

## INSPECTION REPORT

### **INTACK COMMUNITY PRIMARY SCHOOL**

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119118

Acting Headteacher: Mr D Crowther

Reporting inspector: Stafford Evans  
21217

Dates of inspection: 22<sup>nd</sup>-25<sup>th</sup> January 2001

Inspection number: 190752

Full 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: Whitebirk Road  
Blackburn  
Lancashire  
Postcode: BB1 3HY

Telephone number: 01254 52815

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Appropriate authority: The governing body

Name of chair of governors: Mrs S White

Date of previous inspection: 20<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S G Evans 21217	Registered inspector	Equal opportunities English as an additional language English Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L Kuraishi 11450	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S Cook 14842	Team inspector	Foundation Stage Geography Religious education	Pupils' attitudes, values and personal development Provision for pupils' spiritual, moral, social and cultural development
Mrs S Russam 10228	Team inspector	Special educational needs Science Art and design Design and technology	Assessment
Mr G Logan 11810	Team inspector	Mathematics History Music	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Intack is a junior and infant school. It is part of an Education Action Zone initiative. There are 281 pupils on roll. The school is bigger than other primary schools found nationally. Attainment on entry into the reception classes is below a level expected of children this age. Seventy-seven pupils are identified as having special educational needs. This is above average in relation to national figures. Eleven pupils have statements of special educational need - proportionately well above average in relation to national figures. The percentage of pupils entitled to free school meals is 54 per cent. This is well above the national average of 20 per cent. Eighteen per cent of pupils are from Indian and Pakistani heritage. There are 48 pupils who speak English as an additional language. Eight pupils are from a Traveller background. There is a significant proportion of pupils who leave the school other than at the usual time of leaving or transfer and who join the school other than at the usual time of first admission. Twenty-nine per cent of pupils were in these categories in the last school year.

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

This is an effective and improving school that has many good features. It gives good value for money. Standards by the time pupils leave the school at 11 years of age are above the national average in mathematics and below in English and science. Standards are in line with national expectations in all other subjects. Pupils from ethnic minority backgrounds attain better than other pupils. They achieve very well in relation to their prior attainment. The quality of teaching ranges from excellent to satisfactory and is good overall. The leadership and management of the school are good. The school makes good effective use of, and benefits significantly from, its involvement in the Education Action Zone initiative.

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

- Reception children make a good start in the school. This is because of the good quality of teaching they receive and their good attitudes to learning.
- Pupils attain highly in mathematics. The good quality of teaching, good resources, very good leadership of the subject and pupils' good attitudes to learning are the most significant contributory factors to the high attainment.
- Across the school, there is a high proportion of good, very good and excellent teaching - 72 per cent. This ensures pupils achieve well by the time they leave the school.
- Pupils who learn English as an additional language are taught very well. This factor, together with the pupils' own very good attitudes to learning, ensure they attain highly and make very good progress.
- Pupils with special educational needs make good progress because of the good support they receive.
- Pupils' attitudes, behaviour, personal development and relationships with one another are good. This positively affects pupils' quality of learning.
- Provision for pupils' spiritual, moral, social and cultural development is good. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The acting headteacher, very ably supported by the senior management team, provides good leadership. There is a very good team spirit in the school and a staff who are highly committed to raising standards.

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

- Despite making good progress, pupils attain below the national average in English and science by the ages of 7 and 11.
- Pupils' attendance rate is below the national average and the school does not have effective strategies in place to bring about a significant improvement.
- Child protection procedures are not rigorous enough.

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

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

Following the inspection in 1996, inspectors placed the school in special measures because the standard of education the school provided was poor. Her Majesty's Inspectorate took it out of special measures in 1998 following an inspection when the standard of education was judged to be satisfactory. It is now good. The improvements made in the last four years are very good. The school is well placed to maintain the improvements and build upon them further. Standards of attainment are higher. The quality of teaching is very significantly better than at the last inspection. Pupils' behaviour, attitudes to learning, personal

development and relationships with one another are much improved. The role of subject co-ordinators is now good. The quality and quantity of learning resources are much better. The accommodation is of a higher standard. The leadership provided by the governing body is much improved. All key issues for action identified in previous inspection reports have either been successfully met or are well on the way to completion.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	E	B
Mathematics	D	D	B	A
Science	E	D	E	C

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

Inspection evidence indicates that standards in English and science have improved, and continue to rise, compared with those in the table above. Despite this progress, standards are below average because higher attaining pupils underachieve. The effective use of the strategies afforded to the school as part of the Education Action Zone initiative have improved the quality of teaching in English to good. It also provides extra staff to help pupils to improve their work through one-to-one support. In science there is a steady rise in standards, but it is less than it might be because pupils do not have regular science lessons. The percentage of pupils who attain the expected level for their age in mathematics is in the top 5 per cent of schools similar to Intack. Standards in other subjects are the same as those found in most primary schools. Children make good progress by the age of five. This good progress continues through to the age of 11. Pupils with special educational needs make good progress across the school. Pupils from ethnic minorities make very good progress. There is no significant difference in the attainment of pupils of Indian and Pakistani heritage. The pattern of progress across the school is complex because of the large number of pupils who start or leave the school mid-year. For example, 29 per cent of pupils either left or started at the school during the last year. This makes accurate target setting difficult. However, targets set are appropriate for the various groups of pupils. In 2000, the school exceeded their target in mathematics and met their English target.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have good attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons is good. Around the school it is satisfactory. A minority of pupils behave inappropriately at lunchtimes.
Personal development and relationships	Pupils' personal development and their relationships with one another are good.
Attendance	The attendance rate is below the national average and the number of pupils late for school is high.

## TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in all lessons. It is excellent in 4 per cent, very good in 12 per cent, good in 56 per cent and satisfactory in 28 per cent. The quality of teaching is good in literacy and numeracy. The strengths of the teaching in the school are the teaching of children under five, the teaching of basic skills and the management of pupils' behaviour throughout the school. Teachers make very good use of information and communication technology to support pupils' learning. The weaknesses are that expectations of what pupils are to learn are not high enough in English and the use teachers make of the results of assessing pupils in science is not effective enough. The quality of teaching of pupils who learn English as an additional language is very good and good for pupils identified with special educational needs. The support provided by the visiting teacher of pupils from a Traveller background is good. In lessons, pupils from a Traveller background are fully integrated.

The quality of pupils' learning in lessons varies from excellent to satisfactory. It is good overall. A strength of the learning is the acquisition of basic skills, knowledge and understanding. They also work hard and have a good knowledge of their own learning. The learning of pupils with English as an additional language is of a particularly high standard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound planning for the under-fives ensures lessons are appropriate for children of this age. The school provides a broad range of work that is relevant to pupils aged 5 to 11. The weakness in the curriculum is the planning for the teaching of science. It is not taught regularly enough. There is an appropriate statutory curriculum in place.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational need are very good.
Provision for pupils with English as an additional language	Provision for pupils who are learning English as an additional language is very good across the school. Their progress is monitored closely and additional help is provided where needed by very good quality teaching support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. The school teaches the principles of right and wrong and the importance of valuing all people and caring for others. It helps pupils increase their self-confidence.
How well the school cares for its pupils	The school cares satisfactorily for its pupils. Members of staff treat pupils with understanding and respect. However, child protection procedures are not fully in place and the monitoring of racist incidents and of bullying are not rigorous enough. The school does not promote or monitor attendance well enough. Assessment procedures are effective in identifying pupils' strengths and weaknesses and monitoring progress. The use made of assessment to match work to pupils' varying needs is satisfactory, but with weaknesses in its use in English and science.

Parents have a high regard for the school. There are satisfactory links between school and parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher, very ably supported by the senior management team, provides good leadership. The leadership provided by the mathematics and information and communication technology co-ordinators is of very high calibre.
How well the governors fulfil their responsibilities	Governors provide good support for the school and work closely with the staff to improve educational provision. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Staff and governors monitor the school's performance closely and evaluate it effectively. The senior management team accurately identify areas that require improvement. The school takes effective action to secure improvement. A weakness in this area of the school is the monitoring and accurate identification of the varying needs of pupils from a Traveller background.
The strategic use of resources	The school manages resources well and the principles for best value are applied effectively. The school is well staffed and the quality of accommodation is satisfactory. The ethnic minority community is not currently represented amongst teachers, support staff or amongst the parent helpers. The school values the support it enjoys in other ways from parents and other helpers of many ethnic backgrounds. There are adequate learning resources in most subjects. The exceptions are in English, in which there are not enough books to read, and in physical education because there is a woeful shortage of apparatus to support learning in gymnastics.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 281 questionnaires sent out and 171 returned. Nine parents made written responses. One parent attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school enables their children to make good progress.</li> <li>• The teaching is good.</li> <li>• Their children behave well at school.</li> <li>• The school is very easy to approach with concerns.</li> <li>• They feel the school keeps them well informed about their children's progress.</li> <li>• Staff have high expectations for their children.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The provision for their children's personal development is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel their children do not receive sufficient homework.</li> <li>• The range of extra-curricular activities.</li> </ul>

Inspectors support the parents' positive views, except there is room to improve the part school plays in helping parents to support their children's learning in a more effective way. Homework provision is satisfactory. The range of extra-curricular activities is adequate.

## **PART B: COMMENTARY**

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

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

1. In the 2000 national tests for pupils aged seven, standards were below the national average in reading and well below average in writing and mathematics. This represents a decline in standards compared with the 1999 results. The results reflect the fact that few pupils, compared with national figures, attained at a level higher than one expected for pupils this age. This year group also contained a higher than usual proportion of pupils with special educational needs. In the teacher assessment for science, results were below the national average. In comparison with similar schools, standards of attainment were well above average in reading, above average in writing and science, and average in mathematics.
2. Inspection evidence indicates that pupils achieve well in relation to their prior attainment by the age of seven. Standards in reading and writing have risen steadily since the last inspection in 1998. Although they are still below the national average, they are improving. In the current Year 2, standards in mathematics are above average, with a significant proportion of pupils working confidently at a level higher than that expected for pupils this age. This represents very good progress since the last inspection and is much higher than last year's national test results. Standards of attainment in science are broadly the same as the 2000 assessment results - that is, below average. There is no significant difference in pupils' attainment in science now compared with those reported on in the last inspection.
3. In the 2000 national tests, standards of attainment for pupils aged 11 in English and science were well below average, but above average in mathematics. In comparison with similar schools, standards were well above average in mathematics, above average in English and average in science. Since the last inspection in 1998, standards in English have remained broadly the same. In mathematics there has been a very significant improvement. In science there has been a steady improvement.
4. Inspection findings indicate that by the age of 11, pupils' standards in English are higher now than shown in the national tests, but remain below the national average. Standards are currently above average for the 11 year olds in mathematics. Pupils' attainment in science by the age of 11 is below the national average. The pattern of pupils' achievement across the school is complex because of the large number of pupils who start or leave the school mid-year. For example, 29 per cent of pupils either left or started at the school during the last year. This makes accurate target setting difficult. However, targets set are appropriate for the various groups of pupils. In 2000, the school exceeded their target in mathematics and met the English target. By the age of 11, pupils achieve well in relation to their prior attainment.
5. There are a number of factors that contribute to the current rise in English standards. The most important is the improvement in the quality of teaching and learning. The effective use of the strategies afforded to the school as part of the Education Action Zone initiative has improved the quality of teaching. It is now good compared to satisfactory at the time of the last inspection in 1998. The Education Action Zone initiative also provides extra staff to help pupils to improve their work through one-to-one support. The improvement in standards of attainment in mathematics is due in part to the effective implementation of the National Numeracy Strategy; the other crucial factor is the consistently high quality of mathematics teaching in the school. The high calibre leadership of the co-ordinator for mathematics also very significantly affects standards of

attainment and pupils' good achievement. Science standards are not improving at a similar rate because pupils are not taught science frequently enough. There is often too long a time between the pupils learning one science topic and starting on another.

6. Pupils' attainment in information and communication technology is in line with national expectations by the ages of 7 and 11. Standards are rising quickly throughout the school and are very significantly better than at the time of the last inspection. This is due to a number of reasons. Involvement in the Education Action Zone initiative provided the school with a considerable investment in time and money. Lesson planning is good. It ensures pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The co-ordinator leads the subject very well. She has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.
7. By the time pupils are aged 7 and 11, standards in religious education are in line with those recommended in the locally agreed syllabus. Pupils aged 7 and 11 attain in line with national expectations in art and design, design and technology, history, music and physical education. By the age of seven, pupils attain in line with national expectations in geography. However, there was insufficient evidence to make a judgement regarding the attainment in geography for pupils aged 7 to 11. By the time pupils leave the school at 11 years of age, they achieve well in relation to their prior attainment in all subjects.
8. Many children begin school with low levels of skill in speaking and listening, writing and in their knowledge and understanding of the world. Their personal and social skills are also low. Children with special educational needs and those who speak English as an additional language make good progress because they are well supported by adults. Those children from a Traveller background who are usually regular attenders also make good progress as their needs are carefully considered. Although all children make good progress, their achievements by the time they are five are well below what would be expected in speaking, writing and knowledge and most aspects of understanding of the world. Children achieve the Early Learning Goals<sup>1</sup> in listening, mathematics, creative, physical development and in personal, social and emotional development because of the good curriculum and good teaching in these areas. In information and communication technology, children achieve highly because of the regular lessons and excellent teaching.
9. By the ages of 7 and 11, pupils who learn English as an additional language attain higher than other pupils in the school. There is no significant difference in the attainment of pupils from Indian and Pakistan heritage. In the national tests for seven year olds for the last two years 100 per cent of pupils learning English as an additional language gained the expected level in reading and mathematics. In writing it was 94 per cent. Also, a significantly higher proportion of pupils who learn English as an additional language gained a level higher than the one expected for pupils this age. In the national tests for pupils aged 11, 100 per cent of pupils who learn English as an additional language gained the expected level in mathematics in 1999 and 2000. In the English test, 100 per cent gained the expected level in 1999 and 92 per cent in 2000. These scores are significantly higher than those found in the school as a whole. In science, standards of attainment of pupils who learn English as an additional language are similar to those of other pupils who sat the test. Inspection evidence confirms the higher attainment of pupils who learn English as an additional language. The very good quality of teaching support they receive is the main contributory factor. This ensures that pupils who learn English as an additional language achieve very well in relation to their prior attainment.

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<sup>1</sup>Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

10. Those pupils aged 5 to 11 from a Traveller background who attend regularly also attain at levels appropriate to their age because their needs are carefully considered. Progress is weak only for pupils from a Traveller background for whom attendance currently, or in the past, has been erratic. The monitoring by teachers of the progress these pupils make is not rigorous enough to identify weaknesses in their learning.
11. The school's programme of support for pupils with special educational needs is good. It is organised effectively to identify pupils who need additional help in class. This ensures they make good progress that is often better than their classmates. Arrangements for supporting pupils who have statements of special educational need are very good and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans make progress in meeting their targets and their attainment in relation to these targets is satisfactory. Pupils who are withdrawn from class to receive additional help with literacy gain competence in basic reading, writing and spelling skills. However, because they miss significant parts of other lessons, such as topic and religious education, their attainment in these areas of the curriculum is impeded.
12. By the age of seven, girls attain more highly than boys in reading, writing and mathematics. The gap between the girls and boys attainment is wider than that found nationally. This reflects the difference in boys and girls attainment on entry to the school. There is no significant difference in the progress girls and boys aged five to seven make in lessons. By the age of 11 there is no significant difference in the attainment of boys and girls in mathematics and science. In English, girls attain more highly than boys, but not any more so than is found nationally. The progress boys make in lessons is slightly quicker than that of girls.

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

13. The pupils' attitudes to the school, behaviour, personal development and relationships within the school community are good and this has a positive effect on their learning. This is an improvement since the last inspection. Most parents feel that behaviour in school is good.
14. Children's attitudes and behaviour in the Foundation Stage in the reception classes are very good. They show very good levels of concentration and try very hard to please in everything they do. They respond instantly to any instructions. This is because of the adults' high expectations of them and the adults' warmth and care. Children work well independently as they tick off their names on lists of activities. They have chosen and show initiative when given the opportunity. They co-operate with each other sensibly when sharing resources and are kind and helpful to one another.
15. Pupils' attitudes in the rest of the school are good and often very good in lessons, particularly in mathematics and physical education lessons. Pupils are interested in their work, especially if it is matched well to their ability and is challenging. This is particularly so in many mathematics lessons where the teaching is lively, the tasks motivating and the pace is brisk. These features keep pupils on their toes and eager to learn. In most lessons, pupils are positive about their learning and are keen to succeed and to join in discussions, such as in a Year 2 art lesson looking at the work of Matisse. In this lesson, following the teacher's demonstration, pupils were raring to get started on their printing.
16. The behaviour of pupils is good. It is often very good in lessons as teachers are skilled in managing pupils' behaviour. This means that in most lessons no time is wasted reprimanding pupils and pupils spend their time learning. Occasionally pupils become

inattentive and restless when they sit for too long or the teacher does not insist on pupils putting their hand up to speak. Pupils with special educational needs, those who speak English as an additional language and those from a Traveller background try hard with their work and they respond well to additional help and support. Pupils move around the school in an orderly manner. They play co-operatively together at playtimes and include others in their play. Behaviour at playtimes and lunchtimes is usually satisfactory. Pupils queue patiently in the dining hall and the shared mealtime is a friendly, if noisy occasion. Interviews with pupils show that they know the rules for good behaviour at playtimes and what to do if they are bullied. A small group of pupils report incidents of racist remarks. The school currently has no method of recording such incidents, which means that it is unable to keep track of re-occurrences or whether particular pupils are involved. Seven pupils were excluded last year for misdemeanours during a school holiday.

17. Relationships within the school are very good. Staff and pupils show their mutual respect and this contributes positively to the strong, caring atmosphere in the school. Pupils are tolerant and quick to show their support for one another. For example, they offer to fasten each other's painting aprons. They show genuine appreciation for their teachers' efforts. For example, Years 1 and 2 pupils broke out into spontaneous applause when the teacher demonstrated a printing technique. Pupils show courtesy and respect when speaking to adults and politely open doors for visitors. Pupils of all ages willingly take responsibility in the classroom for small monitoring jobs. This promotes their personal development, sense of community and citizenship.
18. Pupils' personal development is good. Pupils are keen to take on roles as helpers, answering the office telephone, taking messages, helping staff at lunchtime and tidying equipment. Older pupils care for younger ones and take responsibility for organising stalls and games at the school's summer fair. Opportunities for pupils of all ages to take the initiative in their learning are limited, for example searching for information from books. Currently there is no library so this aspect of pupils' learning is underdeveloped.
19. The attendance remains below the national average since the last inspection. The school has made some efforts to reduce the rates of unauthorised absence from 2.1 per cent to 1.1 per cent. However, this is still twice the national average. Teachers complete attendance registers twice daily and meet statutory requirements. A lot of pupils arrive late for school.
20. Attendance of four of the pupils from a Traveller background in reception/Year 1 is high at 83 – 94 per cent; another pupil is on 39 per cent. Elsewhere, the attendance range is 51 – 63 per cent. Overall attendance is satisfactory for pupils from a Traveller background.

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

21. The quality of teaching and learning is good and has a positive effect on pupils' achievement. It is much better now than it was at the time of the last inspection. Teaching is satisfactory or better in all lessons. It is excellent in 4 per cent, very good in 12 per cent, good in 56 per cent and satisfactory in 28 per cent.
22. The school has maintained, since the last inspection, the good teaching for children in the Foundation Stage. Eighty per cent of the teaching is good or better. It is excellent in information and communication technology and very good in music. Staff in the reception classes work very well as a team, often teaching the two classes together. This ensures that both classes receive the same curriculum and makes use of the teachers' particular subject expertise. The teachers' planning is good and based on the new curriculum for children of this age. It includes detailed lesson plans for the many other adults who help in the classes. The teachers have a good understanding of how young children learn.

The work in classrooms reflects this and is usually of a practical nature. This enables children to make good progress.

23. The quality of teaching and learning is good for pupils aged 5 to 11. It ranges from excellent to satisfactory. Teaching is good in English, mathematics, information and communication technology, religious education, art and physical education. It is satisfactory in science and history. Inspectors observed insufficient lessons in history, taught to pupils aged five to seven, to make a judgement. During the inspection, no lessons in design and technology or geography were taught.
24. Throughout the school, teachers work very hard to plan and prepare lessons. The planning shows clearly what is to be taught and learnt. This ensures pupils know what is expected of them in lessons and their learning is very focused. Teachers develop effectively pupils' literacy and numeracy skills in various subjects. For example, in history Years 5/6 pupils develop their writing skills when they produce work about evacuees in the Second World War. In religious education, Years 1/2 pupils put together a well-presented book with contents page about a visit to a local church. Teachers provide opportunities for pupils to apply their mathematical skills in curriculum areas such as science and design and technology.
25. An effective use of pupil assessment ensures that activities mainly match pupils' varying needs and prior attainment. This means pupils neither struggle with the work nor find it too easy. This enhances their learning significantly. The exception to this is in some lessons in English and science when higher-attaining pupils do not have sufficiently difficult work to complete. The quality of the marking of pupils' work is mainly good. All work is marked and the best marking places an emphasis on what pupils need to do to improve their work further. This helps pupils develop a good understanding of their own learning. The weakness is in the marking of science work. Satisfactory homework procedures are effective in extending pupils' learning when they receive support at home.
26. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. These teaching approaches motivate pupils and gives them the chance to work co-operatively and collaboratively and thereby significantly contribute to their personal development. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is a particular strength. The use of interactive whiteboards provides frequent opportunities for the use of information and communication technology to support learning in mathematics and English. Pupils respond by being attentive and keen learners. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils knowledge and understanding of the work they complete. Pupils' behaviour is managed very effectively. As a result little time is wasted in lessons and the pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils. This ensures all pupils, whatever their background, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff effectively to support pupils' learning. Support staff contribute positively to pupils' progress.
27. The teaching and learning of pupils who are learning English as an additional language are very good across the school. They receive very well targeted support from the ethnic minority achievement teacher. The work matches closely pupils' individual needs. The teacher has very high expectations for what pupils can achieve. Class teachers and classroom support assistants support these pupils well through the emphasis they place on developing the speaking and listening skills of all pupils.

28. Support in whole class lessons for pupils with special educational needs is good. It enables pupils to participate fully and with confidence in all their work. Experienced learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Teachers make satisfactory use of pupils' individual education plans to inform their planning and match the work they provide to the pupils' individual needs.
29. The following are examples of how good quality teaching in the school positively affects pupils' learning:
- In a reception class information and communication technology lesson in the computer suite the quality of teaching and learning was excellent. The teacher made good use of a toy caterpillar to hold the children's attention. They listened very carefully and were highly motivated to learn. The teacher had very high expectations of what she wanted the children to learn. This meant they extended greatly their knowledge and understanding of symmetry. Very effective use of the interactive whiteboard led to the children being very clear what they had to do and how to do it. This was because they had the opportunity to use the board themselves prior to using the computers. Each child had access to a computer and worked confidently and very competently throughout the rest of the lesson. They worked with intense concentration because they knew exactly what was expected of them and they were extremely interested in the work set by the teacher. The teacher deployed the support staff very effectively to help children who were less secure. This gave these children confidence in what they did and their learning benefited accordingly.
  - In a Year 2 literacy lesson based on the *Winnie the Witch* story, the teachers' high expectations of what she wanted pupils to achieve greatly enhanced their learning. They concentrated hard and always tried to give very well thought out answers to the teacher's searching questions. There was very effective use of a well-chosen text. The text appealed to the pupils and they showed a good level of interest. Skilled questioning made sure all pupils were fully involved in the lesson. There were open-ended questions for the higher attainers and specific questions for lower attainers. The teacher's very high expectations of good behaviour meant pupils behaved well and there was a brisk pace to the lesson.
  - In a Year 6 mathematics lesson pupils learning was very good because of the excellent teaching. The teacher's secure subject knowledge meant that the pupils were taught correctly and she taught with confidence and at a lively pace. The pupils responded with enthusiasm and a keenness to learn. There were very well-planned opportunities to include information and communication technology in the lesson. This very significantly extended pupils' learning by giving them more opportunity to practice their mathematical skills in a different context. It kept them highly motivated. The teacher chose the activities very carefully to promote the right amount of new work and reinforce previous learning. This helped pupils move forward with confidence.

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

30. The school provides a curriculum for its pupils that is broad and relevant, but not sufficiently balanced in the time given to the teaching of science. The curriculum planned for children under five in the Foundation Stage is satisfactory, is securely based on all the areas of learning recommended for young children and prepares them satisfactorily for the National Curriculum and the next stage of learning.
31. The school provides a satisfactory curriculum that meets National Curriculum requirements for pupils aged 5 to 11. There are strengths in the recently extended

provision for information and communication technology, in mathematics, in aspects of art and in the improving opportunities for music. These are balanced by relative weaknesses in science, history and geography. This arises because these subjects are taught within a topic cycle, where only one subject is taught in each half term. Standards in science suffer because there are too many weeks when the subject is not being taught. Pupils forget what they have learned, their skill development suffers and the pace of their learning is lost. A similar, but worse, situation arises in relation to history and geography. Here the gaps can, at times, be up to six months long. The school is currently looking at ways in which the organisation of the curriculum can be streamlined to ensure that science is taught regularly throughout each year.

32. Religious education is taught in accordance with the locally agreed syllabus. A good curriculum has been developed to support pupils' personal, social and health education. This includes sex education, drug awareness and citizenship. Some elements are taught within circle time<sup>2</sup>, where pupils have an opportunity to discuss their concerns and to listen to others. Others, such as sex education or health education, are more closely linked to the work in science or physical education. The school prepares pupils for the next stage of their education successfully.
33. The quality of the curriculum has continued to improve since the last inspection particularly in the provision for literacy, numeracy and information and communication technology. The curriculum in physical education, while not unsatisfactory, is weakened by the limited range of equipment available for some activities. The school successfully adopts appropriate strategies for teaching the basic skills of literacy and numeracy. The literacy strategy is securely established with good practice evident at both key stages. A key strength of the school is the considerable success with which it implements the National Numeracy Strategy. This has had a dramatic effect upon standards in mathematics across the school.
34. There are good quality recently revised policy documents in place for all statutory subjects. There is a good written policy for personal and social education. The school has developed comprehensive planning for each subject, based on the recently published national curriculum documentation, to provide a structure to support pupils' learning. There is a whole-school plan that provides an overview of what is to be taught to each year group. This planning is very thorough and provides a clear framework for the teaching.
35. The amount of teaching time allocated to subjects is mainly appropriate with a significant proportion of the time available spent on teaching English and mathematics. This is a deliberate decision by the school, with the intention of raising standards in the critical core subjects. A current priority is the re-evaluation of the curriculum to ensure that potential links between subjects have been fully identified. This involves, for example, developing planned opportunities for extended writing in history, geography and science, promoting the use of information and communication technology and mathematical skills in other subjects and incorporating design and technology activities within topics. A good start has been made on this.
36. The majority of pupils have equality of access and opportunity to the curriculum. The school takes appropriate account of pupils' ages, attainment, gender, ethnicity and needs. However, the withdrawal from class of some pupils with special educational needs for additional reading support means that they do not have full access to all activities. Otherwise, the opportunities provided for these pupils are good and the school

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<sup>2</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other pupils.



implements the Code of Practice<sup>3</sup> fully. Teachers set appropriate targets in the individual education plans for pupils on the register of special needs. The support for pupils with statements of special educational need is very good. The support for pupils from a Traveller background is weakened by the lack of a school policy relating to their needs. The limited, but good quality, teaching support was not made available by the school until very recently and the failure to include some Traveller pupils on the register of special educational needs, where this is clearly appropriate, further weakens the support for these pupils.

37. The programme for extra-curricular activities is satisfactory. The range of activities during school time includes football, cricket, choir, science, information and communication technology, instrumental music - an initiative funded in part through the Education Action Zone - and the Pyramid enrichment club. The school enhances extra-curricular provision by the residential visit for Year 6 pupils, a programme of visits to places outside of the school and by the range of visitors to the school. The school has satisfactory links with the community and good links with neighbouring schools and with partner institutions. The local high school promotes a Bright Sparks science club, which primary pupils may attend. Procedures for welcoming new children to the school are well established and there is effective sharing of information with parents.
38. The school makes good provision for pupils' spiritual, moral and social development. This is an improvement since the last inspection when the spiritual and cultural development of pupils was satisfactory.
39. The school helps and encourages pupils to develop a spiritual awareness through assemblies and religious education. For example, Vivaldi's music is played in assemblies; candles burn and teachers display 'thoughts for the day' to achieve a good sense of ceremony and atmosphere. Stories such as the *Emperor's New Clothes* and *Crying Wolf* inspire rapt attention and teachers give pupils time to reflect on the moral and meaning of stories and ideas. Staff react sensitively to two girls who are moved to tears by the words and melody of a song. A strong feature of pupils' spiritual development is the way the staff encourage pupils to express their own experiences, values and beliefs and the mature and open way pupils respond and listen to each other. In all classes pupils take turns in 'circle time' to talk about issues that face them as part of everyday life. Collective worship meets statutory requirements and makes a good contribution to pupils' spiritual development.
40. The school promotes moral development strongly through teachers setting high standards and very good examples for behaviour and good manners, with a firm but fair approach to discipline. The school has well-established rules based on respect and consideration for others. Teachers clearly display these rules in their classrooms. Teachers refer to these when reinforcing the behaviour they want to promote. One Year 2 boy recited quickly all the rules and the reasons behind them. Teachers frequently praise pupils and give rewards for their good behaviour, efforts and achievements both in lessons and in special assemblies. This raises pupils' self-esteem and confidence. Many of the stories in class assemblies have a moral and through discussion pupils learn the need for values such as honesty, care and consideration for others. The school's good systems to provide for pupils' moral development lead to pupils' good behaviour in lessons and orderliness in the corridors. This demonstrates pupils have a clear sense of the difference between right and wrong.

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<sup>3</sup> 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.

41. The very good relationships between all members of the school community underpin the good provision for pupils' social development. Teachers encourage pupils to work together in pairs on the computer and in groups in some lessons such as music. Classes take it in turns to contribute to assemblies and this promotes successfully pupils' personal development. Years 3 and 4 performed a short play based on a myth they were studying in English. Older pupils have an opportunity to go on a residential visit in September and the main focus is on pupils getting to know and get on with each other. Pupils from different ethnic minority groups and those from a Traveller background integrate well and relate comfortably to each other. Pupils in all classes take responsibility for small monitor jobs around the classroom and by Year 6 the headteacher trusts them to answer the telephone in the office during lunchtimes. Year 6 pupils volunteer for specific responsibilities such as helping staff and the younger pupils at lunchtimes and wet playtimes. Pupils use their initiative at breaktimes to pick up any litter they find. Pupils' sense of citizenship and care for others is fostered through raising funds for charity and as part of the teaching programme for citizenship.
42. Teachers promote substantially pupils' own cultural traditions and the diversity and richness of other cultures through subjects such as religious education, music and art. Muslim pupils contribute significantly in religious education lessons by providing interesting details of their own cultures that fascinate their classmates. There are attractive displays around the school on the significant celebrations of different religions, such as Eid and Chinese New Year. Pupils visit a suitable range of places of cultural interest such as Witton Park. Pupils are very well prepared for living in a multi-cultural society. Visitors from the community also enhance the provision; for example, they contribute to the history work of the older pupils.

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

43. The support offered to the pupils whilst in the care of the school is good. Staff provide a secure and enjoyable school for its pupils. As a result, most of the children are happy, confident and trustful. They establish constructive relationships with adults and with one another. Parents who responded to the questionnaire strongly agree that their children like to come to school. All teachers make it a priority to ensure that the pupils settle into school quickly and with the minimum of fuss. This begins with the pre-school meetings between teachers and parents and continues through their early days in school. The school pays good attention to pupils' emotional and educational needs and provides appropriate support. For example, the school targets pupils with additional learning needs in their studies and provides extra tuition through such initiatives as the Better Reading Partnership Project.
44. The school is aware of the local child protection procedures and has established satisfactory links with the support agencies. However, the nominated child protection person and the staff have not received appropriate training. The school secretary sensitively cares for sick children and there is one first aid trained person.
45. The school implements a sound health and safety policy, but this has not been ratified by the governing body and does not state the review date. The school caretaker makes informal checks on daily basis and any hazards are promptly dealt with. Teachers and support staff promote hygiene effectively as part of the curriculum and there is generally satisfactory attention to safety matters. However, there are no formal risk assessments made of school activities. The inspectors drew some health and safety matters to the attention of the caretaker.
46. Procedures for monitoring attendance and punctuality are not rigorous enough. The school does not prepare data regularly to monitor patterns of unsatisfactory attendance or

the late arrivals. The result is that the school has not sufficiently improved attendance and punctuality since the last inspection.

47. The school promotes good behaviour through a system of mutually agreed simple class rules, which are incorporated in the school behaviour and anti-bullying policies. Most pupils know that good behaviour is expected of them. They know that unkindness and harassment is not tolerated and children from different social and ethnic backgrounds are taught to respect one another. However, some pupils expressed concern over inconsistent management of bullying and racial harassment in the playground at lunchtime. The school should now formally adopt its anti-bullying policy and take note of all such incidents.
48. For pupils aged 5 to 11, assessment procedures are satisfactory. For children in the Foundation Stage, procedures are good. The use teachers make of them to inform the next step in pupils' learning is satisfactory. However, since the time of the inspection in 1996 the school has made good progress in developing this aspect of its work, which inspectors identified as a key issue for action. The good progress reported on by Her Majesty's Inspectors in 1998 has been maintained.
49. The school introduced the new procedures sensitively and systematically. Teachers place an emphasis upon the development of monitoring and tracking pupils' achievements in literacy and numeracy. Evidence from the inspection confirms teachers' predictions about the positive impact this has on raising standards in the national tests. For example, for pupils aged 7 to 11 standards in mathematics have improved faster than the national trend. Assessment procedures in science are less well developed. The school identifies a need to develop these further to replicate the good quality of literacy and numeracy assessments. Co-ordinators responsible for other subjects have begun to initiate and implement procedures for monitoring pupils' progress and achievements in the subjects for which they are responsible. Portfolios of samples of pupils' work are not in place so as to provide teachers with information about the quality of pupils' work throughout the school. The school is aware of the need to match pupils' work to National Curriculum levels in order to more closely evaluate how standards within the school reflect those found in other schools.
50. Reception teachers make good use of information about what the children know, understand and can do. Teachers record children's successes effectively so that the next activity teachers give children is suitably challenging, stimulating and enjoyable.
51. Teachers of pupils aged 7 to 11 make very effective use of information from tests in mathematics and English to group pupils and provide them with work, which is at an appropriate level. In English and mathematics, teachers make good use of assessment information and optional national test results to monitor and evaluate the progress pupils make.
52. The school is beginning to use the results of a range of assessment information to analyse and evaluate areas of weakness within teaching and learning. The achievement of the more able is not rigorously monitored in English and science. Teachers know the importance of introducing a strategy to ensure they provide appropriate work for any gifted or talented pupils. Teachers review targets for pupils with special educational needs and monitor the progress made by these pupils. Teachers then amend the targets accordingly. Whilst the targets are not prominently featured in all teachers' lesson plans, pupils make consistently sound progress in meeting their targets. Teachers assess very effectively the progress made by pupils with statements of special educational need and teachers use effectively the assessment information to plan appropriate work to meet their needs. As a result pupils with statements of special educational needs make good

progress. Pupils who speak English as an additional language make very good progress by the age of 11. One of the reasons for this is because teachers assess and monitor particularly effectively these pupils' academic performance. However, these high quality procedures are not in place for monitoring pupils from a Traveller background, which results in teachers not always being in a position to take action to improve the achievements of this minority group of pupils.

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

53. Relationships between the school and the parents are good. Most parents who responded to the questionnaire or who were interviewed during the inspection agree that their children like to come to school, a view supported by the inspectors. Parents interviewed during the inspection were generally satisfied with the quality of education provided and the standards achieved by their children. They felt that the teaching is good, that most of the children behave well in the school and that this enables their own children to make good progress. Inspection evidence confirms these views.
54. The majority of the parents who responded to the questionnaire were satisfied that their children receive right amount of work and that they were well informed about how their child is progressing in the school. The inspection team found the amount of homework given to be appropriate for children's age and the information given to parents on their children is satisfactory.
55. Most parents who were interviewed during the inspection are happy about the information received from the school and that they feel comfortable in approaching the school with concern about their children's welfare. Inspection evidence suggests that parents are very supportive of the school and the staff is appreciative of their help with reading and various other activities in the school.
56. A small number of dedicated parent helpers were observed during the inspection and overall effectiveness of parents' links with the school is satisfactory. However, the majority of parents have insufficient involvement in their children's learning. There is no parent-teacher association and the absence of parents from the school life was significant during the inspection week. Some parents help their children with homework, but this is not consistent throughout the school.
57. The annual reports to parents are satisfactory and contain information on pupils' attitudes and progress. The school prospectus and governing body's annual report are concise and easy to read. The school does not publish a regular newsletter and there is no parents' notice board. Some parents have signed a home-school agreement. This enables them to share information about children's attitude to learning and the progress made. A small minority of parents are keen to be actively involved in the school life, attend celebrations and accompany children on school trips.

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

58. The deputy headteacher, in his capacity as acting headteacher, provides good quality leadership in ensuring continuity and stability prior to the appointment of a permanent headteacher. He also provides good leadership by successfully introducing new initiatives. The senior management team very ably supports him. There is a very good sense of teamwork and the school is well placed to build upon the very good improvement made over the last four years.
59. All teachers assume responsibility for the management of subjects and have a clear understanding of their role. They demonstrate a clear vision of how they want their

subjects to develop. In mathematics and information and communication technology the quality of leadership is particularly strong. Subject co-ordinators monitor effectively teachers' planning within their subject. The role subject co-ordinators play in the life of the school is much improved since the last inspection. The senior management team effectively monitor, evaluate and support teaching. This has a very positive effect on improving the quality of teaching in the school by encouraging the continuation of good practice and by offering positive help to overcome weaknesses. It helps to develop teachers' confidence.

60. The senior management team and the ethnic minority achievement teacher monitor the attainment and achievement of pupils from ethnic minority heritages. Pupils who require extra support are identified accurately and support is provided. There is a good understanding within the school of the varying needs of pupils, including pupils who learn English as an additional language. This ensures there is equality of opportunity for ethnic minority pupils. The funds for pupils who learn English as an additional language are used appropriately. The school gives very good value for money in respect of this funding. A weakness in the school's monitoring systems is the absence of any detailed record of racist incidents.
61. In the recent past several different members of staff have undertaken the responsibilities of special educational needs co-ordinator. The acting headteacher maintains an overview of this aspect of the school's work, which ensures an adequate level of consistency and continuity of provision for pupils with special educational needs. There is a satisfactory policy for special educational needs, which is due for review.
62. There is no policy for pupils from a Traveller background and no one has specific responsibility for oversight of their needs. There is insufficient monitoring of their attainment and progress. Although pupils from a Traveller background have been in the school for approximately three years, the Traveller Service was not called in until November 2000. The teacher of pupils from a Traveller background provides support for two of the older pupils for six weeks under a standard service agreement. This has now run out and awaits review and renewal.
63. The governing body meets regularly and fulfils its statutory requirements. There is mainly a good understanding of roles, such as that provided by the governors with responsibility for literacy, numeracy and finance. The governors are kept informed by the headteacher about the life of the school and the standards and quality of education pupils receive. Governors visit school regularly and have first hand experience of how the school runs. The governing body has a good understanding of the school's strengths and weaknesses.
64. School development planning is good. It clearly identifies appropriate priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. There is effective long term strategic financial planning. Financial control is sound. The school accounts properly for the under spend of funds carried forward from last year. It is allocated to fund, among other improvements, a new library and more information and communication technology resources. The school applies the principles of best value satisfactorily. The money allocated to the school per pupil is an average amount in comparison with other schools in the country. Pupils make good progress during their time at the school, the quality of teaching and leadership of the school are good. The school gives good value for money.
65. The school spends wisely funds provided through the Education Action Zone initiative. Involvement in this initiative has positively affected the quality of teaching and resources in the school. The school achieves good value for money regarding the Education Action Zone funding. The day-to-day administration and management of the school are sound.

The recommendations in the latest auditor's report have been implemented. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school has the potential to be a good provider of initial teacher training.

66. The school has appropriate aims and values. Although, implicit in the school's aims there is no clearly stated commitment to high standards of attainment. The implementation of the school's stated aims and values is good and well supported by parents. There is a positive climate for learning, which reflects the school's commitment to an effective learning environment, good relationships and equality of opportunity for all pupils. All this positively affects standards in the school.
67. The school has an appropriate number of qualified teachers. There are sufficient support staff that provide good support for pupils with additional learning needs, such as those who speak English as a second language and those who need extra help with literacy and numeracy skills. The ethnic minority community is not currently represented amongst teachers, support staff or amongst the parent helpers. The school values the support it enjoys in other ways from parents and other helpers of many ethnic backgrounds. It is, as yet, their unfulfilled aim to involve them more closely in classroom work. There are sufficient lunchtime staff that have satisfactory relationships with most pupils. Catering and cleaning staff are sufficient in numbers and make a positive contribution to pupil's welfare. Sound procedures for performance management and support for newly qualified staff are in place.
68. Accommodation is generally satisfactory and is well used to support learning. It will improve further when the library is complete. The newly acquired computer suite is a positive addition to the existing accommodation. The accommodation is kept clean and free from obstructions apart from the photocopying machine in the hallway, which often provides an obstacle for an inattentive pupil. Sick pupils sometimes wait in the caretaker's room, which is not in very good decorative order.
69. All subjects are at least satisfactorily resourced except physical education. It has a serious lack of appropriate apparatus. There are also insufficient books in school for pupils to read. Resources are stored appropriately and are easily accessible to staff and pupils. The reception class outdoor area is properly secured for younger children and has adequate outdoor play equipment, but no appropriate storage space for it.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. Standards of attainment are rising across the school. In order to continue this upward trend the headteacher and staff, in conjunction with the governing body, should:
- **continue to raise attainment in English at both key stages by building on the good practice in the school and:**
    - develop pupils' speaking and writing skills by improving the range and richness of their vocabulary;
    - in line with the school's spending plans, increase substantially the number of books for pupils to read;
    - raise teachers' expectations of what higher attaining pupils are to achieve;(paragraphs 1-5, 25 and 82-96)
  - **continue to raise attainment in science at both key stages by building on the good teaching and:**
    - improve the methods of how teachers assess pupils' work and the use they make of the results of the assessment so work is matched accurately to the varying needs of pupils;
    - provide pupils with more frequent and regular science lessons;(paragraphs 1-5, 25, 31, 49 and 106-113)
  - **improve pupils' attendance and punctuality;** (paragraphs 20 and 46)
  - **put in place appropriate child protection procedures.** (paragraph 44)
71. In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:
- develop and improve the school's response to the special needs of pupils from a Traveller background; (paragraph 62)
  - increase parental involvement in their children's learning through developing more purposeful links between school and home; (paragraph 56)
  - increase the amount of physical education apparatus; (paragraphs 33, 69 and 147)
  - examine ways of increasing representation of ethnic minority groups on the staff, among parent-helpers and on the governing body. (paragraph 67)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

57

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

34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	12	56	28	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	281
Number of full-time pupils known to be eligible for free school meals	141
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	77
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	48
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	21	21	21
	Total	39	39	40
Percentage of pupils at NC level 2 or above	School	89 (85)	89 (83)	91 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	21	21	20
	Total	39	40	38
Percentage of pupils at NC level 2 or above	School	89 (87)	91 (83)	86 (91)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	17
	Girls	15	21	17
	Total	27	38	34
Percentage of pupils at NC level 4 or above	School	66 (67)	93 (75)	83 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	14
	Girls	17	21	20
	Total	29	36	34
Percentage of pupils at NC level 4 or above	School	71 (59)	88 (49)	83 (51)
	National	70 (68)	72 (69)	80 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	7
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	7	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)	13.5
Number of pupils per qualified teacher	20.8
Average class size	25.5

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

Total number of education support staff	11
Total aggregate hours worked per week	212.5

### **Financial information**

Financial year	1999-2000
	£
Total income	531,784
Total expenditure	505,758
Expenditure per pupil	1,669
Balance brought forward from previous year	48,527
Balance carried forward to next year	74,553

## Results of the survey of parents and carers

Questionnaire return rate 60.8%

Number of questionnaires sent out	281
Number of questionnaires returned	171

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	1	0
My child is making good progress in school.	60	35	2	1	2
Behaviour in the school is good.	56	37	4	1	2
My child gets the right amount of work to do at home.	43	40	12	4	1
The teaching is good.	70	25	2	1	2
I am kept well informed about how my child is getting on.	56	36	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	26	5	1	1
The school expects my child to work hard and achieve his or her best.	74	22	2	1	1
The school works closely with parents.	50	42	6	1	1
The school is well led and managed.	58	36	3	1	2
The school is helping my child become mature and responsible.	59	33	4	2	2
The school provides an interesting range of activities outside lessons.	35	38	9	9	9

## 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

72. At the time of the inspection, 25 children in the reception classes were under the age of five. The school has maintained, since Her Majesty's Inspectors reported in 1998, the good teaching for children in the Foundation Stage. Eighty per cent of the teaching is good or better. It was excellent in an information and communication technology lesson and very good in music. Staff in the reception classes work very well as a team, often teaching the two classes together. This ensures that both classes receive the same curriculum and it makes use of the teachers' particular subject expertise. The teachers' planning is good and based on the new curriculum for children of this age. It includes detailed lesson plans for the many other adults who help in the classes. Both teachers have a good understanding of how young children learn. The work in classrooms reflects this and is usually of a practical nature. This enables children to make good progress in nearly all areas of their learning. Resources for outside play have improved and the school now has a suitable secure outside area for children to play. Currently the school has nowhere suitable to store their new equipment.
73. Many children begin school with low levels of skill in speaking and listening, writing and in their knowledge and understanding of the world. Their personal and social skills are also poorly developed. Children with special educational needs and those who speak English as an additional language make good progress because they are well supported by adults. Those children from a Traveller background, who are usually regular attenders also make good progress as their needs are carefully considered. Although all children make good progress, their achievements by the time they are five are well below what would be expected in speaking, writing and knowledge and most aspects of understanding of the world. Children achieve the Early Learning Goals<sup>4</sup> in listening, mathematics, creative and physical development and in personal, social and emotional development because of the good curriculum and good teaching in these areas. In information and communication technology, children achieve highly because of the regular lessons and excellent teaching.

### Personal, social and emotional development

74. Many children enter school with immature skills in personal and social development. By the time they are five they achieve the expected level. This shows very good achievement and reflects the good teaching and the strong emphasis staff place on this area of learning. Teaching, support staff, visiting students and other adults work effectively together as a team. They are caring, supportive and encouraging towards the children. Staff celebrate the children's successes with praise in order to develop their confidence and self-esteem. They set good examples for the children by treating them with respect, valuing their individuality and expecting them to be responsible and to play together. This leads to trusting relationships and helps the children to understand one another's points of view. Adults promote children's personal development effectively by ensuring that the equipment and resources that the children use are easily accessible to them. They allow children to make choices about some of the activities they undertake, for example deciding which activity to do and putting a tick against their name when they have finished. Children are well settled into school routines. They co-operate in small groups, share equipment and take turns when they play games. Children remain on task for increasingly long periods of time. Two boys played meaningfully with a canal waterway layout for over 20 minutes, manipulating the lock and pumping up water to the next level, quietly discussing with one another what they were doing. Staff encourage children to dress themselves before and after physical education lessons and at all times

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<sup>4</sup> These goals are based on the areas of learning during the Foundation Stage. They also help to prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal, social and emotional development. Most children should reach the early learning goals by the time they are five.

encourage good behaviour. Children are very responsive because they like their teachers. They behave well at all times and try very hard to please.

### **Communication, language and literacy**

75. In communication, language and literacy the teaching is good, but children continue to achieve below the level expected by the end of the Foundation Stage in speaking and writing. This is because children's skills on entry to school are low - confirmed by the school's early assessments. Many children lack the range of vocabulary to express themselves clearly and a few have immature speech. Teachers provide many opportunities for children to talk in lessons and are skilful in helping children increase their vocabulary. However, they do not often encourage children to answer in full sentences or to answer clearly. Children are very attentive; they listen with rapt attention to *Anna's Amazing Multi-coloured Glasses* and predict what would happen next in the story. The staff place a high priority on children learning their letter sounds. They set individual targets for children to achieve according to their prior attainment. As a result of the focused small group teaching higher attaining children know all their letter sounds and read simple texts. Most children make good progress. They know many letter sounds and identify in their reading of *Swing Ball* some of the common words. Support from other adults helps the lower attaining children to learn and practise their letters. Children have access to an attractive reading area and books play an important part in displays.
76. Children's progress in writing is not as good as in reading. By the time they are five, most children write their name correctly and a few begin to write a few words independently. Many children are only beginning to develop their writing skills despite the good teaching. Children practise the letter 'm' on a white board until it is correct. Teachers encourage the children to look carefully at what they have written and say what could be improved. Teachers provide good opportunities for children to write daily, but the writing table where they can choose to write for themselves is not as exciting as it could be. It is not well supplied with tempting equipment, such as different types and colours of paper, small booklets and other small resources. Occasionally, opportunities for writing are missed because support staff do not always encourage children to write their name, for example, on their shape pictures.

### **Mathematical development**

77. The achievement of most children in mathematical development is good and they achieve the standards expected at the end of the reception year. Most children count to 10 and beyond and count a number of objects correctly. Nearly all children identify and name simple shapes such as square, rectangle and triangle. Higher attaining children, including those for whom English is an additional language, recognise and name three-dimensional shapes such as cones and cylinders and say which will roll the furthest down a slope. Their learning is enhanced because the teacher is skilful in her questioning and encourages children to think about their answers. She helps lower attaining children to remember how many sides and corners cubes have by constantly reinforcing what children know. Children know terms such as 'full' and 'empty' when using containers in the sand tray.

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

78. Many children enter school with a low basic general knowledge. The teachers develop effectively children's knowledge. The excellent teaching in the use of computers enables children to type in their names, use the mouse and keyboard competently and print out their symmetrical patterns. Lower attaining children gain confidence when they rewind and stop the taped music they listen to whilst having their snack. Teachers reinforce daily children's understanding of the passage of time so they understand words like 'yesterday', 'today' and 'tomorrow'. Children begin to learn about the environment and draw simple maps. Support staff effectively help children appreciate that hot water gets

clothes cleaner than cold when they wash dolls clothes. Children make simple models out of construction kits and make robots from boxes using different fastenings. Some children explain clearly how these are made, but many have difficulty in expressing their ideas and opinions.

### **Physical development**

79. Children make good progress in physical development. They stretch, curl, twirl and twist in response to music in their dance lesson and find quickly a space in which to work. They follow the teacher's instructions smartly and try hard to produce imaginative movements in response to the teacher's encouragement, the demonstrations of others and the teacher's own modelling of movements. Children access, at break and lunchtimes, a good range of outside equipment on which they climb and slide. They use wheeled toys with confidence in their regular outside sessions. Occasionally support staff do not sufficiently encourage children to use all the available resources and children waste time queuing for turns. Staff teach the children successfully how to use small apparatus such as scissors to develop control of finer movements.

### **Creative development**

80. Children make good progress in their creative development, particularly in music and dance. They clap out simple rhythms of the name of the composer Bizet and say how his music makes them feel. They enjoy marching round the class in time to the beat. In a very good music lesson children named their instruments and put them in sets according to their sound. They know when they have to play them to accompany the song *The wheels of the bus go round and round*. The teacher's high expectations and lively teaching ensures children behave very well and do their best. For example, children stop playing their instruments immediately once they have contributed and try hard to play their instruments fast and slowly on the teachers command. The 'launderette' provides a good resource for children in their imaginative play. Teachers and other adults provide good support in painting balloons of different shades of colours. Children know their colours, but are less secure in their knowledge of which two colours are required to make green. Staff rarely use powder paint or encourage children to mix colours and this limits the progress they make.
81. Staff are talented at engaging the children's imagination and making learning fun. They have high expectations of children's behaviour and commitment to tasks. They monitor closely what children do and adults who lead any activity complete assessments, which teachers use to keep a record of children's individual achievements. Teachers use the results of the assessment to set targets for individuals and for groups of children. They also use the assessment information to help plan lessons to meet the varying needs of the children. The teachers spend much time ensuring the complex organisation works effectively and that there is an adult to lead each group activity. The amount of planning, including lesson plans for all the adults helping in the classes, places a heavy burden on them and occasionally means that the numbers of children who are choosing their own play activities is too small. For example, children in the group disperse to play in the water, sand, or construction activities and there are not enough children to play in the 'launderette'. This limits the social interaction children have with each other.

## ENGLISH

82. Inspection evidence shows standards by the end of Year 6 are below the national average, but are higher than those in schools like Intack. Pupils attain well in relation to their prior attainment. Results in the 2000 national test show standards well below the national average. Standards have gone up steadily since the last inspection. This year they are improving at a faster rate than previously. Girls attain higher than boys, following the pattern across the country. The proportion of pupils reaching levels above those expected for their age is well below the national average. This is a weakness in attainment in English. Pupils with special educational needs make good progress because they receive good support. Pupils who learn English as an additional language attain standards higher than other pupils in the school and achieve very well in relation to their prior attainment. This is a strength of the school. Those children from a Traveller background, who attend regularly, also make good progress as their needs are carefully considered. Progress is weak only for pupils from a Traveller background for whom attendance currently, or in the past, has been erratic.
83. Inspectors judge that pupils' attainment at the end of Year 2 is below the national average in reading and writing. Results in the 2000 national test tell the same story for reading, but writing standards then were lower than those found during the inspection. Standards in the national reading test are well above those found in schools like Intack and above in writing. Pupils achieve well in relation to their prior attainment. Girls attain higher than boys and significantly more so than found nationally. Standards in reading have risen steadily over recent years. Writing standards have fluctuated significantly, but are currently higher than when the school was last inspected in 1998. The proportion of pupils who attain above expected levels for seven year olds is well below average for reading and below average for writing. The picture for pupils aged seven who are identified as having special educational needs and for those who learn English as an additional language is the same as that found for 11 year olds, that is, they achieve very well in relation to their prior attainment.
84. There are a number of factors that contribute to the current trend of rising standards:
- good quality teaching and pupils' good attitudes to learning;
  - the good start given to pupils in the reception class;
  - effective involvement in Education Action Zone initiatives;
  - the focus by everyone in the school on raising the standards of writing;
  - very good teaching of pupils who learn English as an additional language;
  - greater parental involvement in supporting pupils' reading practice.
85. The raising of standards in literacy is one of the main Education Action Zone initiatives. The school benefited from the presence of a specialist literacy teacher for one term before Christmas. She provided expertise in the form of teaching demonstration lessons. She was involved in monitoring, evaluating and supporting teaching across the school. This contributed to improved teaching and thereby a noticeable rise in standards of pupils' attainment. Extra money from Education Action Zone funding means the school employs a pupil support mentor. This member of staff supports pupils who underachieve. This positively affects standards attained by these pupils.
86. Throughout the school speaking skills are below what is expected of primary school pupils. Pupils are keen to talk, but the range and richness of their vocabulary is limited. Their listening standards are good. They reflect pupils' good behaviour and attitudes to work. Pupils know why it is important for only one person to speak at once, so they listen carefully when teachers read, explain and tell them what to do. They are also good at listening to each other. As a result, the quality of learning in most lessons is good. For example, in a Years 1/2 physical education lesson, pupils moved quickly in an

imaginative way to imitate Ratty scurrying. This was because they listened carefully to taped instructions and the teacher's promptings.

87. By the age of seven, most pupils are keen to say what they notice, think, remember and want to know. They do, however, have difficulty expressing themselves articulately. By the age of 11 pupils learn a lot through listening to each other. For example, in a Years 5/6 class, pupils talked about life as an evacuee in the Second World War. Their very good listening supported each pupil's contribution. Pupils achieve well in their speaking and listening skills by the time they leave at 11 years of age.
88. Throughout the school, standards in reading are below those expected for pupils this age. However, standards are improving significantly. This is due to the extra support pupils receive through initiatives such as The Better Reading Project, the Additional Literacy Strategy and the pupil support mentor. Pupils become more confident because they regularly enjoy opportunities to sit and read to adults on a one-to-one basis. The support staff, teachers and parents who help them are well informed and effective.
89. Higher attaining readers in Years 1 and 2 become more independent and achieve as well as expected for their age. They talk enthusiastically about their books and read aloud fluently and with expression in their voices. Average attaining readers are confident when reading stories and books they are familiar with and remember an increasing number of commonly used words. They are less secure when reading aloud, but are becoming better at correcting their own mistakes and using the text or the pictures to help them. A significant minority of lower attaining pupils recognise individual letters and some frequently used words. They achieve well over time, but rely heavily on adult support.
90. From Year 3 onwards, pupils continue to achieve at a steady rate. They all become increasingly independent due to regular silent reading sessions. Additionally, teachers ask them to write a review of the books they read and say why they like or dislike a story. This sharpens their understanding of what they read and often provides further incentive to read more books by the same author. Guided-reading sessions in the literacy hour also assist progress. Often, skilful guidance from teachers helps pupils to appreciate the devices used by authors for creating tension or bringing characters to life. A few higher-attaining pupils know an increasing number of authors and discuss their favourite style of writing. Most pupils in the middle ability range confidently read and enjoy the books that teachers give them to read in lessons, but do not read widely outside school. There are too few opportunities for them to extend their interest in reading for pleasure through use of the school library. This also limits the development of their independent reading, research skills and range of vocabulary. A few 11-year-olds still rely on regular adult support to improve their reading.
91. The teaching of writing is a school priority because pupils, in recent years, attained standards that were well below national expectations for primary school aged pupils. There are definite signs that standards are rising. In Years 1 and 2, higher and average attaining pupils successfully organise events into a sequence and write them as a coherent prose. They use capital letters, commas and full stops accurately. Handwriting is well-formed and most words are spelled correctly. Lower-attaining pupils write sentences in the right order but less accurately, often with inconsistent use of punctuation or spacing between words.
92. For pupils aged 7 to 11 there are more opportunities for them to write longer pieces of work both in additional English lessons and other subjects across the curriculum. They plan and edit their work and this improves the quality of the final piece of writing. Teachers provide a good range of activities to develop their ability to write for a variety of audiences. Higher attaining 11-year-olds produce well-constructed, imaginative



descriptions and stories reflecting standards typical for their age. For example, after discussions about leaving home as an evacuee, a Year 6 pupil writes, '*Why am I doing this? I don't really want to go. Very slowly I walked down the stairs*'. Average attaining pupils develop an understanding of how to use paragraphs to organise their ideas. They sometimes use speech marks correctly and much of their basic spelling and punctuation is correct. Below average pupils write strings of sentences, which are in the correct order and clearly convey meaning. The majority have a clear, neat handwriting style by age 11 and the work in their books reflects pride in what they achieve.

93. Support for pupils who have special educational needs is effective. Many pupils lack confidence in reading, writing and speaking and listening and are slow in acquiring new skills and knowledge. However, the help that they receive from support staff and teachers is clearly focused and well-matched to their individual needs. Consequently, they achieve as well as other pupils in relation to their prior attainment.
94. The quality of teaching and learning is good. It is at least good in three out of four lessons and satisfactory in the remainder. Teachers' close relationships with their classes encourage thoughtful speech and listening. Teachers' good knowledge of books, language and of the best teaching methods lead to them using skilled questioning in class. This improves pupils' understanding. Pupils try to copy their teachers' expressive speech, reading and writing, and so improve their own. For example, in a Years 1/2 literacy lesson pupils read an extract from *Winnie the Witch* with great expression following a brilliant reading by the teacher. They pick up teachers' enjoyment of books too: an important stage in their own reading development. The quick pace of these lessons keeps all pupils interested. The next step is for teachers to expect even higher standards of work from higher attaining pupils. Also, the school should, as indicated in their spending plans, increase significantly the number of books available for pupils to read. When the refurbishment of the library is complete pupils need to make effective use of it to improve their ability to study independently.
95. The support teacher for pupils who learn English as an additional language provides very good teaching in literacy lessons. He sits with pupils during the introduction to the literacy hour and supports pupils by explaining the language of the text, helping pupils choose the right words in response to teachers' questions and continually encouraging pupils through well-used praise. During group work he has very high expectations of what the pupils are to learn. This is particularly so in the richness of language he expects pupils to use. He expects pupils to complete a lot of work of good quality. A particular skill of his is how he builds pupils' confidence through effective use of praise and very good relationships based on respect for one another.
96. Teachers' good use of the literacy strategy is raising standards. Pupils' use their information and communication technology skills to support their learning in English, and vice-versa. They draft stories and then edit them using word-processing skills. They use various fonts for different effect and older pupils 'cut and paste' their work. Teachers develop pupils' literacy skills successfully in other subjects. In geography, they write descriptive pieces about the places they like to visit. In religious education, pupils write about well-known Biblical stories. In this writing, teachers extend pupils' vocabulary by providing new words to be used. Teachers have an increasing awareness of finding opportunities for writing in other subjects and to plan these as additional writing opportunities. This good practice should be extended to all subjects, particularly science. The school is well set to continue the raising standards in English because of the good quality teaching and good leadership provided by the subject co-ordinator.

## MATHEMATICS

97. The quality of teaching and learning and the steadily improving standards being achieved support the judgement that mathematics is a significant strength of the school. The school implements the national Numeracy Strategy with considerable skill and success.
98. When the school was first inspected, standards in mathematics were below average for pupils aged 7 to 11 and progress was limited. By 1998, this had improved so that standards were average. Very good progress has been made over this period. The school attributes this progress in part to the effective implementation of the National Numeracy Strategy; the other crucial factor is the consistently high quality of mathematics teaching in the school. In 1999 standards were average for seven-year-olds, in relation to what pupils are achieving nationally. There was a decline in 2000, with standards being well below average in relation to what was being achieved nationally, although in line with what was achieved in schools with similar characteristics. This reflected the fact that few pupils attained at the higher Level 3<sup>5</sup> in a year group with a high proportion of pupils with special educational needs. In the current Year 2, standards are above average, with a significant proportion of pupils working confidently at the challenging Level 3 standard.
99. The picture for pupils aged 7 to 11 is very positive. Standards have been rising quickly over a four-year period. Standards were above average in relation to all schools in 2000 and very high when compared to similar schools. The school significantly exceeded the target set for attainment of pupils aged 11. Standards are currently above average for the 11 year olds in both numeracy and other aspects of mathematics. The standards that many pupils now achieve are impressive, given the limited experience of mathematics that children have when they enter the school. By the age of 11 there are no significant variations in the attainment of boys and girls. Pupils with special educational needs are supported well and make good progress. Pupils with English as an additional language make very good progress. Progress is weak only for pupils from a Traveller background for whom attendance currently, or in the past, has been erratic.
100. By the age of seven, the higher attaining pupils understand place value to hundreds, tens and units and add and subtract two digit numbers. They estimate length in appropriate units and measure accurately in centimetres. They recognise and sort correctly by name and properties a range of two- and three-dimensional shapes. They sequence accurately numbers to 100 and often beyond, read clock faces recognising half- and quarter-hours and recognise odd and even numbers. They produce a good quantity of recorded mathematics. This prepares them well for the written components of the national test for seven-year-olds and for the curriculum for 7 to 11 year olds.
101. By the age of 11, pupils have an increasingly confident approach to mental calculations and perform these briskly and accurately. They have a growing understanding of fractions, decimals and percentages. This was very evident in a purposeful Year 6 lesson where a range of tasks relating to fractions, decimals (to three decimal places) and percentages were tackled successfully. They represent correctly information in bar charts and line graphs. Higher attaining pupils undertake correctly long multiplication, calculate accurately using negative numbers, use properly co-ordinates in four quadrants, measure and construct accurately angles and triangles, solve correctly algebraic equations and understand, through experimentation, the basic principles of probability. They increasingly apply accurately their knowledge to practical problems and use opportunities to apply their mathematical skills in other subjects such as science and design and technology. The use of interactive whiteboards provides more frequent opportunities for the use of information and communication technology to support learning in mathematics.

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<sup>5</sup> The nationally expected level for pupils to reach by the end of Year 2 is Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a pupil of his or her age.

102. The quality of teaching and learning are good for pupils throughout the school. The quality of teaching ranges between good and outstanding. Progress is good generally, but is particularly good in Years 5 and 6. The pace of learning accelerates as pupils become older. The school feels that the consistency of teaching performance across the school is a result of the structure provided by the numeracy strategy. This has been implemented with considerable success and provides a very clear framework within which staff plan their work. A crucial factor in the strengthening of performance in the current Year 2 has been the reorganising of the Years 1 and 2 pupils from their mixed year classes, so that the majority of Year 2 pupils are currently taught together for mathematics. This enables staff to target work more effectively and is an extension of the practice that is so successful in raising the performance of the older pupils.
103. In a very successful Year 6 lesson, the teacher taught the pupils in the Information and communication technology room. The lesson focused on conversions between decimals, percentages and fractions and reinforced work that pupils had previously covered. The approach of the teacher was enthusiastic and lively, with a very good pace sustained throughout. She confidently used a laptop computer, projection equipment and a light pen for all her teaching. She asked questions, which were carefully judged, that met the varying needs of individuals and later supported pupils effectively as they worked together in pairs on the desktop computers. The lesson produced some very good learning and there was clear evidence of pupils' interest and high motivation and their growing confidence in dealing with the mathematical concepts.
104. Teachers use the National Numeracy Strategy confidently. Lesson planning is very effective and follows a consistent pattern across the school. Teachers use the closing few minutes of the lesson well. Groups of pupils and individuals have clear targets in mathematics. Teachers reinforce the use of correct mathematical vocabulary effectively. This helps to extend pupils' learning in literacy. Oral sessions are very good and support the development of improved mental skills. Within the main activities, teachers plan for a number of group activities and in almost all lessons they match work well to individual needs. This promotes good progress. Teachers make good use of information and communication technology to promote learning, including data handling.
105. The co-ordinator provides excellent leadership. The school has well-developed structures for assessment in mathematics. As a result of effective record keeping, teachers have an increasingly clear view of the strengths and weaknesses of individual pupils. There is detailed analysis of national and optional test information to track pupils' progress and to identify areas of weakness across the school. The effective use of this information is a key factor in pushing up standards. However, the school is now keen to provide suitable work for the brightest mathematicians and this is a short-term development target for the subject.

## SCIENCE

106. Since the time of the inspection in 1996 standards of attainment by the age of 11 have risen steadily, but have remained well below the national average. In 2000, teachers assessed standards for pupils in Year 2 as below the national average. Standards were above in comparison with schools similar to Intack. Pupils in Year 6 achieved standards in the national test that were well below average. The standards were average when compared to those achieved by pupils from similar schools. Evidence from the inspection reveals pupils in both key stages produce work that is below the national average. There is no evidence to suggest that pupils with special educational needs, English as an additional language and those from a Traveller background make progress which is noticeably different to their classmates.

107. Standards in the current Year 2 are below national expectations. Progress is variable for pupils aged five to seven. In lessons where the quality of teaching is good pupils make good progress and achieve higher standards of work. An example of this during the inspection was a lesson about forces. Pupils recalled several characteristics common to making a test fair, such as the surface or size of the vehicle. Generally, however, the work teachers provide is not hard enough for the higher attaining pupils. These pupils are not given sufficient opportunities to learn through first hand investigations or by writing their own accounts of what they have discovered. Computers are not used often enough to support the recording of evidence nor for the presentation of results.
108. Pupils in Years 1 and 2 make steady progress. In Year 2 there is an over-reliance on worksheets and work is not done regularly enough to raise standards by the end of the key stage. Years 1 and 2 are taught in parallel mixed year classes. The way in which teachers plan their lessons together ensures all pupils experience the same activities. However, the range of activities in a lesson is not well enough matched to the wide range of ability within each class. For example, some pupils in Year 1 have difficulty recording their work so the quality of what they write is poor. Older pupils talk knowingly about what they record, for example, when they talk about their senses and the need to keep healthy. All pupils enjoy investigative work. It is especially beneficial for pupils who have special educational needs and who receive very effective support from classroom assistants and their classmates. The practical approach to learning ensures they make good progress in developing their knowledge and understanding of the subject. These opportunities need to be provided more regularly. They do not arise frequently enough at present as science is taught as part of a topic.
109. Years 3/4 pupils have a satisfactory level of knowledge and understanding about materials. However, the higher attaining pupils make too little progress and the standard of their work is too low. Years 3/4 pupils have a sound knowledge of how materials are used for different purposes because of their different properties. Most pupils give reasonable accounts of the suitability of glass to make windows and know it is not as versatile as wood or metal because it is more fragile. Teachers give pupils too many worksheets to complete or work to copy and too few opportunities to write accounts of their work themselves. This means they do not have sufficient opportunity to develop their literacy skills. Teachers place inadequate emphases on high quality content or presentation; for example, some worksheets are stuck into books upside down. Teachers try hard to develop pupils' vocabulary and scientific terminology. A greater planned focus on this area of the curriculum would help groups of pupils for whom English is an additional language and pupils from a Traveller background.
110. During the period of the inspection science lessons were not taught to pupils in either Year 5 or Year 6 due to the rotation of topics. Work completed earlier in the academic year is too superficial to enable pupils to make adequate progress. Both year groups have been taught a similar level and range of work about forces, magnets, friction, weighing in Newton's and floating and sinking. The tasks do not help them develop skills of recording their work using diagrams, labels or skills in the interpretation of information. In discussion with pupils they explain accurately the basic features of fair testing, but they lack experience and familiarity in devising and carrying out their own experiments or investigations. Pupils talked with enthusiasm about predicting which materials would be magnetic and remembered it was those which had iron, nickel or cobalt as an element. Their level of factual knowledge about more sophisticated forces such as wind resistance is weak and much of their general knowledge about this aspect of science is at a level expected of much younger pupils.
111. Teaching is satisfactory. The most consistent strength is the way in which teachers

manage pupils. As a result pupils like their teachers and show them respect. Teachers organise their lessons well by using a variety of different teaching styles. However, there are weaknesses in the quality of teaching. The subject is not taught in adequate detail so pupils' knowledge of some basic science skills is weak. Teachers do not have high enough expectations about what pupils are able to achieve and do not expect them to make adequate records of their work. The work pupils do produce is not well marked and too rarely do teachers include regular comments that would help pupils improve their work. Some lessons are dominated by the teacher with the result that pupils do not have sufficient time to produce adequate work of their own. Nevertheless, pupils enjoy their lessons.

112. The use teachers make of information gained from assessing pupils' work is underdeveloped. Teachers keep some records, but these do not yet help teachers plan what to do next. Pupils who are capable of achieving better than average standards of work are not being given tasks that are hard enough. More time needs to be devoted to monitoring the effectiveness with which the teachers' plans are implemented in the classroom and how they affect the quality of teaching.
113. The organisation of the curriculum places serious constraints upon the way science is taught. This has a negative impact upon the standard of work pupils achieve. The co-ordinator and acting headteacher are aware of these shortcomings and are eager to introduce the national guidance document to help teachers plan science as a separate subject.

## **ART AND DESIGN**

114. By the ages of 7 and 11, pupils' work in art, including that of those with special educational needs, English as an additional language and from a Traveller background, is of a standard expected for their age. All pupils make steady progress in their art lessons, which results in progress over time being satisfactory for pupils aged 5 to 11.
115. Through links with other subjects, teachers provide pupils with opportunities to observe objects and record their observations successfully using pencil crayons, felt pens, chalk and charcoal. However, in some classes, the range of work is too narrow and frequently does not promote adequate development of skills associated with the subject, especially for pupils aged 7 to 11. Pupils' ability to appraise and evaluate their work is underdeveloped.
116. Pupils aged five to seven explore imaginatively paint and pastels by mixing colours and examining texture. They use a variety of tools that include brushes of varying sizes and shapes, their hands and simple shapes for printing. They use properly paint and collage to illustrate well-known stories and poems. A particularly striking example was of 'Penguin Parade' in which pupils used tissue paper for their penguins and silver card and paper to create snowflakes. Teachers plan well together to ensure pupils in parallel classes have similar learning experiences. During the inspection good use was made of the work of Henri Matisse as a stimulus and focus for colour mixing and printing. In one class pupils created and named their own colours such as 'field green' and 'honey yellow'. Teachers make learning lively and interesting by providing a good range of resources for pupils to use and by sharing their own skills when demonstrating new work. An example of this was during a lesson using block printing to create simple repeating patterns using materials such as corrugated card. The very good quality of teaching in this lesson ensured pupils made very good progress in exploring and developing their ideas. They were proud of their achievements and keen to share their success with adults and classmates.

117. Pupils aged 7 to 11 continue to develop these skills when they explore ways of making and creating patterns using shapes cut from coloured strips of paper. Whilst progress in the lesson was satisfactory, the limited range of resources provided for the pupils restricted their creativity. The teacher spent too much time at the beginning of the lesson showing the pupils what to do instead of allowing them to learn through their own experiences. The pupils listened carefully to the directions they were given, but many began to fidget, as they were keen to get on with their work. Pupils in Years 5 and 6 made good progress in their figure-drawing lesson. They were given good guidance by their teacher about how to retain proportion whilst showing movement. Pupils worked with a friend and they took turns modelling action poses for their partner to sketch. The high quality of the teacher's own sketch at the start of the lesson prompted spontaneous applause and admiration. This set high standards to which the pupils themselves aspired. Resources were simple but suitable and gave the pupils opportunities to draft and redraft their work. In the background soothing music from Vivaldi's *Four Seasons* created a peaceful and purposeful atmosphere for learning.
118. The quality of teaching is satisfactory. Teaching in the lessons observed varied from very good to satisfactory. In one lesson observed the quality of teaching was very good because the teacher was confident in her knowledge and understanding of the subject and this helped to stimulate pupils' ideas. The pace of learning was lively and pupils were keen to do their best. However, over time, some teachers place too little emphasis upon teaching skills, knowledge and understanding of artistic techniques and too much upon using art as an activity to support other subjects. There is too little focus placed upon developing skills in three-dimensional art work, in spite of there being adequate resources in school for teaching this.
119. Teachers try hard to include the study of well known artists and their work, but they often have to rely on their own books and pictures for suitable materials. The co-ordinator is aware of the need to improve the school's resources for this aspect of the subject. Currently there is no formal monitoring of teaching nor any portfolio or photographic evidence of pupils' work to inform teachers about standards and to assist them in planning for the development of skills, knowledge and understanding. The co-ordinator is aware of the need to develop portfolios and match the pieces of work to National Curriculum levels. The use of assessment does not yet adequately help teachers plan their lessons.
120. Opportunities for art to contribute to the spiritual, moral, social and cultural development of pupils are not identified explicitly. There is no guidance about how to implement this aspect of the curriculum. The co-ordinator is aware of the value and importance of using sketchbooks, but at present this is underdeveloped throughout the school.
121. Satisfactory improvements have been made since the time of the last inspection in spite of the management of the subject being inconsistent. Teaching is now of a higher quality. This has resulted in standards for pupils aged 7 to 11 being better and pupils now make more progress. Resources have also been improved. The school is aware of aspects that still require development and is, therefore, well placed to continue the improvements.

## DESIGN AND TECHNOLOGY

122. Standards of pupils' work at the end of both key stages are in line with national expectations. Pupils make adequate progress in developing their skills and understanding of both the design and making aspects of the subject. Since the school was inspected in 1996, standards pupils achieve by the age of 11 have improved significantly. At the time of that inspection the quality of pupils' work was well below national expectations. There is no evidence to suggest that pupils with special educational needs, those whose first language is not English or pupils from a Traveller background produce work that is significantly different from their classmates.
123. Design technology was not taught during the period of the inspection; therefore, judgements take into account a range of other evidence available within the school. The standards of work produced by pupils aged five to seven are the result of satisfactory teaching. In each class teachers promote and encourage pupils to create their own designs and evaluate the success of their ideas. This was evident when pupils designed and made glove puppets. Pupils prepared planning sheets to a good standard. These record how pupils considered alternative strategies. They selected tools and materials correctly to form parts of the puppets, such as felt and fabric for the body. The completed designs accompanied the products, which were prominently displayed in the classroom. In discussion, pupils recalled the problems they encountered when working on the task and how they had to try different ways to achieve their intentions. Because the challenge was well planned by the teacher and there was a good range of suitable materials made available the pupils made good progress in their learning. Effective planning between the three teachers who teach pupils aged five to seven ensure all pupils experience the same range of learning opportunities and, therefore, achieve similar standards of work.
124. Teachers of pupils aged 7 to 11 have worked hard since the 1996 inspection to extend the range and quality of experiences they provide for the pupils. This has been the main factor in the improvement in the standard of pupils' work. There are still some aspects of the subject that require further development. However, the lack of opportunities to teach food technology centre on health and safety issues because there is no suitable area in the school where the pupils have access to hygienic food preparation and cooking facilities. Nevertheless, by the age of 11, pupils gain skills in designing and making a range of products. Well-prepared planning sheets ensure pupils give detailed thought to drafting their designs. They consider the suitability of materials required, the range of tools necessary and how to assemble the components. This resulted in Years 5 and 6 pupils constructing to a good standard a range of moving toys, which included the use of cams as part of the design brief. On completion of the task they evaluated their own work and that of their classmates, offering suggestions for improvements or solutions to unforeseen difficulties. Pupils aged seven and eight designed and made money containers to a high standard using a range of textiles.
125. Teachers of pupils aged 7 to 11 plan well together with their colleagues who teach parallel classes. All the teachers have high expectations about the quality of work they know pupils can achieve. They build effectively upon pupils' existing skills. However, more work needs to be done to develop methods of evaluating and assessing pupils' work at the end of each lesson. Records of what pupils know, can do and understand are not thorough.
126. Pupils greatly enjoy the practical aspects of the subject. They work together safely and sensibly. Older pupils discuss their work objectively. They offer and receive help willingly, whilst being sensitive in how they discuss the work of others in the class. Their experiences mean that in discussion about their work they suggest confidently how to utilise features such as electrical components, information and communication technology

control and mouldable materials. The subject is effectively co-ordinated and the subject co-ordinator is influential in improving standards in the subject. The policy for the teaching of the subject has been updated and teachers use more widely the national guidance document for design and technology to help them with their lesson planning and the assessment of pupils' work. However, this is not yet consistent practice throughout the school and the co-ordinator has no opportunity to monitor or evaluate teaching and learning.

127. There have been good improvements since the last inspection, especially in the quality of teaching of pupils aged 7 to 11 and in the standards pupils achieve in their work. The co-ordinator has gained experience and is clear about further developments required to improve the subject.

## **GEOGRAPHY**

128. This subject was not taught to all age groups during the inspection. No lessons were observed and pupils aged 7 to 11 have completed little work since September. Teachers' planning for the previous year shows that all elements of geography were taught. There is insufficient evidence to make a judgement about pupils' attainment and progress for 7 to 11 year olds. Pupils aged five to seven make sound progress and achieve the standards expected for their age groups. The good standards in developing pupils' mapping skills identified by Her Majesty's Inspectors' report in 1998 have been maintained. Teachers provide a good range of work for pupils of these ages, mark work conscientiously with helpful comments and encourage pupils to try hard with their presentation of written work.
129. By the age of seven pupils have a good knowledge of the local environment and good mapping skills. Pupils draw simple plans of the school and higher attaining pupils produce surprisingly accurate and detailed plans, while the lower attaining pupils show by arrows how to get from one room to another. Year 1 pupils match plans of objects to pictures accurately and draw a side view of everyday objects. Pupils use a key for their plans and draw and position competently classroom furniture on their plans. Higher attaining pupils in Year 2 use the computer to describe their favourite place in the local area and use new vocabulary such as 'pylons' correctly. Pupils know that different symbols can be used to record the weather and they talk about their visit to Fleetwood. Pupils are keen to locate their own and friends' houses on the large scale map displayed. They know their address including their postcode. Pupils have limited knowledge of globes because there are no good quality ones in their classrooms.
130. Pupils have good attitudes to geography and are keen to contribute to discussions about their work. Year 6 pupils, in discussions, have only a hazy recollection of past work. Although pupils have some opportunities to make links with geography in history lessons, this does not have a major influence on their knowledge and understanding. For example, pupils have looked at the importance of the River Nile in ancient Egyptian civilisations, but they are unable to suggest why the river continues to be of vital importance today. The school teaches geography in blocks of time in a two year rolling programme which means that in some years pupils study geographical topics only once in the year. This has a negative impact on pupils' progress because it means they do not develop skills systematically over a period of time, especially skills in map work. For example, all pupils, including those who speak English as an additional language, have limited skills and knowledge when asked to use an atlas.



## HISTORY

131. At the last inspection, standards for pupils aged 7 to 11 were judged as unsatisfactory. This situation has improved significantly so that standards by the ages of both 7 and 11 are now consistent with those normally seen in most primary schools. No lessons were observed taught to pupils aged five to seven, but written evidence and the scrutiny of the detailed planning available indicate that the standards achieved by pupils aged five to seven are satisfactory. Pupils make steady progress with their learning. However, the teaching of history within a topic framework limits both the depth to which the subject is taught and, more significantly, the regularity and pace with which pupils learn history. This lack of continuity, which can lead to gaps of up to six months without the subject being taught, affects the acquisition of skills in history.
132. A detailed scheme of work in history, which is based on the recently published national guidance, helps teachers to plan clearly for the use of time within each topic. Pupils' skills of asking historical questions and communicating their findings are effectively developed for the older pupils, but less so for pupils aged seven and eight, where there is a heavy dependence on worksheets, with little scope for pupils to take initiative, even in relation to extended writing. There is some focus on the use of historical sources that require pupils to undertake research. For example, Years 5 and 6 pupils seek information on evacuation on the Internet and develop a critical awareness of which information is relevant to their research.
133. Pupils aged five to seven learn satisfactorily about the passing of time. They sequence correctly old toys in order of age and make comparisons with modern ones. They look at how people washed clothes in the past and relate this with understanding to their current experience. They look at old shops and farming in the past. They begin to use historical vocabulary accurately and relate their learning to shared experiences at home and school. They learn about famous people from the past and visit the local church. They produce topic books that contain a good selection of pupils' independent writing and illustration. This is a good example of how their literacy skills are extended through work in history.
134. Older pupils have studied the Tudors in Years 3 and 4. In Years 5 and 6 they have looked at the industrial revolution and the rise of the northern mill towns, leading to the factory reform movement. During this work they learn to differentiate between fact and fiction. Currently, they are looking at aspects of World War Two as it affected a vulnerable population. For pupils aged 7 to 11 there is good coverage of key periods of British and local history and by 11 pupils have a sound understanding of key events and dates. They make good use of the computer for research purposes.
135. Pupils are interested in history and motivated in lessons by the effective use of resources and artefacts. Their attitudes towards the subject are consistently good. Teachers provide good documentary evidence for Year 6 pupils to research information so as to extend their knowledge of evacuation. This is another good example of how pupils' literacy skills are extended within the subject. Good use is made of the local area and of museums to extend pupils' learning.
136. Teaching is satisfactory for pupils aged 7 to 11. No judgement is possible on the quality of teaching for pupils aged five to seven because no lessons were taught during the inspection. Teachers have a secure grasp of the subject and they use questioning well to encourage deeper investigation of source material. This was a positive feature of the Years 5 and 6 lessons. A very positive feature of teaching, well established in Years 5 and 6, but largely absent in Years 3 and 4 where worksheets predominate, is the way in

which teachers use history as the basis for some of the longer pieces of writing undertaken in literacy work. This is successful in raising standards in both subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Pupils' attainment in information and communication technology is in line with national expectations by the ages of 7 and 11. Pupils of all abilities make good progress. Pupils who learn English as an additional language make good progress. Standards are rising quickly throughout the school and are very significantly better than at the time of the last inspection. This is due to a number of reasons. A considerable investment in time and money has included staff training and the school plans even more for the near future. Involvement in the Education action Zone initiative has benefited the school by providing good quality information and communication technology resources. Lesson planning is good and ensures pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The co-ordinator leads the subject very successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.
138. By the age of seven, pupils access word-processing programs well to type work. They correctly save and print this work. Years 1 and 2 pupils word-process poems about autumn to a good standard. Pupils competently use their computer skills to produce an Eid display. They use very effectively their information and communication technology skills to illustrate their science work about examples of different forces found in the playground. They word-processed competently work entitled 'Our walk' as part of a geography topic. Teachers make very good use of the Internet to access relevant texts for pupils to study. Pupils program properly a floor robot to move forwards, backwards and sideways.
139. Pupils aged 7 to 11 gain in confidence and competence working with computers. They produce café menus and posters to advertise a school disco by combining successfully text and illustrations. They retrieve, amend and print out work correctly. For example, when they create pictures of snowmen. Pupils use expertly their word-processing skills to produce work about blackouts during the Second World War. They make good use of the Internet for research purposes in history. Work planned for later in the year includes the use of spreadsheets and the use of information and communication technology to control events and to sense physical data. Pupils enhance their computer skills by attending the school's computer club.
140. The quality of teaching and learning is good and is better than at the time of the last inspection. Teachers have secure subject knowledge that results in them giving clear explanations and instructions. They use correctly information and communication technological terms. Teachers circulate around the class to support and monitor the pupils' work. They are then in a position quickly to identify errors or offer help when pupils are hesitant. They make good use of ongoing assessment to ensure pupils build satisfactorily on what they know. There is good, firm, yet friendly management of pupils' behaviour; resulting in good behaviour and no interruption in the pupils' learning. Pupils are interested, concentrate well and follow instructions promptly because of the good quality teaching. They show good motivation by the work they do and they are keen to experiment. This extends computing skills and builds up their confidence in the subject.
141. Teachers make very good use of the information and communication technology suite to support pupils' learning in literacy and numeracy. This often helps pupils to improve their literacy, numeracy and information and communication technology skills. In a Year 6 numeracy lesson on fractions, decimals and percentage equivalents the quality of teaching and learning was very good. The teaching was lively, enthusiastic and

underpinned by high expectations and secure subject knowledge. Pupils responded by being highly motivated to want to learn. The teacher made excellent use of the interactive whiteboard to illustrate pertinent teaching points. This ensured pupils had a clear understanding of what they were to do and how to do it. Their numeracy and information and communication technology skills were developed through use of the computers - a good ratio of one computer to two pupils. Pupils log-on, access the relevant program, find accessories and work very competently through the program. They shut down correctly. The pupils thoroughly enjoy using the computers and from this enjoyment they are willing workers and learners.

142. In a Years 3/4 literacy lesson, the teacher made very effective use of the interactive whiteboard to identify possessive apostrophes in a text. The use of this facility helps significantly to maintain pupils' interest. They were then very keen to have a go later on the computer. The pupils felt fully involved in the lesson and by the end had a good grasp of how to use possessive apostrophes.

## MUSIC

143. Pupils throughout the school attain the expected standards for their age and enjoy their music making activities. The good quality of the subject planning put in place by the co-ordinators ensures that teaching is well supported. The consistency of the quality of teaching throughout the school enables pupils to achieve well. This is enhanced for some junior age pupils by tuition from visiting specialists in clarinet, flute, cornet and trumpet. This project, part-funded through the work of the Education Action Zone, is a recent development that is enthusiastically supported by the pupils. All pupils benefit from involvement in the various musical productions staged each year.
144. There are good opportunities for pupils to sing. Throughout the school, pupils' singing shows good control of pitch and rhythm. There is sound progression in skills from Year 1 to Year 6 and teachers regularly provide opportunities for pupils to compose and evaluate music. Pupils in Year 2, in a lesson with the stars as a theme, replicate a beat and more complex rhythmic patterns, both when they clap and when they use unpitched percussion instruments. Teachers extend effectively the work of pupils aged 7 to 11. In a Years 5 and 6 lesson, pupils clapped a rhythm from a prepared grid and used pitched and unpitched instruments to accompany a World War Two song, linked to their work in history. They listened very carefully to the music of others and explained why they liked it. However, this was not a strongly developed feature and too little time was allowed for pupils to articulate their response to what they were hearing. The teacher used correct musical terms throughout and the pupils quickly adopted these in their discussions. The singing session for pupils aged 7 to 11 was particularly effective. It produced some moving singing and an enthusiastic response from the pupils.
145. The quality of teaching and learning throughout the school is good. Teaching was good in three out of the four lessons observed. Class teachers teach music to their own class, only two of whom have a specialist background. The detailed planning and the availability of a range of good quality recorded material underpin the generally good quality of teaching observed. There are good opportunities for pupils to participate during the lessons and teachers sustain a brisk pace in almost all lessons. Occasionally lessons become over-controlled and there is insufficient opportunity for pupils to generate ideas or to take the initiative. Teachers develop good links with other subjects – for example, with science taught to pupils aged five to seven and with the current history topic taught to pupils aged 9 to 11. Some use is made of information and communication technology to support pupils' learning. This is being developed with the availability of the new computer suite.

146. At the time of the last full inspection in 1996, the standards achieved by pupils in music, while satisfactory for pupils aged five to seven, were unsatisfactory for pupils aged 7 to 11 and progress was limited. There has been a good improvement since that time. The standards and progress of pupils aged 10 and 11 have improved from unsatisfactory to satisfactory. There is very detailed guidance to help teachers plan their lessons and good resources to support teaching and learning. In one respect, the availability of procedures for assessing and recording pupils' progress in music from one year to the next, there has been little progress, although recording sheets have been provided for staff to use if they wish. The joint co-ordinators are, in all other respects, highly competent. They monitor teaching and lesson planning and in their joint role focus effectively on improving teaching and learning and raising standards.

## PHYSICAL EDUCATION

147. During the inspection inspectors observed lessons only in dance. The teachers' planning for the subject ensures there is adequate attention to all areas of the subject throughout the year. There is good provision for outdoor adventurous activities. However, the amount of apparatus for teaching gymnastics is insufficient to develop fully pupils' skills. This is a significant weakness within the subject. By the end of Year 6 pupils attain standards in dance that are in line with national expectations. This is an improvement since the last inspection. Most pupils swim at least 25 metres by the time they leave the school.
148. Pupils by the age of seven move with increasing control and imagination in response to music. Throughout lessons pupils improve at a brisk rate the quality and range of movements. For example, in a lesson based on *The Wind in the Willows* story pupils demonstrated a good range of movements, from moving as a dragonfly to scurrying like Ratty. Pupils alter effectively the rhythm, speed, level and direction of their movements. They work well cooperatively, as when they pretended to be horse-drawn carriages. They moved with due regard for the varying speeds of each member of the group. Their movements were, therefore, well co-ordinated.
149. By the age of 11 years pupils show co-ordination and control of movements in their dance work. Pupils link a series of movements to produce a sequence of increasing control and fluency. They appraise accurately their own and others' movements. They see similarities and differences between their and others' movements and then use this knowledge effectively to improve upon their own performance. Pupils work well co-operatively and collaboratively. In a Years 3/4 lesson whilst moving as 'six-legged monsters', pupils showed a high level of co-operation and collaboration as they move in unison.
150. Pupils enjoy their physical education lessons. They concentrate well and listen carefully to the teachers' directions. They sustain effort and are keen to do their best. Their good attitudes and behaviour ensure pupils work hard and little time is wasted. This makes a significant contribution to the improvement in the rate of their progress since the last inspection. Pupils with special educational needs play a full part in physical education lessons. They make good progress in lessons because staff act as very good role models for pupils to emulate and thereby gain much needed confidence. All pupils' personal development is enhanced through working in mixed-gender groups. Pupils who learn English as an additional language make good progress and are fully integrated into all activities.
151. The quality of teaching is good. This is significantly better than the last time the subject was inspected. Careful planning and timing keep pupils working throughout the lessons. Lively and briskly paced lessons promote pupils' enthusiasm and the quality of their

learning. Teachers make good use of demonstration as a means for pupils to appraise one another's efforts. This provides pupils with relevant learning points and positively affects their achievement. Teachers and pupils dress appropriately for physical education lessons. There is due regard for safety. Teachers begin lessons with a suitable warm-up session and end them with a cooling-down activity. They use praise effectively, are quick to recognise good performers and use demonstration by these pupils to set high standards for others to follow.

## RELIGIOUS EDUCATION

152. By the ages of 7 and 11 pupils knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection. Pupils aged five to seven make satisfactory progress in relation to their prior attainment. Teachers of pupils aged 7 to 11 build on what pupils have already learned and by the time pupils leave the school they achieve well, particularly those pupils who speak English as an additional language. These pupils make good progress because the school puts a strong emphasis on encouraging them to speak at length about their own values and beliefs. Pupils identified as having special educational needs make similar progress to their classmates, but some pupils from a Traveller background achieve less well because of their irregular attendance. Lessons, teachers' plans, the attractive displays and pupils' work in books show that teachers provide a balanced religious education programme. A strength of the teaching is the way teachers encourage pupils to talk freely about their religious beliefs and values. Teachers use the extensive knowledge and experiences of pupils with strong religious views to make learning relevant and stimulating. As a consequence, pupils have a sound knowledge of Christianity and major world faiths and many have a good knowledge of the Islamic faith in particular.
153. The quality of teaching was satisfactory for pupils aged five to seven in the one lesson observed and good in 60 per cent of lessons for pupils aged 7 to 11. In the Year 2 lesson, pupils of Asian origin enjoyed demonstrating how special clothes are worn and one girl recites off by heart a Muslim prayer. The teacher used effectively a 'Big Book' to reinforce what pupils had learned from the lively discussion, but she did not insist that pupils put up their hand to answer. This meant that time was wasted on keeping pupils quiet enough to be heard. Pupils aged five to seven learn about God and write down their ideas about him. Written work, based on a visit to a local church, was of a good quality and showed that pupils had looked carefully at features such as the pulpit and lectern and listened to what they had been told. Teachers develop pupils' literacy skills well within the subject.
154. Pupils in Years 3 to 6 develop effectively their knowledge of world faiths. In a good lesson in Years 5 and 6, pupils gained a good understanding that the Qur'an is a holy book for Muslims and that Allah has many qualities. The teacher was skilled in drawing upon pupils' knowledge of Islamic artefacts and understanding of the Qur'an, sensitively supporting pupils' who speak English as an additional language to express their opinions and beliefs. Teachers help, by the skilful questioning and good use of artefacts, pupils in all lessons for 7 to 11 year olds to understand Islamic customs and their religious significance. They draw good comparisons between the beliefs of Christians and Muslims. Pupils respect and value each other's contributions in discussions and many pupils' from ethnic minority backgrounds speak at length about their experiences. Other pupils listen with great interest. In Years 3 and 4, teachers make good use of a video to teach the significance of the Muslim belief that people are Allah's trustees of the earth.
155. In their written work, pupils demonstrate a secure knowledge of the important Christian facts and beliefs. They have a satisfactory knowledge of Bible stories. Year 6 learn

about the Ten Commandments, the meaning of psalms and understand and relate to their own lives ideas such as the making of promises. Teachers of pupils aged 7 to 11 use extensively religious education lessons to enhance pupils' literacy skills development. However, sometimes the written work is too easy for the higher attaining pupils.