

INSPECTION REPORT

Carleton Green Community Primary School

Poulton-le-Fylde

Full

LEA area: Lancashire

Unique reference number: 119316

Headteacher: Mrs Alison Wright

Reporting inspector: Glynn Storer
19830

Dates of inspection: 31 January - 3 February 2000

Inspection number: 190482

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:	4 - 11
Gender of pupils:	Mixed
School address:	Arundel Drive Carleton Poulton-le-Fylde Lancashire
Postcode:	FY6 7TF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Wills
Date of previous inspection:	25 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Glynn Storer	Registered inspector	English as an additional language Mathematics Physical education	What sort of school is it? (characteristics) How high are standards? (results)
Gillian Marsland	Lay inspector		How high are standards? (attitudes, values and personal development/attendance) How well does the school care for its pupils? (inc. assessment) How well does the school work in partnership with parents?
Kathleen Hurt	Team inspector	Equal opportunities English Geography History	How good are curricular and other opportunities? (learning/personal development/SMSC)
Margaret Palmer	Team inspector	Under-fives Art Music Religious education	How well are pupils taught? (teaching/learning)
David Matthews	Team inspector	Special educational needs Science Information technology Design and technology	How well is the school managed? (leadership, management, efficiency, staffing, accommodation and resources)

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The majority of pupils at Carleton Green Community Primary School are from homes in the immediate locality, though an increasing number come from further afield. Unemployment in the area is low. 4.5 per cent of the pupils are entitled to free school meals; this is below the national average. The school is popular with parents and is over-subscribed. There are currently 310 pupils on the school roll. This is larger than the average primary school. Children's attainment is above average on entry to the school. The percentage of pupils with special educational needs (11 per cent) is below the national average, although the number of pupils with Statements of Special Educational Need is average for a school of this size. The percentage of pupils speaking English as an additional language (0.3 per cent) is low.

HOW GOOD THE SCHOOL IS

The school is effective. By the age of 11, most pupils are achieving nationally expected standards in English, mathematics and science. Standards are in line with national averages, but need to improve further, especially in English and science, to match those found in similar schools. The quality of teaching is improving. The teaching of children under five is consistently good. Teaching in Key Stages 1 and 2 is satisfactory overall and almost half of the lessons are good or very good. The headteacher receives very effective support from the governing body and together they have improved aspects of leadership and management. They have a clear view of the way ahead and are committed to school improvement. The school provides sound value for money.

What the school does well

- The headteacher provides very strong leadership and ensures that the staff work together as effective teams.
- Governors are very involved in the management of the school; they are very supportive of the headteacher and staff, yet rigorous in overseeing all aspects of the work of the school.
- The school's arrangements for pupils' moral, social and all-round personal development are very good; relationships at all levels throughout the school are very positive, pupils behave well and their approach to work and other aspects of school life is increasingly mature and responsible.
- This is a very caring school in which pupils' welfare is a high priority.
- The school works in very effective partnership with parents. By giving their support at home and in school most parents contribute positively to their children's learning and achievements.
- Pupils are happy to come to school and attendance rates are well above the national average.

What could be improved

- By the age of seven, pupils' standards in reading and writing are below those found in similar schools. By the age of 11, pupils' standards in English and science are also below those found in similar schools, and standards in geography are below national expectations.
- Teachers do not assess and record pupils' attainments regularly enough. This results in weaknesses in planning in the shorter term, when tasks are not based on up-to-date information about what pupils know, understand and can do.
- In subjects other than English and mathematics co-ordinators are not sufficiently involved in the monitoring of standards of attainment and the quality of pupils' learning.
- Pupils' do not always gain knowledge, understanding and skills in a systematic way and this limits the progress that they make. This results from weaknesses in the guidance documentation available to teachers in subjects of the curriculum other than English and mathematics.
- There are weaknesses in the cultural dimension of pupils' learning; they do not gain a full appreciation of the many cultures represented in Britain today.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Teaching has improved; the proportion of good and very good teaching is higher and monitoring is more frequent, having a positive impact on the school's development. Children under five make better progress and attain higher standards. Provision for able and gifted pupils has improved and more of them achieve high standards, particularly in English and mathematics. Provision for information technology has improved; there are more resources, and staff are trained, so standards are improving. Teachers have started to use assessment to aid long-term planning, but there are still weaknesses in the medium and short term. The governors are more involved in school life and their monitoring and supervision of the school's work are better. Accommodation has considerably improved. A covered play area for the under-

fives, a new classroom block, the re-siting of the library and a new computer suite, improve learning for all pupils. Information for parents has improved, which makes it easier for them to support their children's learning

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	C	E	well above average A above average B average C below average D well below average E
mathematics	A	B	A	C	
science	C	C	C	D	

In the most recent national tests, standards were in line with the national average in English and science and well above average in mathematics. Compared with those in similar schools, standards were average in mathematics, below average in science and well below average in English. In English and science, the unfavourable comparison with similar schools results from the number of pupils who do not attain the nationally expected standard. This number is no more than in schools nationally, but is greater than in similar schools. In all three core subjects, the percentage of pupils attaining at the higher levels is above the national average. The trend over four years to 1998 has been generally downwards, but 1999 saw a marked upturn in mathematics and science, with pupils' average points scores rising above those of preceding years. In English, the trend continued to decline. Pupils' current work reflects the above picture. Standards are broadly average in English and in science, but are considerably higher in mathematics. This greater success in mathematics results in part from the school's policy of organising mathematics teaching in groups based on pupils' prior attainments. Teachers match tasks more closely to pupils' learning needs and this improves the progress that they make. The school's response to the National Literacy Strategy is beginning to improve the teaching of English, but this has yet to affect standards. The school sets targets for improving pupils' performance. Given the current results, targets for mathematics and science are challenging yet achievable. The targets for English may be unrealistic, as they require an improvement of 22 per cent over two years in the number of pupils that attains the nationally expected standard by the end of Key Stage 2. Pupils' attainments in information technology are in line with national expectations, and standards in religious education are consistent with those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects, with the exception of geography, where standards are below those normally expected by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive; pupils are enthusiastic and eager to learn, and willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good both in and around the school. There is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good; pupils are mature and responsible. Relationships at all levels are very good and contribute strongly to the school's very positive ethos.
Attendance	Well above the national average.

Pupils' attitudes, values, relationships and personal development are strengths of the school that have a considerable impact on the quality of pupils' learning and on the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons overall: 79	Good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory. During the inspection, 95 per cent of lessons were satisfactory or better. The teaching of children under five was consistently good. Teaching in both key stages was satisfactory overall, although almost half of the lessons were good and seven per cent of all lessons were very good. Teaching was unsatisfactory in five per cent of lessons. The teaching of English is satisfactory. Teachers are making a positive response to the National Literacy Strategy and the teaching of basic skills is sound. The skills of speaking and listening are taught effectively and reinforced in lessons across the curriculum. However, teachers are over-reliant on worksheets and this restricts the planned development of reading and writing through other subjects. The teaching of mathematics is good. The teaching of numeracy skills forms a lively and challenging part of most mathematics lessons. Tasks are well matched to pupils' learning needs and this improves pupils' progress. The management of pupils is a consistent strength of teaching, and teachers use a good variety of teaching methods to maintain pupils' interest and the pace of learning. Teachers' use of ongoing assessment in their planning is unsatisfactory. They are planning tasks at different levels, but often on the basis of generalised assessments and not on the basis of what pupils know, understand and can do. This restricts progress in some lessons. Teaching meets the needs of most pupils. The teaching of pupils with special educational needs and of able and gifted pupils ensures that they achieve sound standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum complies fully with the requirements of the National Curriculum and is extended by a good range of extra-curricular activities and competitive sports.
Provision for pupils with special educational needs	Good; pupils with special educational needs make good progress towards targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall; moral development and social development are particular strengths, although the multi-cultural dimension is an area of relative weakness.
How well the school cares for its pupils	This is a very caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour and attendance are particularly effective.

The school works in very effective partnership with parents. By giving their support at home and in school, most parents contribute positively to their children's learning and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very strong leadership. They have a clear view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities	Governors are very involved in the management of the school; they are very supportive of the headteacher and staff, yet rigorous in overseeing all aspects of the work of the school and in discharging their statutory responsibilities.
The school's evaluation of its performance	There is frequent monitoring of the quality of teaching and learning by the headteacher, senior staff and governors. This has had a positive impact on the school development process.
The strategic use of resources	The school's priorities are supported through effective financial planning. The school's budget and other grant funding are used effectively and according to principles of best value in order to meet the needs of the pupils.

The overall quality of leadership and management is good. The recently appointed headteacher is having a strong and positive impact on many aspects of the work of the school. However, there are weaknesses in the management of the curriculum, in that not all subject co-ordinators are able to monitor standards in their subject areas. Nor have they provided comprehensive and up-to-date documentation to support teachers' planning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teachers have high expectations of their pupils. Parents are comfortable in approaching staff with questions or problems. Teaching is good. Their children make good progress at school. Pupils' behaviour is good. Their children like school. 	<ul style="list-style-type: none"> The range and quality of information that parents receive about their children's progress. The amount of work that their children are expected to do at home. The extent of consultation with parents in advance of changes in school policy.

Parents' responses to the questionnaire, as well as at the parents' meeting and during the inspection, were very supportive of the school and of the quality of education provided for their children. A very small number of parents expressed concern over some aspects of the school's work. The inspection supports the positive views of parents. Evidence gained from a wider sample of parents and during the inspection suggests that the headteacher and governors take parents' views seriously and bear them in mind appropriately when making policy decisions. However, a very small number of parents remain dissatisfied with aspects of this process. The range and quality of information to parents are good. Inspectors find no cause for concern over the quality of information about pupils' progress. School reports contain appropriate information about what pupils know, understand and can do. There are some inconsistencies in the use of homework, but it generally relates well to pupils' ongoing work and so contributes appropriately to their attainment.

A few parents were concerned that the protracted process of selecting the recently appointed headteacher had disrupted children's education. There is some evidence to support this concern, as some issues raised at the last inspection have not been fully addressed. However, the school is back on target with its improvement plan, and many areas of the school's work are once again improving. Some parents also felt that the volume of change in recent months had had a negative impact on pupils' learning. There was no evidence to substantiate this concern. Staff and pupils are coping well in this improving school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception class, most are attaining standards in language, literacy and mathematics that are above those normally expected of children under five. Inspection evidence shows that, by the end of Key Stage 1, standards in relation to the percentage of pupils attaining or exceeding nationally expected levels are very high in science, above average in reading and mathematics, and average in writing. This is consistent with the results of the most recent National Curriculum tests and teacher assessments for seven-year-olds. In comparison with those in similar schools, pupils' attainments in the 1999 tests were above average in science, in line with the national average in mathematics, and below average in reading and writing. The science co-ordinator teaches in Key Stage 1; she has a strong influence on the planning of work for pupils in Years 1 and 2 and her specific expertise has a very positive impact on standards of attainment. Most pupils reach expected levels in each aspect of English, but a significant number do not attain a secure Level 2 in reading and writing. This results in standards in Key Stage 1 that are below those of schools with a similar background.
2. Inspection findings indicate that, by the end of Key Stage 2, pupils' attainments are in line with the national averages in English and science, but well above average in mathematics. This is also the position indicated by the 1999 national tests. In comparison with those in similar schools, the 1999 results were average in mathematics, below average in science, and well below average in English. The introduction of teaching in ability sets for mathematics has had a positive impact on pupils' attainments in Key Stage 2. This, along with the successful introduction of the National Numeracy Strategy, is maintaining high standards in Key Stage 2. In science, the apparent decline in standards is the result of weaknesses in planning for the systematic building of pupils' knowledge, understanding and skills during their four years in Key Stage 2. This is further compounded by the absence of arrangements for regularly assessing pupils' attainment and using the information gained for planning the next steps in learning. In English, the unfavourable comparison with similar schools results largely from the number of pupils who do not attain the nationally expected standard. This number is no more than in schools nationally, but is greater than in similar schools. Some pupils who attain a weak Level 2 at the end of Key Stage 1 are sometimes unable to attain Level 4 at the end of Key Stage 2. The use of assessment data produced at the end of Key Stage 1 and ongoing assessments in Key Stage 2 has so far been insufficient to identify and redress these weaknesses in pupils' attainment.
3. In mathematics and science, the trend over time is one of standards rising in line with national improvements in these subjects. In English the trend has been one of declining standards to 1999. There is no evidence of a further decline in pupils' current work. The school is on course to achieve its own targets for 1999 and Local Education Authority targets for 2001 for raising standards in mathematics and science. Given the current results, targets for mathematics and science are appropriately challenging, yet achievable. The school's targets for English may be unrealistic, as they require an improvement of 22 per cent over two years in the number of pupils that attains the nationally expected standard by the end of Key Stage 2.
4. By the time that pupils leave the school, their attainments in information technology are in line with national expectations, and standards in religious education are consistent with those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects of the National Curriculum except geography, where standards are below

those normally expected by the end of Key Stage 2.

5. The majority of pupils achieve satisfactory standards of literacy and numeracy in relation to their age and prior attainment. Since the last inspection, the school has improved the performance of higher attaining pupils. In reading at the end of Key Stage 1, English at the end of Key Stage 2 and mathematics and science at the end of both key stages, the percentage of pupils attaining at the higher levels is above or well above the national average. Pupils with special educational needs receive effective support. They make good progress towards the targets that are set for them in their individual education plans and attain appropriate standards. Pupils with hearing impairments are well supported with technical aids and classroom assistants. They are included in groups of pupils according to their level of attainment, for example in the high ability mathematics set. Effective support ensures their full involvement in all practical activities, including music and swimming, and this adds to the achievements that they make. There is, however, some evidence of underachievement on the part of a minority of pupils. These are the average or lower attaining pupils who score at the lower end of the expected range at the end of Key Stage 1 or fail to attain the expected level at the end of Key Stage 2. Teachers are not making sufficient use of ongoing assessment to identify and meet the specific needs of these pupils. At the end of Key Stage 1, girls generally achieve higher standards than boys. However, by the end of Key Stage 2 there are no significant differences in the achievements of pupils of different gender or background.

Pupils' attitudes, values and personal development

6. The pupils' attitudes to the school are good. They enjoy coming to school and are enthusiastic, interested and involved in most activities. This has a positive effect on the quality of their learning and on the progress that they make.
7. Pupils respond very well to the school's high expectations, clear values and firm guidelines for behaviour. During the inspection, pupils in Years 1 and 2 in a design and technology lesson were enthusiastic, productive and behaved well. Most pupils rise to challenge and value the work of others, as was seen in a physical education lesson for Years 5 and 6. In most lessons they demonstrate a high level of concentration, for example in history lesson for Years 5 and 6 on the Tudors or when pupils in Years 1 and 2 listened carefully during a music lesson on "Peter and the Wolf".
8. Behaviour in the classrooms, in assemblies and around the school is good, and this confirms the views held by parents. The pupils conduct themselves well and walk calmly throughout the building. They are polite, courteous and welcoming to visitors. The pupils behave well in the dining hall and interact pleasantly and sociably with their classmates. They play together co-operatively in the playground at breaks and lunchtimes. No challenging or oppressive behaviour was seen during the inspection and there have been no permanent or fixed-term exclusions in the last reporting year. Pupils respect the school rules and understand the impact that their actions have on others.
9. The personal development of the pupils and relationships throughout the school are very good. Parents agree that the school helps the children to be mature and responsible. Pupils listen to what others have to say and help each other. A good example of this was seen in a design and technology lesson for Years 1 and 2 when some pupils had difficulties in designing moving pictures. Pupils support each other and, in assemblies, respect the feelings, values and beliefs of others. For example, pupils in Years 1 and 2 explored the feelings associated with the death of a pet, and pupils in Years 3 and 4 discussed new life and beauty; during these assemblies the pupils were confident and unembarrassed. Older pupils in Key Stage 2 are responsible and trustworthy. Pupils act as monitors throughout the school and Year 6 pupils are responsible for office duty, assisting in the Key Stage 1

playground and running the charities committee. Pupils throughout the school are involved in the school council. They are mature and sensible in making their views and opinions known to staff. Circle time¹ also makes a positive contribution to the pupils' self-esteem and personal development. However, opportunities for the pupils to make choices, to apply prior learning and in doing so to take responsibility for their own work, are limited. This restricts pupils' progress in some aspects of their work in science, art, design and technology.

10. Attendance in every class is very good. For the last reporting year it was well above the national average, at 96.2 per cent. Most pupils are punctual for lessons, and registration is swiftly and efficiently undertaken. Lessons begin and end on time and this allows teachers to make good use of the available time for teaching.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching across the school is satisfactory overall. In 95 per cent of lessons seen during the inspection, teaching was satisfactory or better. This successfully promotes pupils' positive attitudes to learning and their progress, especially in the reception year. Teaching in five percent of lessons was less than satisfactory. This marks an improvement since the time of the last inspection, when 17 per cent of teaching was found to be unsatisfactory. These improvements can be attributed to the very strong commitment to change promoted by the headteacher and shared by the teaching staff. A number of weaknesses highlighted in the last inspection report have been successfully addressed. These include the development of curriculum planning for children under five so as to incorporate the six recommended areas of learning, and the provision of more challenging work for higher attaining pupils. In addition, the implementation of the strategies for literacy and numeracy, with improved planning, has begun to have a positive impact on teaching and learning in English and mathematics. The teaching meets the needs of most pupils. The teaching of pupils with special educational needs and of able and gifted pupils ensures that they achieve appropriate standards in their work.
11. The teaching of children under five is good overall. All lessons seen were satisfactory or better, with good teaching in 80 per cent of those observed. Children are made very welcome and quickly feel secure. They grow in confidence and independence, due to the careful establishment of classroom routines. Teachers establish a calm and purposeful atmosphere in which children's personal and social development is very well promoted. Thoughtful planning incorporates ample practical activities and opportunities for structured play. This successfully supports children's learning and enables them to attain and often exceed the standards outlined in the Desirable Learning Outcomes².
12. In Key Stages 1 and 2, teaching is satisfactory overall, and in almost a half of lessons teaching is good and occasionally very good. In both key stages, teachers consistently manage pupils well and achieve a good level of discipline, whilst maintaining very positive and constructive relationships. This contributes to pupils' readiness to participate actively in discussions, to share their ideas and to listen to those of others, and so adds to the quality of their learning. A good example of this was when pupils in Years 3 and 4 discussed the symbolism of food used during the Jewish festival of Pesach. Teachers employ a good range of teaching styles. There is a successful balance between direct teaching of the whole class and interaction with groups and individuals. Teachers use questioning well to encourage pupils' participation and promote thinking, in both large and small groups. Classroom management and organisation are good; resources are prepared before lessons, enabling pupils to make a prompt start and proceed at a good pace, for

¹ Circle time – a technique for promoting pupils' personal and social development. Pupils usually sit in a circle and discuss issues of importance to themselves or to the group.

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

example in art lessons. However, the balance between spoken and written responses is not consistently maintained. For example, at the end of Key Stage 2 there is often limited written follow-up work to reinforce and extend pupils' learning in religious education. In several areas of the curriculum, worksheets are widely used as an element of follow-up work. Whilst some are well thought out and stimulating, they do not consistently provide an appropriate level of challenge to pupils and frequently limit the amount of writing pupils need to do. Thus, opportunities are lost for work across the curriculum to contribute to pupils' learning in literacy.

13. Most teachers have secure subject knowledge and are clear and specific about what they want pupils to learn in the course of a lesson, for example in numeracy lessons, which are taught effectively throughout the school. Teachers make good use of specific subject expertise to offer specialist teaching as part of the weekly 'carousel' arrangement in Key Stage 2. This improves the overall quality of teaching in Key Stage 2 and adds to the quality of pupils' learning in subjects such as physical education, music, design and technology, drama and French, when pupils concentrate well and make a sustained effort. However, weaknesses in subject knowledge and in the documentation that supports teachers' planning were contributory factors to unsatisfactory teaching in a small number of lessons. Teaching points lack clarity and pupils' progress is more limited when teachers lack confidence, as in occasional lessons in geography and physical education in Key Stage 1 and art in Key Stage 2.
14. In Key Stage 2, the organisation of pupils into ability sets for mathematics enables teachers to match work more successfully to the needs of pupils of differing levels of attainment and this has effectively improved the quality of pupils' learning. However, this close match between tasks and the specific needs of pupils has not been established in other subjects. Throughout the school, teachers make insufficient use of regular, well-focused ongoing assessment to provide up-to-date information about what pupils know, understand and can do. This is unsatisfactory as it weakens planning, has a negative impact on pupils' progress and contributes to the underachievement of some average and lower attaining pupils who do not achieve nationally expected standards. This is particularly apparent in reading and writing at the end of Key Stage 1 and in English and science at the end of Key Stage 2.
15. In reception and Key Stages 1 and 2, teachers know their pupils well and respond to their efforts with consistent encouragement. They demonstrate the value they place on their work by carefully mounting and displaying it throughout the school. This promotes the development of pupils' self-esteem and a positive approach to learning. Pupils' work is regularly marked, although there is insufficient use of marking to reinforce teaching points made in lessons and to encourage pupils to focus on the improvement of specific skills. From their earliest days in school, pupils take home books to share with parents. As they move through the key stages teachers consistently set a range of homework and this contributes positively to pupils' progress.

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

16. The school offers a full range of experiences for pupils through a broad and balanced curriculum. It fully meets the requirements of the National Curriculum in all subjects. Religious education is taught in line with the locally agreed syllabus. The weaknesses in the provision for developing pupils' research skills in English, identified at the last inspection, have been fully addressed. The school now has a good library, skills are taught systematically and pupils now have secure research skills by the time they leave the school. There have been similar improvements to the provision for information technology; a new computer suite, a revised scheme of work, assessment procedures and staff training

have successfully addressed the weaknesses reported in the last inspection. As a result, pupils now make sound progress in developing skills in information technology.

17. The school places a suitably strong emphasis on English and mathematics in its time allocations. The National Literacy and Numeracy Strategies have been effectively implemented and are having a positive impact on basic skills, such as mental mathematics, spelling and phonic skills, in those subjects. The introduction of setting arrangements in mathematics in Key Stage 2 has targeted teaching more carefully to the needs of different attainment groups, and this is reflected very well in the rising standards in the subject. Planning in literacy and numeracy follows the national frameworks closely and provides a good foundation for teachers' lesson plans. In most other subjects, however, schemes of work lack sufficient detail about what is covered and how skills will be developed to guide teachers in medium- and short-term planning. This, together with reduced time allocations in subjects such as geography, results in insufficient coverage of some aspects of the curriculum. This particularly affects skill development and weakens pupils' progress; for instance, in subjects such as geography, science and art. The "carousel" arrangements in Key Stage 2, designed to make full use of teachers' particular interests and strengths, enable pupils to benefit considerably from teachers' expertise and enthusiasm in such activities as French, drama, technology, music, information technology, citizenship and physical education.
18. The curriculum provided for children under five is good and a full range of activities is provided to cover all the required areas of learning. Provision for counting, reading, and knowledge and understanding of the world is good, and accounts for children's high standards on entry to Key Stage 1. Learning is further enhanced by the high quality provision for structured play.
19. The school has an effective policy for developing pupils' personal, social, health and safety education and to raise their awareness of the dangers of drugs misuse. Sex education is taught in Year 6 in line with the governors' policy, and parents are fully informed about the nature and content of lessons. Circle times successfully encourage pupils' social development; for instance, when pupils in Key Stage 1 discuss such themes as "sharing".
20. Provision for pupils with special educational needs is good and fully complies with the requirements of the Code of Practice³. There are relatively few pupils on the school's register, and they take part fully in all activities. The school provides good support by well trained classroom support assistants and teachers who all focus clearly on helping pupils achieve the targets set for them. This enables pupils to make good progress, and they sometimes work happily and effectively in the higher attaining groups, such as in mathematics. The school also makes appropriate provision for able and gifted pupils and this ensures that they achieve suitably high standards in their work. All pupils have full and equal access to all aspects of the curriculum. For example, pupils with special educational needs are not withdrawn from lessons, but receive an appropriately differentiated curriculum with good levels of support that enables them to succeed and make progress.
21. The school provides a good range of extra-curricular activities, particularly for pupils in Key Stage 2. Nine members of staff give generously of their time in running activities such as netball, football, tennis, choir, recorder groups, craft club and country dancing. Pupils have opportunities to compete with other schools in sporting activities. Pupils in Years 5 and 6 benefit from annual residential visits, where a good range of sporting and team-building

³ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

activities are provided. Instrumental music tuition, such as brass and woodwind, is offered and this makes a positive contribution to the music in the school.

22. The school's provision for promoting pupils' spiritual, social, moral and cultural development is good overall. Provision for pupils' spiritual development is sound. It is promoted particularly well in good daily acts of collective worship. They are well planned and broadly Christian in nature. Well chosen, quiet music and candles create a calming atmosphere. Pupils reflect on the wonder of nature when they observe the growth of a daffodil bulb and show sensitivity when saying prayers. Some pupils gasp in amazement when they produce brightly coloured graphs using computers. However, there are insufficient opportunities for pupils to extend their spiritual awareness by reflecting on the works of art and the music they hear.
23. Provision for pupils' moral development is very good and is firmly rooted in the very positive ethos of the school. Teachers provide very good opportunities for pupils to discuss moral issues in assemblies and circle times. They have high expectations of behaviour, and work hard to ensure that pupils are aware of acceptable and unacceptable behaviour. They provide good role models on which pupils can base their learning. Pupils have a keen sense of fairness and of right and wrong, and apply this in their relationships with each other. They appreciate the need for rules, and comply fully with them.
24. The school's provision for social education is very good. Pupils are encouraged to work co-operatively on group tasks; for instance, planning and presenting a news programme to their class in Year 6 and planning a holiday destination in Year 4. Teachers provide valuable opportunities for them to make group decisions about who will take on the various roles, how to undertake the work and how to help each other. Pupils successfully develop a sense of responsibility to others when they discuss sharing and caring, in assemblies and circle times. They are given many opportunities to develop initiative and take responsibility within the school community. They take part in the school council. Older pupils help younger ones in the playground and take on responsibility for daily tasks, such as answering the telephone and helping teachers in their classrooms. They develop a strong sense of team spirit in sporting competitions with other schools. Activities such as singing carols in the local home for the elderly and at Fleetwood Freeport widen their social horizons. Charity fund-raising and sponsorship by local banks also create effective links with the wider community.
25. Provision for pupils' cultural development is unsatisfactory. In history pupils learn about the Victorians, Romans and other cultures in the past. They experience the work of famous artists and composers and learn something of other world faiths, such as Islam, Judaism and Buddhism, through religious education. However, there are insufficient opportunities for pupils to develop an appreciation of the contribution of other cultures to art, music, mathematics and science. Planning for this aspect is weak, and it does not ensure that pupils are provided with systematically planned experiences on which to build a full appreciation of the many cultures represented in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The school's procedures for child protection and for ensuring pupils' welfare are very good. The deputy headteacher is the designated person responsible for child protection, and staff are aware of procedures. The school follows the local authority guidelines, and staff receive annual training. A suitable policy for health and safety is in place and the governing body ensures that all health and safety guidelines are met. The pupils are well supervised by the staff and ancillary assistants at breaks and lunchtimes. There are several first aiders in school and arrangements for dealing with illness and accidents are

very good. Fire precautions, electrical checks and a whole-school risk assessment have been carried out in accordance with health and safety requirements.

27. The school provides good personal support and guidance for the pupils. The teachers know their pupils well, have very good relationships with them and respond positively to their needs. This contributes to the positive ethos of the school.
28. Procedures for monitoring and improving attendance are very good. Attendance is monitored daily by the class teachers and weekly by the secretary. The school prospectus and attendance leaflet promote attendance and punctuality positively. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are also very good. Effective behaviour and anti-bullying policies are in place and incidents of inappropriate behaviour are rare. Praise, merit marks and certificates are used to promote good behaviour and achievement. Bronze, silver and gold certificates are awarded at achievement assemblies. Key Stage 1 pupils are awarded certificates and a class trophy every day. This effectively promotes pupils' self-esteem and personal development. The school has appropriate rules and a graduated scheme of sanctions. The headteacher records all incidents of challenging and oppressive behaviour should they occur and parents confirm that isolated incidents are dealt with appropriately.
29. Procedures for monitoring and supporting the pupils' personal development are good. The procedures are underpinned by good relationships between the staff and pupils. Personal, social and health education is provided throughout the curriculum and in timetabled lessons and circle time. The school makes good provision for sex education, drugs awareness and citizenship within a strong moral framework. The school maintains effective links with outside agencies, which support the academic and personal development of the pupils.
30. The monitoring of pupils' academic performance is unsatisfactory. The school is beginning to use the outcomes of assessment as an aid to long-term planning. The headteacher and senior staff analyse the results of National Curriculum tests and other standardised tests to identify strengths and weaknesses in curriculum provision. This has highlighted weaknesses in pupils' writing and this has become a school development priority. Assessment data have also been used effectively to group pupils for mathematics lessons according to their prior attainment or to identify pupils with special educational needs or able and gifted pupils. This arrangement has contributed to the raising of standards in mathematics by the end of Key Stage 2 and to an increase in the percentage of pupils attaining at above average levels. There are, nevertheless, still weaknesses. Planning and assessment procedures in the medium and short term are unsatisfactory. The school has no agreed procedures for ensuring that pupils' attainment is regularly assessed, recorded and used in planning the next stages of learning. For most lessons, teachers plan work at different levels that is intended to meet the needs of pupils of differing levels of attainment. However, this differentiation is based mainly on broad target levels and not on what pupils know, understand and can do. As a result, there are times when tasks are insufficiently matched to pupils' learning needs to ensure that all achieve satisfactory standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The overall quality of the school's partnership with parents is very good. The parents' questionnaires show overwhelming support for the school. The majority of parents feel comfortable approaching the school with any problems and feel that the school works closely with parents.

32. The school maintains very good links with parents. Nearly all parents have now returned the home/school agreement duly signed. Over 95 per cent of parents attend parents' evenings. The Parents, Teachers and Friends Association provides very good support and raises in excess of £5,000 each year to assist the school, particularly in the purchase of resources. For example, parents have recently funded the new information technology suite. There are approximately 25 regular parent helpers who give teachers and pupils additional support in reading sessions, in craft lessons, on educational visits and in the library. This level of parental involvement has a positive impact on the work of the school.
33. The quality of information for parents is very good. This has improved since the previous inspection. Frequent letters and newsletters are taken home informing parents of achievements and forthcoming events. The school issues an informative prospectus and governors' report to parents. Curriculum evenings have been held covering reading, literacy and National Curriculum tests. There is a new 'Starting School' booklet to assist parents and a parent helpers' handbook. Parents' evenings are held in the spring and autumn terms and parents can consult teachers should problems arise in the summer term. The pupils' progress reports are issued in the summer term. They inform parents about pupils' attainment and progress in all subjects of the curriculum and about the results of school and national tests. Targets for improvement are discussed and agreed at parents' evenings. This aspect of reporting to parents is to be developed for inclusion in the next written reports.
34. Parents make a good contribution to the children's learning at school and at home. As well as supporting in the classrooms, the majority of parents are in agreement that the school provides an appropriate amount of homework for the pupils. They support the homework tasks constructively and also provide resources and artefacts for subjects such as history and interesting objects for the under-fives indoor imaginative play area. Parents respond well, making useful comments in the reading record books. This is a valuable opportunity for home/school liaison. Partnership is a real strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The leadership and management provided by the headteacher and key staff are good. The governing body appointed the new headteacher in April 1999. A key priority in the selection process was to appoint a headteacher with the capacity to raise the standard of pupils' attainments. This is an appropriate criterion for this school, where standards broadly reflect national levels of attainment by the time pupils leave the school, but where there is a need for improvement in relation to standards in similar schools. The recently appointed headteacher has a very clear sense of purpose based on raising standards. She has introduced a range of initiatives to improve attainment and some of these have already begun to affect standards. For example, the performance of pupils in information technology is improving through the planned use of new resources. The school uses test results well to help it to identify areas for improvement and it has recognised that pupils' performance could be improved. The effect of initiatives on standards is measured. For example, the grouping of pupils for mathematics in Key Stage 2 has been evaluated and this is being considered in connection with future developments. The headteacher has effectively united the teachers and support staff in the quest to raise standards and, as a result, the governing body, headteacher and staff have a very strong, shared commitment to improvement and already show a very good capacity for raising standards.
36. The school has agreed aims and values, including a commitment to good relationships. These are set out in its prospectus, its staff handbook and its improvement plan and are clearly communicated to the pupils. They place a strong emphasis on discipline and the development of personal attributes such as good habits of work, honesty, kindness and consideration for others. The governors and senior staff are successful in ensuring that the

school's aims are met and that its values are reflected in the pupils' very good personal development, the quality of relationships and the absence of oppressive behaviour such as bullying. Consequently, the school has a strong and positive ethos⁴.

37. The quality of planning for school improvement is good. The school has clearly identified and highly appropriate priorities and it has set clear targets in its improvement plan to help it to achieve its intention to raise standards. The school's improvement plan is appropriately focused on both local and national initiatives. Maintaining the impetus in its literacy and numeracy strategies remains a high priority. It appropriately targets ongoing initiatives and unfinished business from the last inspection, setting clear time scales for improving teachers' planning, extending the assessment of pupils' attainment and developing the use of the new information technology provision. The plan also gives priority to issues such as the school's internal organisation and improving the conservation area and the learning environment for children who are under five. This indicates that the governors, headteacher and staff are continually evaluating aspects of the school's work and have a clear view of the school's strengths and weaknesses. The school's commitment to develop areas of relative weakness is supported by effective financial planning that clearly identifies the cost of each initiative and links spending with the priorities in its improvement plan.
38. The governing body is very effective in fulfilling its responsibilities. It is well organised, with a full complement of members bringing a wide range of skills and expertise to the management of the school. Governors are very committed to and strongly supportive of the school. School issues are considered thoroughly through lively debate at full meetings of the governing body. The governing body is very well informed about the school through the work of its committees, and through structured involvement in the daily life and work of the school. There is a designated governor for each class, and one governor has an effective overview of the school's provision for pupils with special educational needs. The nominated governors for literacy and numeracy have a secure understanding of the school's approach to these areas and have contributed to the evaluation of the school's strategies through the observation of teaching. As a result of their very clear insight into the strengths and weaknesses of the school, the governors are able to make a very good contribution to shaping its direction. They carry out their duties and responsibilities conscientiously and ensure that all statutory requirements are very effectively met.
39. A range of responsibilities is appropriately delegated to staff, so that teachers make positive contributions to the standards of care and provision that pupils receive. The co-ordinator responsible for pupils with special educational needs is effective in maintaining good provision for these pupils, in overseeing the work of class teachers and care assistants and in managing the monitoring and review process in line with the requirements of the Code of Practice. The newly established team leaders carefully ensure that teachers plan consistently in their year groups. The headteacher has skilfully combined the relatively new skills of one reception teacher with the valuable experience of the other reception teacher to develop the learning opportunities of children under five, and so foster rising standards. Under the strong leadership of the headteacher, effective teamwork has become a feature of the school. The headteacher, the deputy headteacher, and the literacy and numeracy co-ordinators have appropriately monitored teaching, supported by the literacy and numeracy governors and a local authority adviser. This has helped the school to reduce significantly the proportion of unsatisfactory teaching reported at the last inspection and is beginning to contribute to the raising of standards. However, the role of the subject co-ordinators is underdeveloped. Other than the literacy and numeracy co-ordinators, they have not had the opportunity to evaluate standards and quality in their subject areas, nor have they ensured that curriculum documents provide adequate support for teachers' planning. As a result, planning systems do not provide clear guidance about

⁴ Ethos is the climate for learning, attitudes to work, relationships and a commitment to high standards.

the skills, knowledge and understanding that pupils need to acquire as they move through the school. This weakens planning in the medium and short term and reduces the progress that some pupils make.

40. Careful financial planning supports the school's educational aims and priorities. This planning is appropriately forward looking and governors are already considering initiatives that extend beyond the current year. Spending decisions are closely linked to priorities in the school improvement plan. The school has made good use of its specific grant to support the literacy initiative. Other grant funding for school improvement has been appropriately targeted, for example on staff development related to the National Numeracy Strategy. The school uses new technology well to maintain records of its financial transactions and to monitor the ongoing status of its budget. This enables governors to make decisions in the light of up-to-date financial information. The governing body applies principles of best value appropriately in seeking value for money in its spending decisions.
41. The school has an appropriate number of suitably qualified staff to teach the curriculum, with a balance of recently qualified and very experienced teachers. Other adults make a sound contribution to the life of the school and the well-being of the pupils. Pupils with statements of special educational need receive good levels of adult support. Staff development interviews appropriately enable teachers to reflect on their practice and to develop their expertise by working towards agreed targets. The headteacher and other key staff have observed teaching and they have provided useful information for teachers on how to improve their skills. There is no systematic appraisal system that clearly links the observation of teaching with specific targets for all teachers. The headteacher has the necessary appraisal skills to establish a well-organised structure for appraising all teachers as part of the school's efforts to raise standards. Effective arrangements ensure that newly qualified teachers are well supported. The headteacher and the induction tutor observe teaching and provide useful guidance, the special needs co-ordinator effectively clarifies the school's policy and practice with regard to pupils with special needs, and arrangements are made for visits to observe effective teaching in other schools. Teachers receive appropriate training in areas of identified need, such as information technology.
42. The accommodation is adequate and has significantly improved since the last inspection. The play area and its resources for children under five have improved, although there is scope to make this a more attractive environment. The library has been re-sited and well stocked with fiction and reference books. It now provides a valuable resource for pupils. Since the last inspection, a new building provides adequate accommodation for pupils in Key Stage 2, although sounds from the upper floor, such as moving furniture, carry too loudly to the classes below and make teaching difficult in lessons requiring a quiet atmosphere. The governing body is well aware of the advantages and disadvantages of the building through its systematic inspections of the premises. Governors know that some classrooms in the older building are rather cramped and that other aspects of its design hamper the teaching process. Governors are continually considering and initiating improvements within the constraints of the school's budget. The interior is clean and well cared for, and there is ample playground space and a large grass area outside.
43. Resources are adequate overall. They have improved significantly in information technology, which was an area of weakness at the time of the last inspection. Parents have generously provided the necessary funds for a computer suite that is used effectively by half a class at a time. As a result of improved resources, teacher training and a new planning structure, standards of attainment are improving. However, there is a need for further information technology resources if the school is to implement its newly adopted planning arrangements comprehensively. Resources are inadequate for teaching the skills of historical and geographical enquiry.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:
- raise standards of attainment in reading and writing at the end of Key Stage 1 and in English and science at the end of Key Stage 2 by:
 - ensuring that teachers use ongoing assessments to plan work which meets the specific needs of pupils of differing levels of attainment, but especially for those average and lower attaining pupils who do not achieve the nationally expected standard (paragraphs:14, 65, 66, 73);
 - reducing the use of worksheets and giving pupils more opportunities to reinforce the skills of literacy through work in other subjects of the curriculum (paragraphs:12, 65, 93);
 - improving teachers' scientific knowledge and understanding, particularly in Key Stage 2 (paragraph 78);
 - improve pupils' progress in geography in Key Stage 2 by ensuring that teachers' planning makes better provision for the progressive acquisition of knowledge, understanding and skills (paragraphs: 90, 91, 93);
 - improve the school's monitoring of pupils' standards of attainment and academic progress by:
 - introducing arrangements for the regular assessment of pupils' attainment in core and foundation subjects;
 - ensuring that assessment data are systematically recorded and used in the planning of the next stages of pupils' learning;
 - using specific learning objectives in planning as the criteria for evaluating the quality of pupils' learning and achievement (paragraphs:14, 30, 50, 65, 66, 72, 73, 85, 89, 93, 96, 102, 118);
 - improve the management of the curriculum by:
 - giving co-ordinators a greater role in monitoring standards and quality in their subject areas (paragraphs: 39, 80, 118);
 - ensuring that co-ordinators provide comprehensive documentation to guide teachers' planning of tasks that build systematically on pupils' prior experience and so enable them to gain skills and knowledge progressively (paragraphs:17, 39, 73, 80, 84, 96, 106, 112);
 - strengthen the cultural dimension of pupils' learning by placing greater emphasis in planning on the contribution made by other cultures in subjects such as English, art, music, mathematics and science (paragraphs:25, 85, 107).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- improving the arrangements for teacher appraisal by linking classroom observations more closely with targets for development (paragraph: 41);
- giving pupils more opportunities to make choices and show initiative in organising and carrying out their work (paragraphs: 9, 78, 87).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	42	46	4	1	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)	0	310
Number of full-time pupils eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	28	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	27	26	28
	Total	42	40	44
Percentage of pupils at NC level 2 or above	School	93 (94)	89 (90)	98 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	27	28	28
	Total	42	44	45
Percentage of pupils at NC level 2 or above	School	93 (94)	98 (92)	100 (98)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	21	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	21	20
	Girls	17	16	15
	Total	31	37	35
Percentage of pupils at NC level 4 or above	School	70 (85)	84 (68)	80 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	21
	Girls	16	17	18
	Total	32	39	39
Percentage of pupils at NC level 4 or above	School	74 (87)	89 (78)	89 (94)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	271
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	106

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1998 / 99
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	£
Total income	438,080.00
Total expenditure	421,728.00
Expenditure per pupil	1,327.00
Balance brought forward from previous year	7,104.00
Balance carried forward to next year	23,456.00

Results of the survey of parents and carers

Questionnaire return rate 61.6%

Number of questionnaires sent out	310
Number of questionnaires returned	191

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	4	2	1
My child is making good progress in school.	47	44	7	1	1
Behaviour in the school is good.	42	50	6	0	2
My child gets the right amount of work to do at home.	34	53	11	2	0
The teaching is good.	51	41	4	1	3
I am kept well informed about how my child is getting on.	37	42	16	2	3
I would feel comfortable about approaching the school with questions or a problem.	65	31	2	1	1
The school expects my child to work hard and achieve his or her best.	56	41	1	0	2
The school works closely with parents.	36	43	14	3	4
The school is well led and managed.	36	45	8	3	8
The school is helping my child become mature and responsible.	46	41	6	2	5
The school provides an interesting range of activities outside lessons.	35	47	7	2	9

Other issues raised by parents

A number of parents at the meeting felt that the protracted process of selecting the recently appointed head teacher had disrupted children's education. Some also felt that the volume of change in recent months had had a negative impact on pupils' learning.

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

45. The school admits children in the September before their fifth birthday, with the youngest children attending part-time for the first two weeks. They come in as part of a well-planned induction programme, which incorporates opportunities for children and parents to visit school before starting. This allows staff to introduce them gradually to school and enables effective links with home to be established. At the time of the inspection, there were a total of 22 children under five in the two reception classes. The great majority of children have had experience of pre-school education. A range of attainment is represented in the school's intake. Assessment records indicate that, on entry, the current children under five have generally above average skills in aspects of language and mathematical development. Boys and girls of all backgrounds settle very well. They make good progress in personal and social development and aspects of language, mathematical and physical development, and in knowledge and understanding of the world, and are on target to exceed the standards outlined in the Desirable Learning Outcomes. They make satisfactory progress overall in creative development and are on target to successfully achieve the standards expected by the time they are five. Those with particular needs are sensitively supported and make progress in line with others in their class. Teachers support most high and low attaining pupils effectively. However, tasks are not sufficiently sharply targeted to be consistently challenging, particularly for the small number of very high attaining children under five.
46. These findings represent an improvement since the last inspection, when the progress of children under five in all areas of learning was found to be sound. Since the last inspection, teachers have developed planning systems to incorporate all areas of learning. Also, the enclosed "outdoor" area has improved, although aspects of the action plan, notably changes to the flooring and heating, have not been completed. Nevertheless, teachers now use this area successfully to broaden the range of activities available to children under five. These developments have had a positive impact on the quality of teaching and children's learning.

Personal and social development

47. Children show confidence and a high degree of independence in their response to activities and daily routines. They change for physical education and put on their own coats before going outside, with a minimum of adult help. They respond readily to their teacher's questions in the class group. They eagerly settle to tasks and the great majority concentrate well for extended periods of time. Children are considerate of others and handle books and equipment carefully. They are very aware of safety issues, for example in physical education sessions. They co-operate well in role-play, and take turns well when using equipment. The quality of children's learning is good. They are very well motivated and their behaviour is good. The quality of children's personal development and subsequent positive response is a significant factor in the good quality of their learning.
48. The reception teachers have a good understanding of how young children learn. Along with support staff, they establish very good relationships with the children and successfully promote good standards of behaviour through their high expectations. The reception classes present a secure and calm environment in which the children are encouraged to settle happily into school life. Through activities such as Circle Time and carefully selected stories for the end of the day, staff successfully explore issues such as "sharing" the school's Thought for the Week. Topics such as "Ourselves" are carefully planned to promote children's self-awareness. Staff celebrate children's efforts, and their work is

valued. This promotes the development of children's self-esteem and encourages them to be proud of their work.

Language and literacy

49. Children greatly enjoy stories and rhymes. They listen attentively, and willingly join in with repeated refrains. Within a small group, most children express themselves confidently, using appropriate vocabulary. In the "Pirate Ship" role-play area, children readily invent stories, initiate relevant remarks and make appropriate responses, demonstrating their ability to communicate ideas simply and effectively. Children are very interested in books. They understand that words and pictures convey meaning. They recognise their names and an increasing number of common words. By the time they are five, children are familiar with the characters in their reading books and some are well launched on the early stages of reading. They practise handwriting patterns and the formation of letters, and learn to identify the sounds they make. By the time they are five they write their own names and some express their ideas independently in writing, using simple words and phrases.
50. Overall the quality of teaching is good. Teachers successfully introduce children to the literacy hour. They share stimulating texts with the class and follow this with a range of practical activities. For example, the teachers use glove puppets effectively to represent individual sounds. They introduce them in a lively way, which successfully promotes the children's involvement, and extends and reinforces their learning of phonics. The teachers regularly send reading books home for children to share with their parents, which positively encourages children's progress in reading. They plan carefully to promote progress across all areas of learning, for example by providing stimulating opportunities for children to explore imaginative language through role-play. They sometimes promote writing skills through opportunities associated with the shared text in the literacy hour. For example, the children wrote a message in a bottle as a result of structured play activities. However, the teachers do not promote writing activities regularly enough, and this has an adverse effect on progress in writing skills. They carry out statutory assessments appropriately and regularly record aspects of children's reading progress. Overall, however, they do not consistently record the children's achievements in language and literacy or use this information to plan the next steps in learning matched to children's attainment. This lack of sharply targeted planning delays progress in learning.

Mathematics

51. Children develop a good sense of number, order and sequence through daily counting routines, activities and rhymes, as well as structured sessions which introduce them to the requirements of the National Numeracy Strategy. They make satisfactory progress in learning the names of colours and two- and three-dimensional shapes. Children match and sort by shape and colour. They understand mathematical language well, including "more", "less", "bigger" and "smaller". They make good progress in developing numeracy skills. By the age of five, most children count and recognise numbers beyond 20 and can identify the missing number in a sequence. They record numbers to ten and make sets of a given number, and higher attaining children carry out basic computations, such as adding numbers to ten.
52. The quality of teaching and provision is good overall and all opportunities are taken to develop children's awareness of number. Careful, detailed planning ensures that children have access to a sufficient range of first-hand practical experiences to promote their use of appropriate language and to secure their mathematical understanding. For example, to reinforce their knowledge of the properties of numbers to ten, children worked with play dough and made sets of cakes. To extend and reinforce their understanding of shapes

they went on a "shape walk" outside school. The teachers know the children well. They focus questions appropriately on groups of children to promote thinking and check understanding. However, there are insufficient procedures in place to regularly assess and record children's learning in order to provide detailed information on which to plan the next stage of their learning.

Knowledge and understanding of the world

53. Children successfully acquire a sound knowledge and understanding of their world through a range of stimulating activities. They learn about the properties of materials such as sand and water by handling and working with them, for example through practical activities they discover that some objects float in water. They talk about aspects of their environment and look at basic similarities and differences; for example, they can differentiate between natural sunlight and the light from a manmade electric light. Children use the computer well to support their learning; for example, by the time they are five they competently control the mouse to move graphics on the screen in art, language and number based programs. They also make good progress in learning to control a programmable toy, for example keying in commands to direct it to "hidden treasure on a desert island".
54. The teaching of this area of learning is good overall. The reception classrooms and shared, enclosed "outside" area are carefully planned to stimulate children's curiosity and learning, with a good range of opportunities for them to explore and select materials and activities. Carefully planned, interesting topics and stimulating experiences encourage children's motivation and involvement; for example, they learn that some materials are magnetic when they use magnetic fishing rods and pick up a particular range of objects in their catch. However, there are not enough opportunities for children to learn about living things, and this is an area for development recognised by the early years' teaching staff.

Physical development

55. Children move very safely and confidently in and around the reception classrooms. They enjoy regular opportunities to be active in movement and physical education lessons, using a range of apparatus and developing growing confidence in jumping, climbing and balancing. By the time they are five, children demonstrate a good awareness of space and change speed and direction competently. Children using smaller equipment pat, bounce and catch balls with increasing levels of control and co-ordination. They do not have access to a designated secure outdoor area for vigorous free play. However, they do have daily opportunities to experience the greater space offered by the large playground at break times. Children have opportunities to use large and small construction materials and equipment, and many demonstrate good manipulative skills. This is also seen when children use scissors in creative activities. Many children make good progress in pencil control and are able to use tools and a range of markers with growing dexterity.
56. The quality of teaching and provision is good. Planning ensures that good use is made of the accommodation and resources to provide ample opportunities to successfully promote children's physical skills. Teachers use the facilities of the school well. Within the classrooms, they provide a broad range of regular opportunities which promote children's manipulative skills alongside other areas of learning; for example, they pour cups of sand through funnels when comparing the amounts needed to fill variously sized bottles.

Creative development

57. Children use their imaginations well in their structured play and classroom activities, including art, music and imaginative role-play. Children mix paint and express their ideas confidently, learning techniques including wax resist to achieve particular effects. They

produce collages and demonstrate well-developed cutting and sticking skills, for example when using "bendy", "straight" and "rigid" materials to create patterns. They also have experience of three-dimensional work, for example producing large-scale woven seascapes and using fabrics and a range of materials, including strips of polythene. Children listen to, sing along with and carry out the actions to a wide repertoire of songs and rhymes. They are familiar with a range of percussion instruments; most can keep a steady beat and respond to signals to make soft and loud sounds.

58. The quality of teaching is good overall. Planning gives a clear picture of the activities for each area of this provision. Staff plan and prepare resources carefully. Experiences are varied and staff interact very well with the children. For example, in a dance session the children's very high level of expression in their mime was very successfully encouraged by the active involvement of their class teacher and their nursery nurse. However, there are no regular procedures in place for observing, recording and updating what children know and can do in order to inform the planning of future work.

ENGLISH

59. The school has maintained the above average standards identified in Key Stage 1 at the time of its last inspection. The majority of pupils enter the school with above average levels of attainment. Inspection evidence shows that standards are above average in each of the three elements of English by the end of Key Stage 1, with reading stronger than writing. This reflects closely the results of standard tests and teacher assessment in 1999, except for writing, where new assessment procedures that focus teachers' attention clearly on pupils' next steps have improved standards. Most pupils reach expected levels in each aspect of English, but a significant number do not attain a secure Level 2 in reading and writing. This results in standards in Key Stage 1 that are below those of schools with a similar background. Standards have fallen overall since the last inspection, but the school is now on course to continue the slight upturn in standards seen in 1999.
60. National test results in 1999 show that standards were average by the end of Key Stage 2 in comparison with those in schools nationally, but well below average when compared with those in similar schools. The number of pupils attaining the higher Level 5 was above average, but around a quarter of pupils in Year 6 did not reach the expected Level 4, which was higher than average. Standards observed during the inspection show a similar picture. Weak assessment procedures mean that there is insufficient focus on what pupils need to do to reach the next level. As a result, they mark time in some unchallenging lesson activities and do not build sufficiently on their good early start in English. This accounts for an overall decline in standards since the last inspection, markedly so in 1999, when the same pupils achieved considerable improvements in mathematics and science.
61. Standards in speaking and listening are above average at the end of both key stages. Pupils listen carefully to teachers' instructions and to their classmates' ideas in discussions. They develop a keen ear for rhyming words and phonic blends when listening to poetry, and this helps their reading and spelling. Teachers provide rich opportunities for pupils to practise their skills; for instance, circle times in Key Stage 1 when pupils reflect on a "sharing" theme, describing their feelings clearly and listening intently to others' contributions. Throughout the school, teachers make time to listen to and appreciate pupils' ideas. They use questions effectively to check understanding and to encourage pupils to extend their ideas. This enables pupils to become attentive listeners and more articulate and confident in speaking to a wider audience. Drama sessions in Key Stage 2 enable pupils to develop valuable skills in adapting their style of speaking for a particular audience. As a result, some pupils in Years 5 and 6 show imagination and mature speaking skills when planning and presenting their own news programme to the class and are on course to exceed expectations by the time that they leave the school.

62. Reading standards are above average by the end of Key Stage 1 and average by the end of Key Stage 2. Teachers transmit their own enthusiasm for reading well through their lively presentations of interesting texts, such as a range of poetry, in shared reading sessions. As a result, pupils willingly describe the books they read and are enthusiastic in shared reading activities. Teachers manage and use literacy hours effectively to promote reading skills, with a clear focus on developing pupils' phonic and comprehension skills. This means that, by the end of Key Stage 1, pupils learn to use phonic, context and picture clues effectively when reading unfamiliar words, gaining confidence and reading with growing accuracy, expression and understanding. They develop sound skills in using contents and index pages when locating information in reference books.
63. Pupils become more fluent readers on a wider range of texts in Key Stage 2, becoming more adept in understanding the underlying meanings in the text and making inferences and deductions. They learn to skim and scan for specific information, sometimes justifying their observations by referring to particular words and phrases. The school has successfully addressed the weaknesses in resources noted in its last inspection, such as the inadequate library and supply of books available in classrooms. Wise spending of National literacy funds means that there are now sufficient good quality books to support reading. The school now has a good library area with a suitable range of books and resources. Pupils in Key Stage 2 develop secure research skills in regularly timetabled sessions when library skills are taught. By the age of eleven, most pupils efficiently locate books in the library, quickly and efficiently using a catalogue or index to find specific information. Though there were few opportunities for pupils to carry out their own research in the library during the inspection, useful homework opportunities for older pupils, such as researching their history topics, effectively sharpen their skills in sifting through information to identify the important points in the text.
64. Pupils in Key Stage 1 develop sound writing skills which equate with national expectations. Their handwriting becomes more controlled with better spacing of words, so that by the end of the key stage many pupils use a legible, cursive style of writing. They develop sound skills in adapting their writing for different purposes. Examples include a letter to Santa, instructions on how to light fireworks, stories and news reports. Homework and spelling tasks in lessons help pupils to develop a useful bank of basic words which they spell accurately. By the age of seven, many pupils use capital letters and full stops in their work, though not always consistently. However, new assessment procedures are highlighting such weaknesses and providing clear targets for pupils and teachers to improve standards. This is reflected in some high quality work seen in Year 2, when pupils write poetry on a "Night Sounds" theme, using expressive language and taking great care in presenting their work neatly and accurately.
65. Pupils' writing becomes more extended in Key Stage 2, and by the end of the key stage they use a wider range of punctuation, such as inverted commas and question marks, in their work, though sometimes making careless mistakes that spoil their work. They structure their writing more carefully, sometimes using paragraphs. They use a wider vocabulary, becoming more aware of the impact of adjectives and expressive phrases, such as "actually blending light in the window" seen in a Year 5 pupil's writing. Spelling becomes more accurate. However, the heavy use of worksheets in English lessons and in other subjects such as geography and history severely limits pupils' writing experience, as they require only brief written responses. Opportunities are missed for pupils to write at length, and to identify ways of refining and improving their writing. Weaknesses in the ongoing assessment of pupils' writing and the use of such information mean that some tasks set for pupils in independent group work in the literacy hour are pitched at too low a level to ensure good progress in learning. For instance, older pupils sometimes copy out

passages of writing unnecessarily. This means that they mark time instead of extending their writing skills, and results in standards that are lower than they should be.

66. Teaching is sound overall, with good examples of teaching in each year group. The school has fully implemented the National Literacy Strategy and teachers have a sound grasp of its requirements. Recent improvements in the school's information technology resources allow teachers to plan for the systematic use of information technology as part of pupils' learning in English. They are clear about what pupils are to learn in lessons, and manage whole-class teaching sessions well. Relationships with pupils are very good. As a result, the vast majority of pupils have good attitudes and respond by showing a keen interest in their work and behaving well. Teachers provide good support for pupils with special educational needs in all aspects of English, ensuring that their tasks support them in reaching their learning targets. This accounts for the good progress they make. The recently improved monitoring of test results means that the school now has useful information about pupils' strengths and weaknesses in English. This has resulted in useful developments to improve writing in Key Stage 1. The quality of pupils' learning is satisfactory overall. Good relationships and effective class management bring a positive response from pupils that adds to the quality of their learning. However, assessment procedures are not sufficiently detailed to highlight pupils' next steps in each aspect. This results in some unchallenging tasks in independent group work that adversely affect the pace and quality of pupils' learning, particularly in Key Stage 2.

MATHEMATICS

67. Pupils' attainments in mathematics are well above average by the end of both key stages. For the last four years, almost all pupils have attained the nationally expected standard by the end of Key Stage 1. In the most recent tests, the percentage of pupils exceeding the nationally expected standard also rose to well above the national average. Standards at the end of Key Stage 2 have varied somewhat, as have results nationally, but the trend over four years has been one of improvement. The percentage of pupils attaining the nationally expected level for eleven-year-olds has improved and was well above average in the most recent tests. There have been similar gains at the higher level, where the percentage exceeding national expectations was above average in the 1999 tests. These results are in line with those found in similar schools and represent a further improvement on the good standards reported in the previous inspection. Evidence gained during this inspection indicates strongly that high standards of attainment in mathematics are being maintained. Almost all pupils in the present Years 2 and 6 are on course to attain nationally expected standards for seven and eleven year olds, and an increasing number are on course to achieve higher than average levels.
68. All pupils, including those with special educational needs and the able and gifted, make good progress and achieve relatively high standards in mathematics. In Year 1, almost all pupils recognise and accurately read all numbers up to 20, and many are confident with numbers to 100. They all add and subtract numbers to 10, and higher attaining pupils have a good command of number bonds to 20. Mental agility is developing well. Pupils count in twos and tens, and accurately double digits to five and above. Most recognise and use simple relationships and patterns as the basis for sorting and classifying, with higher attaining pupils suggesting original criteria. By the end of Key Stage 1, most pupils use their knowledge of addition and subtraction facts to solve problems involving higher numbers; higher attaining pupils do this 'mentally'. They are familiar with money and carry out 'shopping' activities confidently. They recognise halves and quarters in areas and begin to use such mathematical terminology in their everyday language. They are confident with simple times tables, and higher attaining pupils use this as a way of solving problems. All pupils name simple geometrical shapes accurately, with higher attainers describing properties such as the number of sides and angles. Most pupils use simple

measuring apparatus appropriately and some are beginning to be aware of, and use, units such as 500g and 1kg. They collect simple data and present the information on block graphs. Higher attaining pupils accurately interpret information presented in this way.

69. In Key Stage 2, pupils in Years 3 and 4 extend their knowledge of times tables. Many deal competently with x3, x4 and x6, and higher attainers respond quickly and accurately to x10. They understand place value to 100 and use this to increase or decrease parts of numbers and to multiply by 10 and 100. Their understanding of fractions develops as they find simple fractions of numbers, and higher attaining pupils begin to understand equivalent fractions. By the end of Key Stage 2, many pupils have sufficient grasp of place value to accurately convert centimetres to metres and vice versa. They understand decimal notation, and add and subtract using two decimal places. They have a good range of strategies for carrying out quite complex mental calculations, and higher attaining pupils explain their thinking clearly, using appropriate mathematical vocabulary. Most pupils have a good understanding of shape, space and measures. Pupils in Years 3 and 4 accurately name complex three-dimensional shapes. They classify them using edges, faces and vertices as criteria and use their understanding to solve and devise shape 'riddles'. They understand symmetry and accurately identify the symmetries of two-dimensional shapes, with older or higher attaining pupils representing mappings in four quadrants. They have well-developed data-handling skills. They collect and display data in an increasing variety of ways, including computer generated pie charts and line graphs.
70. Pupils' attitudes to mathematics are good. Younger pupils in both key stages look forward to their lessons and enjoy using their individual number cards in oral work. They are very attentive and follow the teachers' instructions carefully. The teachers' instructions are clear and appropriately challenging. This enables pupils to work independently when required to do so, and allows the teacher to target support where it is most needed and, in doing so, improve the quality of individual pupils' learning. This benefits pupils of all levels of attainment and results in good overall progress. Teachers successfully establish high standards of behaviour and response. As a result, pupils in Key Stage 2 quickly settle to work in their groups. They co-operate well to carry out group tasks, use apparatus sensibly and maintain a good rate of work. This makes a large contribution to the quality of pupils' learning and adds to their progress in lessons, which is sometimes very good. Pupils' behaviour is very good, particularly when they are not directly supervised by adults. Pupils take a pride in the presentation of their work. This is a particular strength in upper Key Stage 2.
71. The quality of teaching has been maintained since the last inspection and in some respects it has improved. The overall quality of teaching in both key stages is good. Teachers' knowledge and understanding of current requirements for mathematics and of the school's response to the National Numeracy Strategy are good. This is a strength of the teaching of mathematics that is reflected in the quality of teachers' planning. Planning is effective, as it presents aspects of the subject in a clear and logical sequence of questions and activities. Teachers' effective introduction of the Numeracy Strategy means that most lessons have a good structure that makes good use of time to maintain the pace and variety of activities. These features result in secure and effective learning, as pupils develop understanding in small, logical steps. Teachers provide good opportunities for pupils to reinforce numeracy skills through subjects such as science, information technology, design and technology, and history. All teachers have good relationships with their pupils. As a result, most pupils have good attitudes and want to do their best. Teachers use information technology appropriately to support pupils' mathematical learning. This area of pupils' development is improving rapidly as the school's improved resources begin to have a positive effect on the quality of pupils' learning.

72. Teachers are beginning to use assessment data to inform their long-term planning. For example, the results of National Curriculum tests and additional standardised assessments are used as the basis for ability groupings in Key Stage 2. This way of organising the teaching of mathematics has proved successful in the drive to raise standards, as it allows teachers to match tasks more closely to pupils' target levels of attainment. In one particularly successful lesson, the teacher restructured the lesson plan and the task groups on the basis of an assessment of pupils' attainment in the previous lesson. Teaching was not based on a general target level but on a clear understanding of exactly what each pupil knew, understood and could do, and resulted in very good progress for most pupils in this low attaining set. However, there are no whole-school, agreed procedures for assessing and recording pupils' attainments in mathematics and so this quality of use of assessment is not normal practice in the school. Therefore, despite the success of ability sets, teachers' use of ongoing assessment is unsatisfactory overall.

SCIENCE

73. By the time pupils leave the school, their attainments in science are broadly in line with national averages and this is reflected in the statutory assessment results over the last three years. However, these standards are not high enough, particularly in relation to the performance of pupils in similar schools. In 1999 the proportion of pupils gaining the expected Level 4 and above at Carleton Green was below that in similar schools, and taking the last four years together it was well below. Weaknesses in planning for the building of pupils' knowledge, understanding and skills during their four years in Key Stage 2 result in insufficient progress. This is further compounded by the absence of arrangements for systematically assessing pupils' attainment and using the information gained for planning the next step in learning.
74. The subject co-ordinator teaches in Key Stage 1 and she has a strong influence on the planning of work for pupils in Years 1 and 2. As a result, by the time they reach the end of Key Stage 1 pupils attain standards that are well above the national average. When compared with the situation in similar schools, the percentage of pupils reaching the expected Level 2 and above was very high in 1999, while the proportion attaining the higher Level 3 was similar.
75. By the end of Year 2, pupils have a secure knowledge of living things and that they grow and reproduce. This is extended to an understanding of life cycles, such as that of the butterfly. They recognise a range of sources of light and sound, and they know about the properties of different materials. They apply their investigative skills effectively to find out about the extent to which different materials allow light and sound to pass through. Pupils understand the effects of exercise on the human body and how to foster good health. They use scientific terms well. For example, they use words such as 'attract' in their written work about magnets and they become familiar with words such as 'friction' in their work on forces.
76. By the time pupils leave the school they identify different types of leaf and group different life forms into categories such as fungi, mosses and ferns by using the characteristics of each. They identify the major parts of a flower including "stamen", "petal" and "stigma". Higher attaining pupils have a good understanding of forces such as gravity and the upthrust of water. They use investigation skills appropriately, for example when finding out about the different forces acting on an object in water. They apply their numeracy skills effectively to plot points and they use the resulting graphs to identify trends, for example on the effect of increased weights attached to elastic. By visiting a local power station, pupils extend their knowledge of electricity, such as how fast it travels, but their work on electric circuits does not represent a sufficient advance on that of pupils in Years 3 and 4.

77. The previous inspection found that there were too few opportunities for pupils to choose their own methods of investigation, to select appropriate materials for themselves, to take responsibility for managing their own investigations and to make decisions about how best to record their findings. This continues to be a weakness in teachers' planning; pupils in both key stages engage purposefully in investigative work, but teachers do not provide enough opportunities for pupils to use initiative in planning and carrying out their own simple tests and experiments, particularly in Key Stage 2.
78. Teaching is broadly satisfactory. It has improved since the last inspection, when it was unsatisfactory in a number of lessons. However, there is scope for further improvement in order to raise standards. Teachers use effective questioning strategies to develop pupils' thinking, and the positive way in which they relate to pupils results in good behaviour. Most teachers have sufficient subject knowledge to teach science well. For example, in Key Stage 1 teachers are careful to use correct scientific terms and ensure that pupils understand what they mean. However, some teachers in Key Stage 2 lack confidence in science, and aspects of knowledge and understanding are weak. Some teachers in Key Stage 2 do not give pupils a sufficiently clear understanding of scientific terms, such as "prediction" and "hypothesis", and this lack of clarity limits their attainment. Sometimes teachers do not explain clearly and pupils are unsure what to do. Teachers generally use resources well to foster learning, but sometimes they are ineffective. For example, when torch batteries do not work, pupils' learning about switches is restricted. Teachers effectively ensure that pupils are aware of safety issues, for example when using electricity. They maintain a good pace in lessons to enhance learning and, when they provide opportunities for pupils to select their own resources, pupils' thinking is extended well. There are satisfactory opportunities for pupils to use information technology as part of their learning in science, for example when they use information handling software to produce graphs and charts of the results of their investigations. Teachers use the plenary at the end of lessons effectively to consolidate learning, but there are insufficient opportunities for pupils to talk about and explain their findings, and so develop their own and others' understanding.
79. Pupils have good attitudes to science and they are particularly well motivated by opportunities to explore, hypothesise and discuss their work and findings. They relate well to one another in their group activities, and generally behave well. This, along with positive aspects of planning and teaching, results in good quality learning for pupils in Key Stage 1 where pupils of all levels of attainment, including those with special educational needs, make satisfactory progress. However, despite a generally positive response, weaknesses in planning, teaching and assessment result in an unsatisfactory quality of learning in Key Stage 2, where more pupils than in similar schools are failing to attain the nationally expected standard.
80. The co-ordinator has an under-developed role in promoting the subject through the school. Her positive influence on planning what pupils learn as they move from class to class, particularly in Key Stage 2, has not yet resulted in a coherent programme that ensures that pupils build their knowledge, understanding and skills systematically and logically. Teachers currently use a range of resources to support planning, but they do not ensure that pupils' learning progresses sequentially. The co-ordinator is currently considering adopting a single scheme to replace its diverse plans. The assessment of pupils' learning is insufficiently developed to enable teachers to use information that it would provide to plan the next step in pupils' work. As yet the co-ordinator does not observe teaching in order to evaluate the quality of pupils' learning, disseminate effective practice and raise standards further.

ART

81. During the inspection, no art lessons were observed in Key Stage 1, though three were observed at Key Stage 2. These lessons, teachers' planning and pupils' work displayed around the school indicate that standards achieved by pupils are in line with expectations for their age by the end of Key Stages 1 and 2. These findings reflect those of the last inspection.
82. In Key Stage 1, pupils' carefully mounted and displayed work shows a satisfactory range of two-dimensional work that incorporates the use of various media, including pastels, chalk and pencil. The youngest pupils work effectively with paints, mixing to achieve particular colours and experimenting by adding drops of water to dilute the paint and make it a paler shade. They produce string paintings and become familiar with a range of techniques, including wax resist. Pupils develop a sound awareness of pattern, as when they represent the cross sections of a wide variety of fruits and vegetables, highlighting the patterns in these natural forms in large-scale paintings. Throughout both key stages, pupils produce close observational work, often in support of topic work. This includes drawings and paintings of fruit and vegetables in Key Stage 1, as part of a topic on "Food", and pencil drawings of flowers and plants as a preliminary to studying the designs of William Morris in the early years of Key Stage 2. Pupils are introduced to a range of famous artists. Planning indicates that pupils in Years 1 and 2 learn about the Impressionists. In Years 3 and 4, pupils studied the work of Paul Klee. Having first expressed their ideas in their sketchbooks, pupils interpreted his work, producing large-scale pastel works in black and white and in colour.
83. The overall quality of teaching is satisfactory. In both key stages, teachers encourage pupils' efforts and value their achievements. This is clearly demonstrated by the carefully mounted artwork, which is well displayed around the school. Pupils enjoy art and are keen to use the art-based computer programs that have been recently introduced in all phases of the school. Teachers manage their classrooms well; lessons are well organised and resources are appropriately prepared in advance. Pupils have good attitudes to art. This gives rise to a generally calm, working atmosphere in which pupils work together co-operatively, use resources sensibly and readily share equipment. Teachers successfully stimulate pupils' interest by the careful linking of art to other areas of the curriculum, as when Key Stage 1 pupils produced wax-resist paintings in response to listening to music. The quality of teaching is good in some lessons at the beginning of Key Stage 2, where teachers have good subject knowledge, enthusiasm and high expectations of pupils' involvement and performance. In these classes, pupils work purposefully in groups and produce designs of a high standard in the style of William Morris. They are proud of their work and talk about it readily, using appropriate subject vocabulary, such as "stylised" and "lifelike". Teachers respond directly and positively to pupils' work in the course of lessons. They encourage and appropriately support pupils with special educational needs and enable them to make satisfactory progress at both key stages. There is no significant difference in the progress of pupils of different gender or background.
84. The overall quality of pupils' learning is satisfactory. However, although teachers have sufficient subject knowledge and understanding to teach art, guidance is lacking in subject documentation to ensure that pupils' knowledge and understanding are progressively built on as they move through the school. For example, pupils in Key Stage 2 have only limited opportunities to produce three-dimensional work and there is insufficient evidence of the acquisition of skills in the work of older pupils in Key Stage 2 on colour, focusing on shades and tone. Pupils' learning is insufficiently extended when teachers set unchallenging tasks, often involving colouring given outlines, such as illuminated letters linked with history work, and Islamic patterns linked to religious education.

85. There are no formalised procedures in place for assessing and recording pupils' progress or for using the results of assessment to guide the future planning of work at appropriately challenging levels for pupils throughout the school. Pupils' learning in art makes a satisfactory contribution to their broader spiritual, social and cultural development, particularly their developing knowledge of famous artists. However, they have only a limited awareness of the works of non-Western artists. The recently appointed art co-ordinator has plans to raise the profile of art throughout the school by organising an Art Week and raising standards through the provision of further planning and assessment guidance for teachers.

DESIGN AND TECHNOLOGY

86. By the end of each key stage, the standard of pupils' work in design and technology broadly reflects that found nationally. By the end of Year 2, pupils use appropriate subject vocabulary. They use pictures effectively to develop and communicate their ideas, and the artefacts that they make are generally effective. By the time pupils leave the school, they use appropriate terms such as "functional" when describing their designs, and they evaluate them as they develop. However, their drawings do not always show alternative ideas or options. They have a growing awareness that users have views and preferences, for example that their younger sisters will appreciate a specific type of slipper. Pupils effectively evaluate the end product; for example, they assess the effectiveness of musical instruments that they make. There is insufficient teaching of more sophisticated mechanisms, for example involving electricity and magnetism to further raise standards.
87. The previous inspection found that some teachers lacked confidence and that there was a need for an effective scheme of work to promote design and technology through the school. More opportunities were required for pupils to plan their own work, choose appropriate methods and materials, and evaluate the outcome. The school has gone some way towards addressing these weaknesses, though some work still remains to be done. The recent adoption of nationally recognised planning has provided teachers with sufficient support to address the issue about confidence, although the framework that it provides for building pupils' knowledge and skills has not been in place for long enough to raise standards significantly. Teachers teach pupils the designing, making and evaluating skills that they require. However, opportunities are still needed for pupils to use their initiative in planning what they want to make, which materials they will use and the techniques they will apply to evaluate the effectiveness of their decisions.
88. Teaching is satisfactory overall. It is most effective when it enables pupils to benefit from teachers' subject expertise, such as in the weekly lessons in Key Stage 2 where pupils receive specialist teaching in a range of subjects including design and technology. During these arrangements, pupils make good progress in food technology because they gain a very clear understanding of the cycle of designing, making and evaluating. For example, they evaluate the way bought sandwiches are packaged and how they taste, before going on to design, make and systematically evaluate sandwiches of their own. Teachers teach new skills and methods effectively, but they do not always provide enough opportunities for pupils to select from these and apply them in new situations. They support pupils' knowledge and understanding of appropriate terms such as 'lever' and 'slider', and their good class control ensures that most pupils behave well.
89. Pupils' attitudes to design and technology are good and contribute to the progress that they make. Information technology is not used to extend pupils' work in design and technology, and the co-ordinator is planning to address this. The co-ordinator is aware of the need to ensure that there are enough resources to enable the new scheme of work to be implemented effectively. There is no systematic assessment of pupils' work in design and

technology to provide information for teachers to use in planning the next stages in pupils' work.

GEOGRAPHY

90. In Key Stage 1, the school has maintained the standards which equate with national expectations that were noted in its last inspection. However, by the end of Key Stage 2, standards have fallen and many pupils do not reach the levels expected of primary school pupils. The weaknesses in pupils' understanding of the different concepts reported in the last inspection remain. This is largely due to the lack of clear guidance and sufficient detail in the school's planning for geography to ensure that each topic is covered thoroughly and that enquiry skills are developed systematically. This means that, by the end of Key Stage 2, pupils' understanding of such topics as rivers, world climates and other locations, and their enquiry skills, are weak.
91. Pupils in Key Stage 1 develop a sound understanding of their local environment, such as the houses, shops and roads. They describe their journey from home to school, identifying features along the route. They show interest in their work, listening carefully to their teacher and behaving well. Mapping skills are developing soundly so that pupils in Year 1 draw simple picture maps of their journey. Some pupils in Year 2 draw more accurate maps, using a key to identify such features as the school, houses and grassed areas. However, the school has few maps to support this work, and opportunities are sometimes missed to use these in conjunction with fieldwork to provide practical experiences. This means that pupils sometimes struggle to complete their tasks and become frustrated. For instance, when asked to record their journey some struggle to understand the difference between a picture and a map, and this has a negative impact on the quality of their learning.
92. Pupils extend their awareness of locations in Britain and around the world in Years 3 and 4 when they learn about the main climatic regions of the world. Teaching is effective when interesting tasks, such as identifying a holiday location for a family with specific needs, enable pupils to reinforce their knowledge and understanding, using maps and holiday brochures in their research. Pupils have good attitudes; they are enthusiastic and work hard. They co-operate effectively in these group projects, sharing out the tasks and supporting each other. Pupils in Years 5 and 6 locate the major rivers and cities in the British Isles, and the continents, capital cities and oceans of the world on maps. They compare Poulton with the Fylde area in features such as transport, people's jobs and the landscape. Lack of experience means that their skill in interpreting maps, photographs and other evidence about locations is relatively weak. Pupils with special educational needs make similar progress to other pupils throughout the school.
93. The quality of teaching in the lessons observed is sound overall. Teachers develop very good relationships with pupils and manage them well, so that they quickly respond to instructions and work hard on the tasks set for them. However, overall progress and learning are unsatisfactory. The school does not have a coherent scheme of work to underpin the different topics covered in geography. Teachers rely heavily on the use of published worksheets, sometimes losing sight of the key elements in the National Curriculum Programmes of Study, and miss opportunities for pupils to consolidate their skills through fieldwork. Topics are not covered systematically or in sufficient depth to ensure that pupils gain secure skills, knowledge and understanding. Weak assessment procedures mean that pupils' understanding and progress are not checked sufficiently. These weaknesses result in the limited and sometimes inaccurate understanding of some pupils by the end of Key Stage 2.

HISTORY

94. Attainment in history equates to national expectations at the end of both key stages. This includes those pupils with special educational needs and the higher attainers, and is similar to the standards reported in the school's last inspection. Most pupils develop a sound understanding of the different periods they study, but their skills in chronology and the interpretation of evidence are relatively weak.
95. Pupils in Key Stage 1 develop a growing awareness of changes over time when they compare developments in farm machinery and shopping. They understand the different stages in their own lives from baby to adult. Homework is used effectively to provide practical evidence; for instance, when pupils interview their parents and grandparents about how shopping has changed during their lives. They learn something of the lives of famous people in the past, such as Florence Nightingale. In Key Stage 2, pupils extend their learning over a longer timeline extending back to Ancient Greece. Teachers make good use of a Victorian timeline in Years 3 and 4 to help pupils to clearly establish the sequence of events during the life of Queen Victoria. Some teachers use photographs of Victorian homes very effectively, challenging pupils to work with a partner on interpreting the photographs to suggest what life was like for poor people. These activities promote enquiry skills very well, encouraging pupils to ask and answer questions about the evidence they see. Pupils' attitudes to learning are good. They respond very well, showing a keen interest, sharing ideas and observing closely. Pupils in Years 5 and 6 develop a deeper understanding of the famous people, events and lives of people in Tudor times. They examine the wills of Tudor people and make pertinent suggestions about their homes and lifestyles. They research by using the Internet to locate relevant information. They sift through the information, identifying the key evidence they need. This effectively promotes their historical and literacy skills.
96. No teaching was seen in Key Stage 1, owing to the way the curriculum is organised. Teaching in Key Stage 2 is sound, with examples of good and very good teaching. Teachers manage discussions well, transmitting a lively enthusiasm for the subject, and using questions skilfully to check and extend pupils' understanding. This is reflected well in pupils' good attitudes to their learning. They listen intently to their teachers and to other pupils, and willingly offer their own sensible ideas. The positive aspects of teaching and of pupils' response result in a satisfactory quality of learning for all pupils. However, most of the tasks set for pupils rely heavily on the use of published worksheets. Although visits to Lancaster, Preston Museum and Turton Tower help to bring their studies alive and further improve pupils' learning, the school has few artefacts or other resources for pupils to handle and interpret for evidence about the past. This weakens the development of their enquiry skills and limits the opportunities they have to reinforce their learning through writing about the topics they study. The lack of a coherent scheme of work means that the links between the different periods pupils study are sometimes not developed sufficiently to ensure that they develop a sound understanding of chronology. Such weaknesses are not always identified, as assessment procedures in history are under-developed.

INFORMATION TECHNOLOGY

97. Standards of work in information technology broadly reflect those expected nationally by the time pupils reach the end of both key stages. This is an improvement since the time of the last inspection, when pupils' performance was below national expectations at the end of both key stages.
98. In Key Stage 1, pupils build on a good start in reception, where they become familiar with computers and how to programme floor robots effectively. By the end of Year 2, they have appropriate word-processing skills and use them, for example, to support their spelling and

work in religious education. They have an appropriate awareness that data can sometimes be interpreted quickly when represented in graphs and charts. Pupils describe their use of computers using appropriate terms such as “click” and “mouse”.

99. By the end of Year 6, pupils show an awareness of audience when they combine and present different forms of information in pictures and text, for example on a poster for a book fair. They competently seek information from databases, such as those with information about plants. Lower attaining pupils can present information in a variety of forms, including pie charts, block graphs and line graphs. Pupils competently evaluate the advantages and disadvantages of information technology forms such as videos and CD ROMs. Their multi-media presentations have yet to include sound, but this is planned. Some pupils are able to use a digital camera effectively, though not all of them have yet had this opportunity. Pupils' control technology skills are weak. The co-ordinator is aware of the need for further resources such as sensory equipment in order to implement fully the school's newly adopted scheme of work and so address this relative weakness.
100. The previous inspection highlighted a range of weaknesses, most of which have been effectively addressed. The school's computers have successfully been upgraded, and the new computer suite, funded by parents, is effectively used to develop pupils' skills. Teachers have received training and several are currently undertaking a certified course to enhance their competence. This, together with the implementation of optional national guidance, has enabled teachers to gain sufficient knowledge and confidence to deliver the subject appropriately across a range of subjects. Pupils in Years 5 and 6 use information technology to extend their knowledge of the Tudors, and those in Years 1 and 2 effectively learn about the range of ways that data can be represented, for example in graphs and pie charts. Throughout the school, pupils use word-processing skills to support their work in literacy, but sometimes, notably in Years 5 and 6, the work that they do is not sufficiently demanding to have a significant impact on raising standards.
101. Teaching is satisfactory. Teachers are now sufficiently confident and they place appropriate demands on pupils to acquire and apply the necessary skills. They provide clear guidance on how pupils will gain these skills and they enable them to practise them so that they become confident. Teachers use resources well to foster learning. They maintain a clear, purposeful lesson pace and use good questioning techniques that probe and extend pupils' understanding effectively. They make good use of technical terms such as “field” to develop pupils' knowledge. Teachers' good class control results in pupils behaving well, although sometimes teachers allow pupils to talk during explanations and as a result they miss some important teaching points. Teachers make good use of the fact that some pupils have access to computers at home and provide suitable tasks that extend their learning. They are sensitive to the needs of less confident pupils when pairing them for their work with others.
102. Other factors that affect the quality of pupils' learning and achievement include their very good attitudes to the subject. They respond with interest, for example to opportunities to use computers and to multi-media activities. They are confident and happy and they contribute ideas effectively to discussions. This ensures that the overall quality of learning and the progress made by all pupils, including those with special educational needs, is satisfactory. There is, however, no system for the ongoing assessment of pupils' attainment as they move through the school. As a result, planning tends to be based on providing relevant experiences in the various applications of information technology, rather than on systematically extending pupils' skills.

MODERN FOREIGN LANGUAGES

103. Pupils are given a brief introduction to the French language as part of the 'carousel' of activities that extend the curriculum in Key Stage 2. This arrangement works well. It brings all pupils in Key Stage 2 into contact with a teacher who has particular expertise in this subject. The language is presented in a lively, conversational way and is reinforced by simple games that motivate pupils effectively and add to the quality of their learning. Most pupils successfully learn to introduce themselves in French and to respond to simple questions. They count to 50 and over, name familiar objects and describe colours. They are developing appropriate fluency within a limited range of vocabulary. The teaching of French enriches the curriculum, builds pupils' self-esteem and prepares them well for the next phase of their education.

MUSIC

104. Pupils attain standards in music which meet national expectations by the end of Key Stages 1 and 2. These findings reflect those of the previous inspection. Pupils with special needs, particularly the hearing impaired, are sensitively supported and encouraged and make satisfactory progress. There are no significant differences in the progress of pupils of different gender or background.
105. In Key Stage 1 pupils sing tunefully together. They know by heart a wide range of songs, action rhymes and hymns. They control their voices and sing with confidence and understanding. They demonstrate an increasing awareness of pitch as they move through the key stage. By the age of seven, pupils listen carefully to pre-recorded music and give thoughtful interpretations of its mood. In Years 3 and 4, pupils successfully improvise with their voices and percussion instruments to create musical effects to accompany a story, and use symbols to communicate their musical ideas. Throughout Key Stage 2, pupils sing with control and expression. They have a good sense of rhythm and competently perform two-part songs.
106. The quality of teaching in both key stages is satisfactory overall. In Key Stage 1, pupils' interest is successfully promoted by stimulating classroom displays of musical instruments and art work linked to familiar pieces of music. However, although recorded music is played as pupils enter and leave assembly, it is not discussed, and opportunities are lost for extending pupils' knowledge of composers and their work. Teachers successfully establish and maintain very good relationships with their pupils, which promotes confidence. As a result, pupils have good attitudes to their work in music. They respond well, showing an enjoyment of music and a willingness to participate in musical activities. Overall, however, there is insufficient subject guidance, particularly for those teachers without particular musical expertise, to enable them to ensure that pupils progressively build on what they know, understand and can do in music as they move through the school. Moreover, there are no procedures in place for assessing and recording pupils' progress and using the results of assessment to guide future planning. There are examples of good teaching in classes in both key stages, where teachers have secure subject knowledge, high expectations and confidence. The quality of pupils' learning varies, but is satisfactory overall. For example, during a well-structured series of lessons, pupils in Years 1 and 2 make good progress in learning to recognise the instruments used to represent the characters in Prokofiev's "Peter and the Wolf". Similarly, pupils in Years 3 and 4 use correct musical terminology, play tuned and untuned percussion instruments confidently and make good progress towards generating a simple score to represent their musical compositions. In these lessons the quality of learning is high. However, in a minority of lessons, the quality of pupils' learning is lower. This is the case when presentations lack "sparkle", teachers' aims are too broad and their teaching lacks sharp

focus, as when older pupils in Key Stage 2 made only limited progress during a recorded radio broadcast focusing on singing and changes in melody.

107. School concerts and the occasional visits to school of musical ensembles satisfactorily promote pupils' interest and enhance their musical awareness. Older pupils also have opportunities to sing in the choir and participate in a wide range of extra-curricular instrumental tuition. Whilst these activities have a positive impact on the progress of those involved, this is largely restricted to Key Stage 2. Overall, music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development, particularly through their experience of listening to and appraising the work of famous composers. However, pupils throughout the school have only limited opportunities to appreciate the work of non-Western musicians.

PHYSICAL EDUCATION

108. Pupils are attaining the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study receive appropriate attention. Pupils of all levels of attainment in both key stages make satisfactory progress in physical education.
109. Pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Pupils travel in a variety of ways, using hands and feet and incorporating turning, rolling, jumping and balancing movements. This establishes an appropriate foundation for the development of gymnastic and expressive movement in Key Stage 2. Older pupils are confident and show greater precision in their work. For example, their hand and eye co-ordination is developing appropriately so that they throw and catch balls of different sizes with increasing accuracy. By the end of Key Stage 1, most pupils use gymnastic apparatus safely and purposefully. They are developing the skills required to play simple games, for example chasing, dodging, sending and receiving a ball. They use space well and show appropriate control of movement and balance. Pupils seldom bump, trip or fall.
110. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. Pupils in Years 3 and 4 develop more specific games skills, such as those required to play netball and basketball. By the end of the key stage their gymnastic sequences are increasingly complex and original. Pupils at the end of Key Stage 2 sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a good range of extra-curricular and competitive sporting activities. These enable a significant number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
111. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. They are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example disregarding unpleasantly cold conditions to work enthusiastically throughout outdoor games lessons. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education and this is reflected in the numbers participating in extra-curricular activities. The quality of pupils' learning is good. This results from pupils' positive response and from the range and variety of experiences that the school provides.

112. The teaching of physical education is generally sound. Pupils with special educational needs, including those with physical disabilities, receive appropriate support. This enables them to join in most activities and to make sound progress. Teachers' planning is satisfactory. It identifies appropriate objectives, and when these are shared with pupils; for example, in an effective gymnastics lesson in upper Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. However, the current scheme of work does not establish a clear progression of skills to guide teachers' planning in the medium and short term and this detracts from the coherence of the teaching programme overall. Most teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good and results in good individual coaching that helps them improve aspects of their technique. This is particularly effective where teachers or instructors have high levels of subject specific expertise, such as that shown in swimming and basketball lessons with pupils in Years 5 and 6. The opportunity to work with experienced teachers and coaches in lessons and extra-curricular activities adds to the quality of pupils' learning. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, teachers use the school's discipline policy consistently and to good effect.
113. Unsatisfactory teaching in physical education results from a lack of confidence on the part of the teacher. There is a tendency to over-control the class. This slows the pace of learning, and pupils are inactive. The teacher's explanations are unclear and pupils do not know what they are expected to do. As a result, the lesson loses its direction and pupils make little or no progress.

RELIGIOUS EDUCATION

114. Pupils' attainments are broadly consistent with the requirements of the locally agreed syllabus by the end of Key Stages 1 and 2. These findings do not reflect those of the previous inspection, when the standards achieved throughout the school exceeded the expectations of the agreed syllabus.
115. By the end of Key Stage 1, pupils know major feasts of the Christian calendar, including Christmas and Easter, and are beginning to understand the significance of celebrations such as Harvest Festival. They begin to be aware of the role of the vicar in the church, and the part played in significant events such as christening. They are introduced to Bible stories, and know of characters in the Old Testament, including Adam, Eve and Noah. They are also introduced to other world faiths, including Buddhism and Judaism. By the end of Key Stage 2, pupils know that the Bible is a special book for Christians and are familiar with stories from both the Old and New Testaments. They also have a more detailed knowledge of aspects of major world religions, notably Judaism and Islam.
116. The quality of teaching and learning is satisfactory in both key stages. Teachers' knowledge and understanding of the subject are secure; they are clear about what they want pupils to learn in the course of the lesson, and teaching points are clearly made. The school has an adequate range of resources, and teachers obtain artefacts from parents and outside agencies. Teachers plan a satisfactory range of activities which soundly promote pupils' knowledge and understanding; for example, pupils in the reception class reinforced their learning about significant events with role play in the form of a Christian christening in the local church, supported by the minister. When teachers introduce appropriate artefacts, pupils' learning is reinforced successfully and their involvement is effectively stimulated. For example, in Key Stage 1 pupils made good progress in learning

about the traditions of Buddhism as they examined prayer wheels and observed the scrolls they contain. In Key Stage 2, when younger pupils learned about the Jewish festival of Pesach, their understanding of symbolism was enhanced by their discussion of the Seder plate and its contents, prepared by their teacher. However, when available artefacts were not used and older pupils concentrated only on a worksheet when learning about the prophet Muhammad, opportunities were missed to further motivate their interest and extend their understanding of Islam.

117. Teachers' planning ensures that religious education lessons are sometimes linked to pupils' work in other areas, thus promoting relevance and pupils' interest, and improving the quality of their learning. Younger pupils make sound progress in developing self-awareness through topics focusing on themselves. Throughout the school, teachers often introduce moral themes, such as "sharing", into assemblies and follow them up in classes at appropriate levels in class discussions and through stories, such as "The Feeding of the Five Thousand". Well planned follow-up activities successfully reinforce and extend pupils' learning, as when Key Stage 1 pupils composed their own "prayers" on a scroll when learning about Buddhism. However, there are insufficient opportunities for pupils to deepen their understanding, for example when pupils in Key Stage 2 do not follow up their listening with appropriately thought-provoking tasks, or when their involvement is limited to the completion of a worksheet. In both key stages class teachers successfully establish and maintain good relationships with their pupils. This successfully promotes pupils' confidence. They readily share their thoughts with their teacher and other pupils, and show respect for the views of others. Class teachers give appropriately supportive feedback during lessons. Teachers encourage pupils with special educational needs to participate and make progress in line with the others in their class.
118. There are no significant differences in the learning of pupils of different gender or background. Pupils' attitudes to religious education are good. They show interest, and show appropriate respect when handling artefacts of discussing other people's beliefs and practices. This, together with the positive aspects of teaching, ensures that pupils' learning and progress are satisfactory overall. However, class teachers do not assess pupils' progress through topics as a basis for the planning and preparation of further work. The co-ordinator's role in monitoring and evaluating the curriculum and its impact on pupils' learning is underdeveloped and she has insufficient opportunities for identifying, highlighting and disseminating examples of good practice within the school.