance offered to their children. They acknowledge that their children are happy in school and able to concentrate on their work. The agreed behaviour policy is effective in promoting good behaviour. It is applied evenly and consistently by all staff. This is an improvement on the findings of the previous inspection. Incidents of reported bullying are dealt with promptly and effectively by the staff. Pupils and parents are aware of school and class rules and most have readily signed the home-school agreement.
40. The school monitors attendance regularly. Registers are called at the beginning of every session. Parents are reminded of the need for punctuality and good attendance. The education welfare officer works closely and effectively with the school where there is perceived to be a problem with attendance.
41. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these

procedures. The headteacher is the named member of staff with responsibility for child protection issues and appropriate training is regularly undertaken.

42. Pupils' health, safety and general wellbeing are effectively looked after. Lessons on sex education and drug awareness form part of the school's health education programme. This is very well supported by the annual visit, lasting a week from the health education caravan. The majority of staff have received first aid training and requirements are met. The school maintains an accident book for recording incidents, first aid boxes are appropriately sited and stocked and parents are informed of accidents involving their children and of any treatment given. The governors have approved a comprehensive health and safety policy and regular risk assessments are undertaken. However, fire appliances have not been checked in recent years. The school is aware of this and appropriate action to remedy this omission is in hand.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school continues to have strong links with parents. The vast majority of parents indicate that they are pleased with what the school provides and achieves. The school is held in high regard by the vast majority of parents and the community it serves. Parents are proud of the caring ethos of the school and have confidence in the school's ability to meet the needs of their children. The information provided for parents is useful and the majority expressed satisfaction with the quality and quantity of information they receive in newsletters and at termly parent-teacher consultation meetings. Most parents feel that they are given a clear picture of what is happening in the school and how their children are progressing. The school prospectus and governors' annual reports to parents are detailed and helpful. Parents are encouraged to take an active part in the education of their own child. Parents were consulted regarding the home-school agreement before it was ratified by the governing body and most have signed it. Workshops have been held for parents on the literacy initiative and those who attended found them useful. The pupils' annual progress reports are detailed and contain information on the curriculum covered, the progress made and areas for development. Parental involvement in their own children's learning is slowly gaining momentum, and overall is satisfactory. The school has a homework policy based on government guidelines and the majority of parents are happy with the amounts of homework their children receive. A growing number of parents are completing the home-school reading record. Parents of children with special educational needs are fully involved with regular reviews and the targets set. In general, they are pleased with the way in which the school supports them and their children.
44. Parental involvement in the life of the school has improved since the previous inspection. Parents and helpers feel welcome in the school and assist in many ways. For example, on trips to places of educational interest, in the library and in lessons with baking, sewing, and craft work. This help is greatly appreciated by staff and enhances provision for pupils. The Parent, Teacher and Friends Association is open to all. It is very active in organising fund raising and social events. Good support for activities such as the family fun night, fashion show and May Fair enable considerable amounts of money to be raised to assist with school resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is successful in its aims of providing a caring environment in which all pupils can learn and achieve well. Teaching and non-teaching staff, assistants and governors work closely as a team and this spirit underpins the school's strong commitment to its continuous improvement and to high standards. The school demonstrates, through its actions, that equality of opportunity for all is central to its work. Relationships throughout the school are very good. The headteacher, supported by his key staff, provides very strong leadership and a clear direction for the school. The school's office manager is very experienced, highly committed to the school and carries out her work to a high standard, making full use of new technology in the school's administration.
46. The school undertakes detailed evaluations of its performance in national tests and compares its standards both with external benchmarks and in relation to pupils' prior attainment so that all staff and the governing body understand the school's trends in performance well. Teaching is closely monitored and supported in areas of priority for the school with a clear focus on raising standards. For example, the information gained from observing teaching has ensured that the daily literacy and numeracy sessions and the school's behaviour policy have been implemented consistently and successfully throughout the school.
47. Day-to-day management and procedures are effective. The school is calm, orderly and welcoming and both staff and pupils know what is expected of them. Responsibilities are delegated to key staff clearly and appropriately. The senior management team meets regularly and corporate decisions are guided by regular monitoring reports from key staff and by analyses of pupils' progress. All pupils have their progress tracked in the core subjects of English, mathematics and science, with regular monitoring reports provided. This is a firm base on which to build more rigorous analysis of the impact of the curriculum offered and standards achieved throughout. Subjects are led and monitored by co-ordinators many of whom have developed their roles well in leading and managing their subjects, for example, in mathematics. All co-ordinators regularly review teaching plans, guiding and supporting their colleagues as required. However, their use of such information to help guide improvements in longer-term curriculum planning is insufficiently developed.
48. Teachers and governors in the school reflect critically on what they do and how provision and standards might be improved. They consult widely within the school, but less so of the wider local community. The school's development plan contains appropriate targets for improvement and is an effective working document. Expected outcomes are specified so that monitoring and evaluations of progress are effective. Whilst the school has a very clear vision of its direction in the longer term, the school's development plan does not articulate sufficiently how the school intends to develop beyond two years in order to meet its longer-term goals.
49. The governing body is very effective and is well led. It carries out its statutory duties well in challenging and supporting the school and helping to shape its direction. Governors are well informed about the school's standards, its strengths and weaknesses. The headteacher, office manager and key staff all provide the relevant committees with up to date reports on school priorities. Governors regularly visit the school and each take a special interest in a class. The committee structure is effective. Financial controls and monitoring are very good. A recent auditor's report praised the systems in place and the few points raised for action have all been implemented. The finance committee undertakes strategic planning on the basis of

projected pupil numbers and examines options that could be taken. The school's available resources, including those for specific purposes, are targeted well to help raise standards further, for example, in employing more classroom support assistants to help raise standards for pupils with special educational needs. However, the governing body does not follow through its major spending decisions to evaluate their impact. Overall, the school is building on the principles of best value well, through its careful attention to the analysis of pupils' standards and by ensuring it achieves good value for money in purchasing services and resources and directing them to appropriate priorities. Curriculum decisions are constantly under review, for example, the impact of the structure of the school's afternoon curriculum. However, the school does not consult the wider community sufficiently about major spending or curriculum decisions. Taking account of the low socio-economic circumstances of the school's intake, its low unit costs and its effective educational provision leading to sound or better progress, the school provides good value for money.

50. The school site is clean, tidy and well maintained by a hardworking staff. The playgrounds and field are of a suitable size for the number on roll and good use is made of the available space including the adequate storage facilities. There is an attractive, well equipped, designated and secure outside area for children under five years of age. The school has a satisfactory level of learning resources overall. The resources in music, information technology and the stock of reference books were unsatisfactory in the last inspection. These weaknesses have been remedied. Resources for early years are very good. The quality of learning resources is generally good and they are durable, well looked after and easily accessible by staff and pupils.
51. The school has a good allocation of teachers with a suitable mix of youth and experience. They have appropriate training and qualifications, sufficient to teach the subjects of the National Curriculum and religious education, and to provide for the needs of children under five years of age. Staff are hard working and conscientious. A much higher than average number of support staff are available to support the teaching of a range of pupils, including those with special educational needs. The amount of non-teaching assistance available to the school significantly reduces the pupil to adult ratio for much of the day, and because of good deployment and teamwork, has a very positive impact on pupils' attitudes to learning and the progress they make. Learning opportunities are enhanced for pupils throughout the school.
52. Other support staff, including administrative staff, caretaker and cleaners, lunchtime supervisors and playground staff all make a very positive contribution to the life of the school.
53. The school operates very good procedures for the induction of new teachers, especially newly qualified staff. The latter receive help and guidance from a trained 'mentor' who is a member of staff. In addition they have the opportunity to undertake a very good range of induction activities such as attending local authority courses, visiting other schools and observing other teachers in action.
54. Arrangements for the professional development of all staff are good. Actions taken are linked well to priorities identified in the school development plan, the needs the school and the needs of the individual. The system of appraisal, whilst up to date, is temporarily in abeyance pending new arrangements from the Department for Education and Employment. However all teaching staff have personal interviews with the headteacher each year, and the outcomes of these meetings are used to support the needs of staff through in-service training. All staff have appropriate job descriptions and this makes a positive contribution to improved standards of

teaching. Non-teaching staff have full access to training opportunities and are well trained, including in literacy and numeracy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Continue to raise standards in English and mathematics by:
 - identifying more clearly the opportunities for pupils to develop writing, speaking and listening skills in all subjects taught;
(paras 21, 25, 37, 75, 76, 77, 80, 83, 103, 127 and 140)
 - identifying very precisely when and how pupils are to be taught key skills relating to data handling and applying their knowledge and understanding in mathematics.
(paras 25, 37, 88, 89 and 100)

- (2) Routinely identify what exactly is to be taught in lessons and provide opportunities to assess how successful lessons have been by:
 - sharing the learning intentions with pupils;
 - accurately assessing pupils' knowledge and understanding against the learning intentions;
 - providing pupils with time to reflect on their own learning.

(paras 19, 25, 37, 90, 91, 97, 110, 127 and 140)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	12	47	36	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	358
Number of full-time pupils eligible for free school meals	0	132

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	1	95

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.5	School data	0.4
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	30	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	23	24	18
	Total	39	40	34
Percentage of pupils at NC level 2 or above	School	72	74	63
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	19
	Girls	25	22	24
	Total	41	39	43
Percentage of pupils at NC level 2 or above	School	76	72	80
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	23	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	20
	Girls	10	11	15
	Total	22	26	35
Percentage of pupils at NC level 4 or above	School	48	57	76
	National	70	68	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a	n/a	n/a
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	381
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	22
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	316

Financial information

Financial year	1998/9
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	£
Total income	604,777
Total expenditure	599,123
Expenditure per pupil	1,444
Balance brought forward from previous year	38,087
Balance carried forward to next year	43,741

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	2
Total aggregate hours worked per week	46

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	381
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	53	3	0	0
My child is making good progress in school.	46	48	3	0	3
Behaviour in the school is good.	39	44	10	0	7
My child gets the right amount of work to do at home.	29	34	27	5	5
The teaching is good.	48	48	0	0	4
I am kept well informed about how my child is getting on.	37	53	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	20	0	0	7
The school expects my child to work hard and achieve his or her best.	66	32	0	0	2
The school works closely with parents.	42	54	0	2	2
The school is well led and managed.	61	35	0	2	2
The school is helping my child become mature and responsible.	42	56	0	0	2
The school provides an interesting range of activities outside lessons.	42	56	0	0	2

Summary of parents' and carers' responses

The vast majority of parents are satisfied with the quality of education provided for their children and are of the view that most children make good progress. They consider the provision in the nursery to be very good and feel confident to approach any member of staff, especially the headteacher, should they have any concerns. Parents consider pupils to be well behaved both in school and when on educational visits. Parents are confident that their children are well looked after while in school. The caring and sharing principles of the school are understood, valued and supported by most parents. There is some concern relating to the provision for reception children during afternoon sessions, number of supply teachers used on occasions and the amount of work given to pupils to do at home.

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

Areas of learning for children in the foundation stage

55. The pattern and quality of provision for children under five has not changed since the last inspection and the nursery remains a strength of the school. Three year olds are admitted to the purpose built nursery unit part-time; mornings or afternoons. Then, children are admitted to school in September of the year in which they are five and join the reception classes. When children leave the nursery they often transfer to schools closer to their homes. Most of those children who start in reception have not had any formal pre-school education.
56. Children enter the nursery and reception classes with a wide range of abilities. A few have good vocabulary, are able to co-operate and are eager to learn. Most have delayed or poor language skills and initially find it difficult to relate confidently to known adults, co-operate with other children and settle to their learning tasks.
57. Children make a good start to their schooling because the teachers and trained assistants work well together, support children's learning expertly and provide purposeful activities throughout the day. Parents expressed concern about the afternoon provision for reception children, therefore inspectors took particular interest in this year group. The findings are that the good provision in the nursery is matched by good provision for reception children, especially in the afternoon sessions. The teachers in charge and trained assistants have a clear understanding of how young children learn, provide a good balance of activities and work directly with individual or small groups of children to support and extend their learning, particularly in the area of language development.
58. Overall, children make good progress, especially in their social development and attitude to learning. However, this does not compensate fully for their low starting point and most children do not reach the expected levels for five year olds before they start Key Stage 1.
59. Language development and communication skills rightly receive a high priority in the nursery and reception classes. All adults ensure that children are given every opportunity to extend and enrich their vocabulary, speak clearly, listen attentively and talk confidently. The role-play area in the nursery is always very attractive and appealing to young children. During the inspection the role-play area was set up as a garden centre. Children willingly acted out the parts of customers and shop keepers but had to be coaxed to say more than "Yes" or "No". The adults have a good rapport with the children and the atmosphere is relaxed yet focused on learning. Nevertheless, the children's ability to express themselves fluently and ask or respond to questions is limited. In reception, the literacy hour lessons and practical, purposeful play activities are used effectively to help children make good progress. The good level of staffing, particularly in relation to trained assistants, ensures that adults can work directly with children, give appropriate direction and enable learning to be consolidated and developed. For example, when making cards, peppermint cream sweets and working on the computer the responses of the reception children were supported and extended sensitively enabling them to grow in confidence and learn from their mistakes.

60. A love of reading is clearly passed on to children quickly. The vast majority of children in the nursery and reception classes listen attentively to stories, songs and poems and learn some by heart. Good links are made across the areas of experience to harness children's enthusiasm. For example, the story of Jack and the Beanstalk was enlivened for the nursery children by growing real beans. The teaching in literacy hour lessons for reception children is good. There is a clear focus on teaching phonics and high frequency words. Big books such as 'The Pancake' are chosen carefully for their appeal to the age and interest levels of the children.
61. Most children entering the nursery or reception classes have had little experience of handling pencils or crayons. However, the strong links made between the key skills of reading, writing, speaking and listening enable children to make good, sometimes rapid progress. Drawings of people used to assess children's level of maturity and ability demonstrate that within a few months children move on from drawing barely recognisable circles to producing pictures which include bodies, legs, arms and in some cases hair, fingers and feet. Opportunities to write are integrated well into activities offered to children. Shopping lists and order books were part of the garden centre play area in the nursery and writing activities are key features of the literacy hour lessons for reception children.
62. The mathematical area of learning forms another major part of the programme for under-fives. The quality of teaching, good relationships with children, structured activities and, for reception children, use of numeracy lessons ensures that children make good progress throughout. Children are encouraged to sort, match, order and count objects and many do so with growing confidence. Teachers consistently reinforce mathematical language and help them to use correct vocabulary in a wide variety of situations. This was demonstrated very well in a physical education lesson where the teacher consolidated understanding of counting and terms related to distance. Although children are keen to learn and do their best, many at five are unable to demonstrate the knowledge and understanding usually expected of three and four year olds. The school has rightly identified mathematics as an area for development.
63. Children's knowledge and understanding of the world and their creative abilities are weak. The activities provided by the school enable children to look closely at objects, choose materials, tools and construction toys to make things and develop an understanding of life outside the home. However, children are limited in their ability to make the most of what the school offers because they are unable to ask questions about why things happen or how things work and talk about events in their lives. Although their manipulative skills are reasonably well developed the children do not have the vocabulary usually associated with drawing, painting and modelling. One boy, when asked how he joined two construction blocks together was able to demonstrate confidently but was unable to use words such as 'push together' or 'pull apart'. When using musical instruments, few children in reception had the vocabulary to describe the different sounds made by simple percussion instruments.
64. Opportunities for children to demonstrate independence, use their initiative and develop dexterity underpin the provision made in the area of physical development. The extensive range of equipment, materials and tools offered as 'free play' activities focus on improving fine manipulative and co-ordination skills. Children demonstrate very positive attitudes to these activities and take full advantage of them to develop their skills and give them greater control over small tools and equipment. The activities provided in the secure outdoor area for the nursery children and in physical education lessons for reception children give ample opportunities for children to practise and improve skills in running, jumping, climbing, balancing and using

apparatus confidently. In one physical education lesson, children were encouraged to move about freely, choose different methods of travelling along a bench and balance on different parts of the body. The teacher skilfully supported and challenged children so that even the most timid achieved success. New learning was easily identified because the teacher was very precise in what she was teaching and how she was teaching it.

65. Children's personal and social skills are very well developed. They quickly settle in to the nursery, behave well and form constructive relationships with each other and with adults. They increasingly demonstrate confidence, are able to make choices and are excited by their learning activities. Through the support and encouragement of all adults, the vast majority of children increase their capacity to concentrate and persevere.
66. The quality of teaching is consistently very good. Teachers plan carefully to provide an appropriate curriculum for all children and their knowledge and understanding of how young children learn is good. Teachers' expectations are high but not unreasonable and they provide activities which are well matched to children's abilities. Long-term and day-to-day assessment is used effectively to inform planning and enable children to make good progress. Relationships are very good, which results in classrooms being busy, purposeful places where children are given every opportunity to do their best.
67. The level of learning achieved by the under-fives is high. The school's ethos and motto 'Where Everyone Cares' underpins the work and provision made for these young children. Adults treat all children with respect and they respond well, knowing that they are safe and secure and will be treated kindly, but firmly. The first hand experiences such as handling baby farm animals and growing seeds enrich their lives and their comments, smiles and facial expressions indicate that they find their learning enjoyable, rewarding and satisfying.
68. Children identified as having special educational needs are fully integrated into the life of the nursery and reception classes. The adults are particularly patient with children and provide very good role models for other children. Consequently, all children are accepted, play together co-operatively and show respect for each other.
69. The school is mindful of the need to assess children's knowledge and understanding accurately. Therefore, with parents' help records are kept of what children can do when they first start nursery. Baseline assessments are carried out in line with current requirements and while the records indicate that most children at three and five years of age enter the school at a very low level they also show that children make good progress in relation to their prior attainment.

ENGLISH

70. Pupils enter Key Stage 1 with levels of attainment well below national expectations. Pupils work hard throughout their time at the school, make sound progress and do at least as well as pupils in similar schools. However results are generally low in comparison with national averages. When compared with all schools nationally the results of the 1999 national tests show that at Key Stage 1 the percentage of pupils attaining Level 2 in reading and writing was well below the national average. The percentage reaching the higher Level 3 in reading was below and no pupils achieved this level in writing.

71. The Key Stage 2 test results for 1999 in English show that while the proportion of pupils achieving Level 4 was well below the national average the proportion achieving the higher Level 5 was close to the national average. When these pupils were assessed at the age of seven in 1995, broadly similar results were achieved for those reaching Level 2 and 3. Progress for this group of pupils was sound overall. Trends over the three years 1997 - 1999, show that standards fell significantly in 1999 when compared with all schools. This was due mainly to lower standards in writing.
72. When comparing the school's results with other similar schools across the country, pupils at Key Stage 2 achieve standards that are broadly in line with the average. At Key Stage 1 pupils' results in reading were above those achieved in similar schools and in writing they were about average.
73. The percentage of pupils with special educational needs in each cohort is broadly similar to the national figures but the percentage with Statements of Special Educational Need is above. Inspection evidence indicates that pupils in reception, Year 1 and Year 2 make sound progress overall in English in relation to their prior attainment. In reading they achieve standards which are close to national expectations and make good progress. In writing, speaking and listening attainment is on course to be below that expected nationally. Pupils continue to make at least sound progress throughout Key Stage 2 but overall, standards are below national expectations in all aspects of English.
74. Pupils with special educational needs make good progress across the key stages because of the good support they receive in lessons and when working in small groups. In the previous inspection in 1996 pupils identified as having special educational needs were judged to make sound progress. Therefore, the school has improved its performance in this aspect of its work.
75. The school is mindful of the need to raise standards in English and since the last inspection has introduced some sensible measures, for example, their own intensive support scheme called the Friday Literacy Improvement Project (FLIP). The school welcomed the National Literacy Strategy and it has been implemented consistently across the whole school. As a result standards in reading are clearly beginning to rise. Success in bringing about improvements in writing, speaking and listening is not so well marked because pupils do not have sufficient opportunities to practise what they have learned in the literacy lessons. The school's overall curriculum plan does not identify clearly enough when and how opportunities for developing these aspects of English are to be offered to pupils in other subjects.
76. At the end of both key stages in speaking and listening pupils make sound progress in relation to their starting point but they achieve standards which are below national expectations. At Key Stage 1 pupils listen carefully to their teachers and are beginning to listen to each other well. In the plenary part of literacy lessons pupils are not speaking to the whole class about what they have actually learned. This is limiting them in their ability to reflect critically on their own learning and use language effectively to communicate ideas. Many are confident and eager to speak, demonstrating high self esteem, but their vocabulary and ability to express themselves are limited when compared with other pupils of a similar age nationally. At the end of Key Stage 2 pupils willingly contribute to lessons. Most listen very well to adults and a growing number use standard English correctly.
77. During the inspection in one Year 6 lesson, a debate about persuasive writing on the topic of animal rights encouraged potentially higher attaining pupils to put forward

well argued points. In contrast in one lesson on poetry in Year 5, discussions were limited and pupils were not expected to develop their ideas thoughtfully before speaking. Teachers' shorter-term planning does not identify how pupils will increase their skills in speaking and listening in each lesson. As a result opportunities occur incidentally rather than through a series of lessons designed to systematically increase pupils' skills.

78. In reading, by the end of Key Stage 1 pupils achieve standards which are broadly in line with national expectations. Almost all pupils enjoy talking about books and are able to use a range of methods to work out unknown words. They are gaining good basic skills and make good progress. This continues into Key Stage 2 where basic skills are well developed; words are generally read accurately using good phonic skills and progress is at least sound. Although basic skills are well developed, by the age of 11 pupils achieve standards which are below national expectations because pupils at this age are expected to do much more than just read words accurately. Inspection findings indicate that standards in research skills in Year 6 are not high enough. Some pupils use non-fiction books carefully to find out information but most are unable to describe how to locate specific information accurately. Most are not able to discuss different genre and while a few can talk about fantasy writing they cannot clearly identify characteristics of such writing. The work undertaken in literacy lessons is clearly having a measure of success because pupils at lower Key Stage 2 are more confident than those in Year 6 in using non-fiction texts and use the school's library well to research information in other lessons.
79. The school tests pupils' reading ability regularly and keeps details of pupils' progress. The results of these tests for Year 6 indicate that pupils of all abilities have made at least sound progress.
80. Standards in writing are below national expectations throughout the school but given the low starting point the vast majority of pupils make sound progress in relation to their prior attainment. At Key Stage 1 most pupils write short sentences, spell simple words correctly and use full stops and capital letters with reasonable accuracy. The amount which is written is less than normally seen by pupils of this age. Pieces of writing are often too short and ideas are not developed in a logical sequence. At the end of Key Stage 2 writing frequently lacks sufficient depth and pupils' ability to use expressive and descriptive vocabulary is limited. The focus of most literacy lessons has been to improve reading skills and this has been successful. However, writing skills are not as well developed as reading skills. Scrutiny of work from all classes indicates that pupils have few opportunities to write independently in other subjects. Overall, the range of writing undertaken by all pupils is sound but the challenge and requirement to organise their own writing are not demanding enough. Analysis of lesson plans shows that there is insufficient detail to ensure skills in writing are taught across the whole curriculum and gains made in literacy lessons are consolidated and used effectively to bring about higher standards.
81. The school's policy to introduce a joined writing script from the start in reception is having a sound impact on the quality of pupils' handwriting. The vast majority of pupils write fluently and legibly. Progress is sound throughout the school. This positive position has been maintained since the last inspection.
82. Teaching in English is sound overall. Six per cent of teaching is outstanding but there is a tiny percentage which is unsatisfactory. The main characteristics of the good teaching seen are lively, well-organised lessons that proceed at a brisk pace. Teachers have very good control over their pupils and make good use of praise; as a result pupils are keen to please and work hard. Pupils are well behaved in most

lessons. Thoughtful discussions draw out pupils' responses and the positive encouragement for all contributions keeps pupils involved in their learning. In one lesson teaching was unsatisfactory and these high standards, particularly in relation to managing pupils were not achieved. In Year 3 all English lessons were very good or outstanding. This high quality teaching ensures that all pupils are very well behaved, work hard and do their best throughout. In these outstanding lessons the pace at which one exciting activity follows another is exactly right and lessons are fun. As a result, pupils in Year 3 make very good progress.

83. There have been significant changes in English since the previous report, the literacy hour has been successfully introduced, and two teachers have taken on the management of English sharing responsibilities for Key Stage 1 and 2. These co-ordinators have established a good working relationship and are beginning to analyse reasons for low attainment. The school has recognised that standards need to be raised in writing, speaking and listening, and although the literacy action plan does not reflect this priority well enough, the school is in a firm position to move forward.

MATHEMATICS

84. Pupils enter the school with levels of attainment well below national expectations. Their mathematical skills are low and in many cases poorly developed. Test results for 1999 show the percentage of pupils achieving the expected Level 2 at Key Stage 1 was very low in comparison with the national average and the percentage of pupils achieving the expected Level 4 at Key Stage 2 was well below the national average. Trends over the four years 1996 - 1999 show that standards at Key Stage 1 are falling, whilst standards at Key Stage 2 are broadly in line with national averages, although there is a dip in the 1999 results. The performance of boys is slightly better than girls at both key stages.
85. Inspection evidence indicates that the current pupils at Key Stage 1 and Key Stage 2 are on line to achieve levels of attainment below those expected nationally. However, considering that on entry their mathematical skills are low and in nearly all cases poorly developed, this represents good learning at Key Stage 1 and satisfactory learning throughout Key Stage 2. Attainment in number and shape is better than in other areas of mathematics. Skills in using and applying mathematics, data handling and investigation skills are not well developed. The school's effective introduction of the National Numeracy Strategy has had a very positive impact upon pupils' computational and mental calculation skills, but insufficient opportunities are provided for pupils to extend their knowledge of using and applying mathematics in other subject areas.
86. At the end of Key Stage 1 all pupils can count forwards and backwards to ten and many are confident with numbers up to 100. Pupils use number bonds to 20 and number sticks to aid their mental calculations. Many can name correctly three-digit numbers and use their understanding of decomposition and place value to separate the numbers into hundreds, tens and units. A number of the more able pupils use their knowledge of multiples to 10 x to calculate hidden numbers in such sequences as: $6 \times ? = 60$. Average and above average pupils use their knowledge of the 3 x and 4 x tables when playing a board game using dice and counters. Most pupils understand how money is used and can make simple calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two and three-dimensional shapes and can sort them by their attributes. In some cases using their information technology skills in related computer programs. Many pupils understand the difference between odd and even numbers.

87. At the end of Key Stage 2, pupils have built upon the knowledge and understanding gained earlier and lower attaining pupils can add subtract and multiply in tens and units. Pupils are able to produce bar charts from tallied information and offer simple interpretations. However, the quality of exposition is often restricted by the pupils' limited vocabulary. Mental arithmetic skills develop well with practise and a number of pupils are able to make complicated calculations with considerable speed and precision. Many Year 3 pupils are making significant gains in calculations involving money. For example, adding £3.97, £4.14 and £4.99 and calculating the change from £20. More able pupils add and subtract three-digit numbers confidently using a variety of strategies, but find difficulty in offering oral explanations. A number of pupils can interchange fractions, decimals and percentages and understand and work accurately with, a range of metric measures. They understand area and perimeter and can calculate the areas of rectangles and triangles in square centimetres but the use and understanding of data handling are underdeveloped.
88. From lessons observed, discussions with pupils and analysis of pupils' work indications are that learning in the areas seen is good at Key Stage 1, and satisfactory at Key Stage 2. However, the analysis of teachers' planning and pupils' work indicates that progress in mathematics overall is limited by insufficient attention being given to planning and presenting work from the whole range of the mathematics curriculum. Pupils with special educational needs in mathematics make good progress towards meeting the targets in their individual education plans. Work presented to them is well matched to their abilities and previous experience and very good support and encouragement is given to them by teachers and learning support assistants. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is satisfactory overall. In whole-class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate satisfactorily on the tasks set for them, and they work well together. Relationships between pupils and their teachers are very good overall and this has a positive impact upon the effectiveness of teaching.
89. There is satisfactory use of mathematics across the curriculum including measuring and recording in design and technology, creating time lines in history and recording observations in science. However, there are limited opportunities in Key Stage 2, particularly for pupils to use and apply their mathematical knowledge in extended investigations, and this aspect is not as well developed as numeracy.
90. The teaching of mathematics is good overall with examples of very good teaching observed. In Key Stage 1, a half of all lessons observed were good. In Key Stage 2 eight out of ten lessons were good or better with three out of ten being judged very good. At both key stages, teachers' knowledge of the National Numeracy Strategy is good, and they show much confidence in their teaching. Most lesson plans contain clear learning intentions, based upon the National Numeracy Strategy curriculum and provide effectively for the differing needs of pupils. However, some plans simply list the activities to be covered and do not always indicate what the pupils are expected to learn. Consequently in these lessons learning cannot be securely assessed and this has a negative effect upon individual progress. Teaching methods are good with an appropriate balance between pupil activity and direct teaching. Lessons are well organised, lively and proceed at a brisk pace. The National Numeracy Strategy has been effectively and consistently implemented and the dynamic mental mathematics sections are an outstanding feature of all lessons. Pupils engage in the activities with obvious enthusiasm and enjoyment and teachers make the most of the sessions to

provide opportunities for the practice and consolidation of skills. Time and resources are used well and the use of homework to support learning is good. The very effective use of questioning to focus attention and aid understanding, and the constructive use of praise to motivate are regular features of the good teaching. Teachers manage their classes well and generally have high expectations, although extension activities for higher attaining pupils are not always used or included in their planning. Whilst teachers' records are comprehensive, the planned opportunities for day-to-day assessment are not explicit and there is no clear evidence which indicates that assessment is being used to inform planning. The needs of pupils on the special educational needs register are met well and teachers and support staff make effective use of detailed individual education plans to ensure appropriate work is set. Pupils have a very positive attitude to mathematics and many appear to enjoy the subject. This is particularly so in the pacey and challenging mental arithmetic sessions at the start of the numeracy hour. Overall pupils respond well to the tasks set for them, and take part enthusiastically in question-and-answer sessions. They are interested, sustain concentration, co-operate effectively and generally behave well. Pupils have excellent relationships with staff and peers and this impacts positively on their progress. Pupils with special educational needs in mathematics make sound and, sometimes, good progress throughout the school. Work is well matched to their abilities and previous experience. Very good support and encouragement is given to them by teachers and classroom assistants.

91. The introduction of the numeracy hour in September 1999 has had a significant, positive impact upon the standards in mathematics. Initially, monitoring of the introduction of the National Numeracy Initiative was carried out by the headteacher. Subsequently, the enthusiastic and knowledgeable co-ordinators have overseen the changes involved and they are currently actively involved in monitoring planning and teaching. The co-ordinators are good practitioners and their lessons are stimulating and challenging. The curriculum, based on the National Numeracy Strategy and supported by the Abacus scheme of work is soundly planned and is broad and balanced. There is effective monitoring of individual progress over time, collated in moderated portfolios and regular assessments are made of pupils' progress using the results of standardised tests and optional national tests. However, whilst there has been some analysis of test results, the findings have not influenced specific curriculum provision.

SCIENCE

92. Inspection evidence indicates pupils' standards in science are at national averages at the end of Key Stage 1. At the end of Key Stage 2, pupils' knowledge and understanding of science concepts and principles are a little above national averages and their skills in investigative science are close to the national average. Pupils' achievements in relation to their prior attainment are high in both key stages, including those pupils with special educational needs.
93. The results of the 1999 Key Stage 2 standard national tests show pupils' achievements were close to the national average and this result was similar to those of the previous three years. The school's 1999 Key Stage 2 test results were well above those for similar schools nationally. Boys achieved better than girls. These results are consistent with the findings of the inspection.
94. At Key Stage 1 pupils make very good progress when learning about the main features of the body, including major internal organs. Work on this aspect of science is effectively supported by use of the mobile Life Education Resource Centre. The very good presentation, good use of resources and lively links with health and fitness

enables all pupils to learn at a very good pace. Throughout Key Stage 1, pupils make very good progress in their knowledge and understanding because key ideas are returned to and built on regularly. Teachers re-enforce pupils' prior learning with effective use of open questions and good discussions. Important concepts are developed through well-chosen, first hand experiences. For example, in a very good Year 1 lesson about worms, the teacher skilfully guided pupils in their observations of some live worms, bringing out their key features well, and used her good knowledge to relate these features to the way worms live. This work is built on well in Year 2, where pupils make a wormery to examine the worms' habitat and to pose questions for further enquiry.

95. At Key Stage 2, Year 3 pupils distinguish between solids, liquids and gases, dissolving and melting and they are beginning to use particle theory to explain dissolving. The contexts for learning are very good, for example, a forensic science investigation of four powders found at the scene of a crime, enthuses and challenges pupils very well. Pupils in Year 4 have made a very good display of their work on food chains. In discussion, many pupils can describe in detail some predator-prey relationships, understand important terms such as carnivore, omnivore and know that the ultimate source of energy for both plants and animals is the Sun. By Year 6, pupils are developing their understanding further, for example, in dissolving and crystallising, to investigate factors which may affect the limits to which dissolving occurs. By Year 6, almost all pupils can plan and carry out a fair test when investigating and they draw conclusions from recorded evidence well, although fewer pupils draw on their knowledge to explain their findings. Few pupils consider the accuracy of their measures, think about repeating them or consider how their methods could be improved because teachers take insufficient account of these higher skills in planning lessons.
96. All the pupils enjoy science. Teachers challenge pupils to speculate and to explain in a variety of ways, for example, through good use of open questions at the start of lessons, and through demanding contexts and activities. Many pupils readily offer comments and explanations in whole-class discussions and they work collaboratively at group activities, remaining on the tasks set. Relationships are very good throughout and pupils are managed very well so that behaviour is good. The school has made good progress since the last inspection; pupils' achievements and their behaviour are improved. Opportunities for pupils to enquire and to investigate now feature regularly in a more balanced science curriculum programme.
97. Teaching in both key stages is good with some very good features, particularly in lower Key Stage 2. Teachers' subject knowledge is good and they pay particular attention to the introduction of new scientific vocabulary in their planning so that most pupils assimilate new terms quickly into their own language. Teachers make good use of resources to model what is happening and to provide first hand experiences. For example, in one excellent Year 3 lesson, the teacher built on the pupils' own knowledge of dissolving salt in water by modelling the process with beads in a tube. Her excellent discussion inspired pupils and enabled them to apply simple particle theory to explain what they saw and to distinguish it from melting. The follow up practical investigation effectively consolidated their very good learning. Occasionally, in upper Key Stage 2, higher attaining pupils are insufficiently challenged in their enquiry skills, for example, in explaining outcomes, drawing on their knowledge or in thinking about how their experiments could be improved. Teachers regularly mark and correct pupils' work and frequently offer guiding comments. This enables pupils to understand what they have done well and where they need to try harder.

98. The science co-ordinators provide good leadership of the subject through their effective support and monitoring of teaching and pupils' assessed work. The scheme of work is planned in sufficient detail to enable pupils to progress in their knowledge and understanding of science but insufficient attention has been given to the teaching of higher order skills in Years 5 and 6. The use of information technology in science, for example, in using data-loggers to carry out investigations, is underdeveloped.

ART

99. At the end of Key Stage 1 standards are similar to those normally expected of pupils of this age. By the time pupils leave the school at the end of Key Stage 2, these standards have been maintained. Pupils of all abilities make satisfactory progress throughout both key stages. This positive position has been maintained since the previous inspection.
100. Throughout Key Stage 1, pupils make sound progress in mixing colours, as for example when the youngest pupils in the key stage produce careful paintings of figures using suitable detail. These pupils are also developing appropriate skills using crayons and chinks, as for example, when they produce drawings in the style of other artists. Appropriate use is made of computer software as an alternative approach to painting. At the end of Key Stage 1, pupils develop a sound understanding of the intentions and styles of great artists. Some produce collage and paint pictures of irises in the style of Van Gogh. Pupils understand a range of materials and techniques including paint, chalk, pastel, and use these in producing pictures of chicks, inspired by their own delighted observations of the chicks hatching and developing in their own classroom.
101. Pupils make similarly satisfactory progress in Key Stage 2. They make effective use of books to collect art ideas and to practise techniques, and some of the pupils' work, in Year 5, in the style of Clarice Cliff and Gustav Klint is quite sophisticated. Work involving studying the techniques of great artists develops appropriately during this key stage, as for example, when pupils in Year 4 produce work in the style of Leonardo Da Vinci, the enigmatic face of the Mona Lisa has been reproduced using a range of different media. At the end of Key Stage 2, pupils produce carefully observed drawings of flowers with fine detail and use colour well in their own work. Year 6 pupils think carefully about picture composition, background and foreground as, for example, when they paint a figure in relief on a graduated background of colour.
102. Pupils with special educational needs, including those with the potential for higher attainment, make similarly satisfactory progress. Pupils with Statements of Special Educational Need are completely absorbed in their art lessons and produce work of a high standard.
103. Work in art makes an appropriate contribution to pupils' skills of literacy, but more could reasonably be expected of teachers and pupils to capitalise on opportunities provided. For example, to discuss and debate issues related to the work of well known artists and to encourage pupils to constructively criticise their own work and that of others. Good examples were noted, for instance, in a plenary session in a Year 4 lesson, pupils evaluated the quality of their own work, and that of other pupils carefully, and used subject specific terms. Work in art is used appropriately to support and enhance work in other subjects such as history and science.
104. During the inspection it was not possible to observe many lessons at Key Stage 1 but at Key Stage 2 all classes were observed except Year 5. Taking into account

teachers' planning, the work in pupils' sketchbooks and the displays of art around the school it is clear that teaching overall is sound. Although teachers' planning for art is very limited, a high proportion of good lessons were observed in Key Stage 2. In these good lessons a pleasant and happy atmosphere is created and pupils work hard. Teachers supported and encouraged pupils to try out techniques and increase their skills. They were particularly supportive of those who lacked confidence in their own ability.

105. Displays of artwork throughout the school are very carefully presented, highlighting the pupils' good efforts. Links with Blackpool Art Gallery are used well to motivate pupils, and those who have had work on public display in the gallery are suitably proud of their achievements.

DESIGN AND TECHNOLOGY

106. Standards overall are satisfactory at both Key Stage 1 and 2 and, by the end of Key Stage 1, many pupils have made good progress.
107. Teachers choose activities which appeal to the ages and interests of the pupils they teach. At Key Stage 1, pupils undertake a variety of designing and making tasks in the context of their work in other subjects. For example, when studying footwear in history pupils designed and made sandals, comparing their designs with each others'. Many of the finished products closely matched the intentions and were cut and assembled well. In Year 2, pupils shaped clay to make flower pots. They evaluated their designs, considering aspects such as how well the pots support flowers and how to ensure they retained water by sealing the clay. Pupils' knowledge was then used to help them make egg cups for Easter.
108. At Key Stage 2, pupils undertake design and making tasks in a range of contexts and using a variety of materials. Pupils in Year 4 study illustrated texts about aspects of Hinduism. They designed and made their own decorative lamps from clay in the style of those used for Diwali (Hindu Festival of Light). In Year 5, pupils made boxes to hold sweets for Easter, having reviewed a range of commercial products. Many of the pupils' designs were imaginative, consequently, a range of appropriately finished shapes and sizes for the boxes were produced. These were cut and decorated to a satisfactory standard, were strong, opened in a variety of ways and were fit for purpose. As part of food technology, pupils made their own sweets, such as peppermint creams, to put into their boxes.
109. Satisfactory progress has been made since the last inspection. Pupils are making better progress in Key Stage 1, especially in their joining techniques. In Key Stage 2, progress in cutting and joining skills has improved using a range of materials but pupils' skills in evaluating their finished products are less well developed. In the week of the inspection, only one teacher was seen teaching design and technology. However, an analysis of a wide range of pupils' work in both key stages indicates that teaching is satisfactory and that teachers have a sound knowledge of the subject requirements.
110. The school has rightly decided to boost pupils' literacy and numeracy skills in Year 6 and this limits opportunities for design and technology activity for these pupils although they do undertake assignments in the autumn and summer terms. The school has a detailed and supportive scheme of work from which teachers choose assignments which fit in with their topic work. The scheme provides some guidance on skills to develop within each assignment. One important weakness is that the planning does not identify specific learning intentions or expected outcomes for

pupils to guide teachers in their teaching and assessment of pupils' knowledge and understanding. The effect is that skills such as those of evaluation are sometimes overlooked. In addition, progress to higher skills for older pupils is insufficiently planned for in the longer term. The co-ordinator provides sound leadership of the subject. While teachers' planning is regularly reviewed and advice and guidance provided, improvements to the planned provision for the subject are not informed by an assessment of pupils' standards.

GEOGRAPHY

111. Standards at the end of both key stages are what is expected of pupils at age seven and 11. Sound progress is made throughout the school. This is a similar position to that at the time of the previous inspection.
112. At Key Stage 1, younger pupils are able to plan simple routes. They develop their knowledge and understanding of their local area, and have an appropriate knowledge of the environment around school. They are aware of different types of housing and many can describe features of 'detached', 'semi-detached' and 'bungalows'. Their ability to draw accurate plans and 'read' maps increases steadily. In one lesson where pupils were making a map of an imaginary island, they were able to devise their own mapping symbols to indicate a building or a place. Many pupils were able to use directions to plan a route. At Key Stage 2 pupils develop their mapping skills satisfactorily. They have an awareness that the world reaches beyond their locality and are beginning to be able to compare and contrast other localities with their own. Pupils visit the village of Eyam. They talk about the differences in the ways of life of people living there and in Fleetwood. Pupils learn to obtain information from a variety of sources and to communicate their findings effectively. For example, pupils in Year 4 are able to study 17th century maps of Lancashire and identify places they know which they can and cannot find. They interrogate photographs for geographic information, and can highlight some of the similarities and differences when comparing photographs and maps. In one lesson where the teacher asked "What do maps not show?" pupils immediately responded "Things like cars and people". "Why not?" "Because they are always moving".
113. Year 5 pupils successfully learn about life in the Indian village of Chembakolli and begin to appreciate some of the huge differences in lifestyle. By the end of the key stage pupils make sound progress in mapping skills, for instance, in identifying land use for employment and recreation purposes and reasons for the development of settlements such as resorts, ports and mining areas. When studying changing land use they are able to highlight points for and against new housing estates. Genuine enthusiasm for the subject, carefully selected areas of study and appropriate levels of support help all pupils make at least sound progress.
114. Literacy and numeracy skills are developed effectively through geography. Although speaking skills are not strong many pupils readily engage in discussion and conversation. They develop a wider vocabulary through use of terms such as 'estuary' and 'meander', whilst studying rivers. Pupils use numeracy skills to develop graphs which show comparative heights of waterfalls around the world. Many pupils use four figure grid references in identifying locations on a map, with some of the older more able pupils able to use six-figure references.
115. Pupils' attitudes to geography are good. Pupils are attentive, show interest and co-operate well. They are usually keen to volunteer information, and pupils at both key stages enjoy the numerous practical activities and 'field trips' organised as part of the geography curriculum.

116. Teaching is good at both key stages. Teachers display good subject knowledge and this allied to enthusiastic delivery and good use of stimulating resources contributes well to the quality of learning in the classroom.
117. The subject is well managed. Documentation is sound and effectively underpins teachers' planning so that all areas of the Programmes of Study are taught, and skills are systematically developed. The co-ordinator has a clear vision of future priorities which include developing the use of information and communications technology in geography, reviewing the subject policy and scheme of work in light of new curriculum requirements and adjusting to time constraints resulting from priorities such as literacy and numeracy.

HISTORY

118. From lessons observed, examination of teachers' planning and scrutiny of pupils' work in books and on displays, evidence indicates that pupils at both key stages attain standards that are generally in line with those expected. Progress is satisfactory, with good features, especially in Key Stage 1. This is a broadly similar position to that of the previous inspection.
119. At Key Stage 1, pupils develop an appropriate factual knowledge of events and people of the past. Many pupils are able to identify similarities and differences between lives now and those of people who lived in the past. They compare their 'toys' to the 'hobby horse', 'scooter' and 'pedal car' of yester year and successfully compare the children's TV they watch in colour, to the 'Bill and Ben' puppet shows in black and white of 40 or 50 years ago. Pupils develop an emerging understanding of chronology. In looking at changes in the home over time they easily identify objects that would not have been found in a Victorian sitting room and when looking at a 1920s home, they can identify a 'scullery', the 'range' and metal framed bed. By the end of the key stage pupils use an increasing range of sources of evidence, such as a local village school 'log book', photographs, paintings and artefacts. They know about famous people such as Florence Nightingale, Louis Braille and Samuel Pepys. In one lesson, quite unconnected with 1660s England, when the teacher posed the question "How do we find out about times long ago?" one pupil immediately responded with "People like Samuel Pepys write things in books."
120. At Key Stage 2 pupils accurately describe characteristics of past periods and societies and make sound links with other subjects. When studying life in England under the Tudors, pupils examined a contemporary map of London to identify the Globe Theatre. They researched the life of Shakespeare and illustrated this with drawings of characters from his plays. Use of correct terminology is encouraged. Year 5 pupils, when studying life in Roman Britain, responded with reasonable accuracy to statements 'true' or 'false' and used such terms as 'centurion', 'strigil', 'mosaic' and 'archaeologist' correctly in their responses. Comments from their teacher, such as 'well investigated' or 'well researched' indicate that pupils utilise their reading skills well. However, some recording work is hampered by poorer writing skills. Pupils develop their awareness of historical evidence. For example, when they examine various bags of 'artefacts' they act as historians and look for clues. By the end of the key stage pupils have a greater understanding of chronology and are able to link information from various sources in order to reach judgements about how people lived and what causes differences in societies. They are beginning to be aware that there are different versions of the same story. This sound progress derives from enthusiastic presentation, varied, well-planned activities and good access to artefacts and primary evidence.

121. Other skills are developed reasonably well through history lessons. For example, pupils used information and communications technology skills to develop their own database on Tudor monarchs. Art skills were utilised to create large scale displays of the Great Fire of London, and produce portraits in the Tudor fashion while numeracy skills are employed to help pupils develop accurate time-lines.
122. Pupils' attitudes to history are very positive. They relish the varied practical activities teachers provide for them, such as writing with Tudor quill pens and practising Victorian copper plate writing, and standards of behaviour and levels of co-operation are good.
123. Only three lessons were observed and in those observations teaching was never less than satisfactory and on one occasion it was very good. Teachers have sound subject knowledge and their enthusiasm for the subject is quickly infectious. Many probing questions are asked and teachers work hard to foster a love of history, providing interesting classroom environments with historical sources and artefacts. A strength of the history provision is the effective use of educational visits. Experiences of Fleetwood Museum, Astley Hall and Ribchester provide an additional dimension to learning and motivate pupils well.

INFORMATION TECHNOLOGY

124. Overall, standards are in line with expectations at both key stages. Pupils enter the school with very little experience of using computers and few have access to them at home.
125. At Key Stage 1 pupils develop their use of the computer using paint and draw applications to make pictures, for example, of different types of house, including castles. Pupils are developing their keyboard skills well. They use simple word processing to write short passages such as poems and information displays on the hibernation of animals in winter. Pupils also create illustrated word banks on a range of themes such as winter weather. They develop their skills in handling data, for example, through the use of a database. Pupils gather information about holiday destinations in the class. They enter information such as destination, mode of transport, types of accommodation and activities and analyse and present it graphically to a satisfactory standard. Pupils are developing an understanding of the impact of information technology on everyday life, for example, through a study of the range of uses around the school.
126. At Key Stage 2, pupils are developing their skills further. In control, for example, they programme a wheeled roamer to carry out sequences of movements. They store and retrieve information and use a range of applications merging text and graphics to create products such as Christmas cards that have imaginative designs. These designs take account of the intended audience well. However, such opportunities to communicate for a real life situation are not presented often enough by teachers to encourage pupils to consider their intended audience when drafting their work. Pupils make satisfactory progress in their skills in data handling, for example, through creating databases to analyse and present information. Pupils are not using the computer to monitor external events with sensors, for example, in science investigations using a data-logger.
127. Satisfactory progress has been made since the last inspection. Pupils have better access to computers and their standards are improved. Computers are located in most classrooms although a few share one between two in an open area outside

their rooms. Teachers keep records of the range of information technology applications used by pupils. However, pupils' standards are not assessed systematically to inform either teachers' planning or curriculum development.

128. In the week of the inspection, no teachers were seen teaching information technology skills to classes, although pupils in small groups were seen using computers with guidance provided on many occasions. They enjoy working together, and form very constructive relationships that enable pupils to progress well on common tasks.
129. Information technology features as a major spending priority in the school's development plan for this year. The co-ordinator provides sound leadership and direction for the subject. The school is connected for internet access although this is not in use until a planned suite of computers in the library area is installed this year.

MUSIC

130. At the end of Key Stage 1 and Key Stage 2 standards in music are similar to those found in most schools. Although there was limited opportunity to observe music teaching in Key Stage 1 during the inspection, evidence obtained through the observation of assemblies, of hymn practices and discussions with teachers and the music co-ordinator confirmed this judgement.
131. Pupils at Key Stage 1 are able to recognise musical sounds, they can create a simple composition, respond to a 'conductor' and within the limits of their vocabulary appraise their efforts. At Key Stage 2 pupils sing tunefully and enthusiastically, memorising a number of songs and hymns. Many have developed a sound sense of pitch and rhythm. Year 3 pupils continue to improve their skills in composition and use their own form of notation to record their work. Year 4 pupils use untuned instruments appropriately to accompany a song. Their efforts are recorded and used effectively to appraise and arrive at suggestions for improvement. Year 6 pupils are able to name some of the sections of an orchestra. They can recall and explain a number of musical terms such as diminuendo, crescendo, tempo and texture. In a lesson focused on listening and appraising, pupils were clearly enthralled with the comparison of Holst's Mars and Venus Suites. Unfortunately, their limited vocabulary restricted the quality of their oral descriptions. Pupils with special educational needs enjoy music and take a full and active part in sessions being encouraged by teachers and support staff who are sensitive to their needs. All pupils, including those having individual or group tuition make satisfactory progress.
132. At both key stages pupils clearly enjoy music and respond with interest to their lessons. They sing enthusiastically in unison, and are generally attentive and well behaved. Pupils listen to instructions and are happy to make imaginative, if limited contributions. Although one Year 6 boy's suggestion that the Venus Suite was like 'Exploring a rain forest after a monsoon' was both evocative and creative. When given the opportunity to use instruments and 'perform' to others, pupils are willing and sensible. In turn, 'performances' are listened to with interest and usually applauded!
133. Teaching is good overall and never less than satisfactory. Over seven out of ten lessons seen were judged to be good. Lessons are planned soundly, teachers are knowledgeable and manage pupils well. Resources are thoughtfully used and teachers give appropriate encouragement to pupils to improve their performances and develop their knowledge and understanding. However, teachers need to ensure that activities taught ensure progression and build upon previously learned skills and

knowledge effectively. There was some similarity to the work on composition being presented to both Year 1 and Year 3 pupils.

134. A very good range of extra-curricular activities and instrumental tuition complements the subject. The music co-ordinator is a skilled and enthusiastic teacher who can motivate and support pupils of all abilities. She is responsible for the formation and tuition of a group of handbell ringers, oversees the school choir and has been instrumental in encouraging an increasing number of pupils to attend the local high school for peripatetic music tuition. There is an appropriate policy and the music scheme of work is comprehensive and makes provision for the coverage of all areas of the National Curriculum. Coupled with a satisfactory range of resources, this represents an improvement upon the previous inspection findings.

PHYSICAL EDUCATION

135. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games, and gymnastics.
136. At the end of both key stages pupils achieve average standards in those aspects of the physical education curriculum observed. They are making expected progress in developing control and co-ordination in travelling, jumping and balancing. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring competence in a range of games skills. All pupils make at least satisfactory progress, and there is evidence that some pupils with special educational needs make good progress, and achieve results that enhance their self-esteem.
137. At the end of Key Stage 1 most pupils have developed sound co-ordination when using large body movements. They move with control and make good use of general space. Year 1 pupils show expected skills when using their feet to control and travel with a large ball. In a Year 2 country dance lesson most pupils recognised basic rhythms and can skip in time with the music. They knew the sequence of the different steps and moves and many were beginning to add quality to their movements.
138. At the end of Key Stage 2 pupils move around the playground with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations they show appropriate understanding of attacking and defending techniques in soccer and net ball. Pupils from Years 3, 4 and 5 created dance sequences based on literal and musical stimuli. Many of the movements demonstrated reasonable interpretation and expression of the stimuli, but in most cases the quality of finish was unsatisfactory. Year 6 pupils showed expected control and skill when using a ball and racket in a lesson aimed at introducing tennis skills. Another Year 6 class competently set up large gymnastic apparatus and produced sequences of movements on and off the apparatus, which, though not always perfectly finished were nevertheless of better quality than usually seen. The school currently supports an effective swimming programme in Year 4 and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2.
139. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is usually good, apparatus is sensibly

and responsibly used and in competitive situations pupils show due regard for rules and fair play.

140. Teaching in physical education is at least satisfactory and sometimes good. Most teachers are enthusiastic about teaching physical education and wear appropriate clothing. This has a positive effect upon pupils' attitude to the subject. The better lessons are characterised by good management, sound teacher knowledge with appropriate tasks set and pupils encouraged to practise independently. In these lessons pupil performance is used effectively to demonstrate achievement and to encourage others to observe and evaluate their own actions. However, this good practice is not consistent and pupils are not always given the opportunity to evaluate and comment upon performances. This limits both their development in physical education and of their speaking and listening skills.
141. The enthusiastic co-ordinator has overseen the production of an appropriate policy document and the current scheme of work allows for the coverage of all areas of the National Curriculum. The provision for a good number of extra-curricular activities and clubs enhances the physical education curriculum, as does the experience gained by pupils on a residential visit to an activity centre. Resources for physical education are satisfactory overall.

RELIGIOUS EDUCATION

142. At the end of both key stages attainment is broadly in line with the expectation of the locally agreed syllabus and progress throughout is satisfactory.
143. At Key Stage 1 pupils are developing an awareness of themselves through considering personal experiences. They respond well to topics relating to trusting others and helping newcomers. Topics such as 'All about me' effectively help them to relate everyday events to lessons. They talk about Bible stories such as 'The Good Samaritan' and develop understanding of some of the significant events associated with Christianity. Visits to local churches provide opportunities to consider the significance and symbolism of the vestments worn for different services. Although a substantial amount of work in both key stages is based on knowledge of Christian teachings and festivals pupils are introduced to the principle features of other faiths such as Buddhism. By the end of the key stage pupils have made sound progress in understanding important religious festivals and customs. They learn the stories of early baptisms and relate this to the modern Baptism ceremony and their own family experiences.
144. In Key Stage 2 pupils explore key features of Judaism, Sikhism, Islam and Hinduism. They begin to understand that some ideas and practices are shared by other faiths but may be experienced differently. They understand that religions have stories that guide people in the way in which they would behave and lead their lives. New Testament stories such as the story of Zaccheus help them to realise that people are capable of changing and improving. The constant emphasis on relationships makes an important contribution to pupils' attitudes and behaviour.
145. Pupils respond well in lessons. They listen attentively to stories and respond well to questions. Pupils with special educational needs are well integrated and the oral nature of many lessons enables them to make useful contributions to discussions and debate.
146. Teaching is good overall. Lessons are well prepared and teachers are skilled in developing situations where pupils can begin to form their own opinions. They are

not afraid to tackle difficult issues such as prejudice, in an effort to develop understanding as well as knowledge. In the Year 5 lesson considering prejudice few pupils had much understanding of the word and its meanings at the beginning of the lesson. However, by the end of the lesson, through patient questioning and probing by the teacher and effective use of pupils' own experiences many pupils showed greater awareness. One pupil recounted how a member of her family had visited China, and by getting to know a number of Chinese people quite well, had developed a much more positive view of them.

147. The school has its own scheme of work firmly based on the requirements of the Lancashire Agreed Syllabus, and there is sufficient guidance for religious education to ensure that work is based securely on what has already been learned.