

INSPECTION REPORT

CLIFTON PRIMARY SCHOOL

Lytham St Annes

LEA area: Lancashire

Unique reference number: 119291

Head teacher: Mrs H Pignatelli

Reporting inspector Mr R S Moseley
16886

Dates of inspection: 13 - 17 March 2000

Inspection number: 191434

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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:	Clitheroe Road Lytham St Annes Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Woodhead
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
R Moseley	Registered inspector	Science	Characteristics of the school
		History	The school's results and pupils' achievements
		Equal opportunities	How well are pupils taught
			How well is the school led and managed
A Longfield	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
M Hayes	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Geography	
		Physical education	
M Forsman	Team inspector	Information technology	The Foundation curriculum for reception pupils
		Music	
		Design and technology	
M Rothwell	Team inspector	Special educational needs	
		English	
		Art	
		Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clifton County Primary School is an average size primary school. There are two pupils with English as an additional language. A slightly below average number of pupils, 11 per cent are entitled to free school meals. The number of pupils on the school register of special educational needs is 27 which is slightly below average, of which, 3 pupils have statements of special educational needs. Attainment on entry to the school is average. The numbers on roll at the school are rising each year.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. Pupils make good progress in English, mathematics and science and standards are above average in these subjects by the time they leave the school. The quality of teaching is mainly good with 14 per cent being very good or excellent. The school has developed a very good and challenging climate for learning and pupils' attitudes to their work are very good. There are excellent relationships in the school. The school is well led and managed and provides very good value for money.

What the school does well

- Teaching and learning are a strength of the school. Almost nine out of ten lessons are good or better. This results in good progress and good standards in English, mathematics and science by the time pupils leave the school.
- It provides a successful and challenging climate for learning. Pupils have developed very good attitudes to their work.
- Its partnership with its parents is a strength. It has ensured that the contribution of parents to children's learning at school and at home is very good.
- The provision for pupils' moral and social development is very good. Pupils' behaviour is very good and relationships throughout the school are excellent.
- The head teacher, deputy head teacher and the governing body provide very good leadership. They have established a clear educational direction for the school and there is an obvious commitment to continuous improvement.

What could be improved

- The standards attained in information technology by the time the pupils leave the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. It has overcome most of the weaknesses pointed out in the last inspection and has improved in a number of other ways. With regard to key issues in the last report, the school has developed clear aims which are reflected in all aspects of school life and all at the school have a shared sense of purpose. The school development plan is now an effective document. It gives a clear framework for action; it is carefully costed and it is regularly evaluated to ensure it is having its intended effect on school improvement. Teachers' planning has been improved to ensure it has clear learning objectives linked to the Programmes Of Study in the National Curriculum. The role of the subject co-ordinators has been partially strengthened and there has been particularly effective leadership in the implementation of the literacy and numeracy strategies. However, the monitoring and evaluating role of some other subject co-ordinators is still underdeveloped and as such, some subjects have not been examined for their effectiveness recently.

In addition, the leadership has introduced other improvements. For example, the head teacher has developed her leadership style further and has created a strong and united team of teachers and support

staff who are dedicated to school improvement. The school has successfully introduced the literacy hour and the numeracy strategy and reached its targets in English and mathematics. The role and support from the governors has improved. The governors curriculum committee is now particularly effective, involved in the school and in the development of various subjects. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	C	A	B	B
Science	A	A*	B	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Although the results of the National Curriculum tests over the last three years vary slightly from year to year, they show a maintenance of above average or even higher standards. These results indicate good or in some years very good progress from the average attainment pattern on entry to the school.

The inspection findings indicate that for this year's pupils in Year 6, attainment is not quite as high in English, although it is still above national expectations. Attainment in mathematics and science is similar to last year with attainment again above national expectations. Standards in religious education are satisfactory. Standards in information technology are below national expectations by age 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They are responsive and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Pupils are usually very well behaved in the classroom and playground. They are polite and courteous to each other and to adults.
Personal development and relationships	Personal development is good and relationships throughout the school are excellent.
Attendance	Satisfactory.

Pupils are proud of their school. They demonstrate very positive attitudes to all aspects of school life. They care about each other, respect each other's views and most show a great deal of confidence by the time they leave school.

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.

Throughout the school, the quality of teaching is mainly good in most subjects. It is satisfactory in design and technology. Almost nine out of ten lessons are good or better with almost one out of seven lessons being very good or excellent. This level of teaching ensures that pupils' learning is good in many areas and they successfully acquire skills, knowledge and understanding in most of the subjects they are studying. Particular strengths in the teaching are the teachers' expectations of pupils' work and behaviour, the effectiveness of the teaching methods and ideas they use and the use they make of support staff, parent helpers and resources. Lessons proceed at a very good pace. Teachers also know their pupils' capabilities well and, although long term assessment records are not in place for some subjects, pupils are provided with appropriate work. All these strengths encourage pupils' intellectual, physical or creative effort, ensure lessons are productive and pupils' retain interest and concentration to the end of the lesson. The teaching of information technology is weak at times. For example, although all aspects of the National Curriculum for information technology are planned for, some areas are not covered. Also, pupils do not always get enough access to computers, or develop abilities to use computers independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good broad, balanced and relevant curriculum. The foundation curriculum for the reception class is good.
Provision for pupils with special educational needs	Good provision. Pupils make good progress and are well supported.
Provision for pupils with English as an additional language	Good provision. Pupils make good progress and are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual and cultural development is good. The provision for moral and social development is very good.
How well the school cares for its pupils	It cares for its pupils well. Procedures for monitoring and promoting good behaviour are very good.

There are very effective links with parents and these support aspects of the curriculum very well. For example, many parents are involved in the classroom to support the teaching and most help their children at home with their studies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the school is good. The head teacher, deputy head teacher and senior management team give very effective leadership. The leadership role of some of the subject co-ordinators is underdeveloped.
How well the governors fulfil their responsibilities	They fulfil their roles very well. A number of governors are closely involved and active in various subjects of the curriculum. The chair of the governing body works closely with the head teacher.
The school's evaluation of its performance	The head teacher, staff and governors are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used very well. All money available to the school is used wisely and carefully.

The leadership has been effective in deciding its priorities for development. For example, it has made a great effort to monitor and evaluate the teaching in order to raise the quality of the teaching. Also, more resources for information technology have also recently been provided to help raise attainment in the subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most?	What parents would like to see improved?
<ul style="list-style-type: none"> • Their children like the school. • Their children are making good progress. • The teaching is good. • They can approach the staff with any problems. • Their children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside the classroom. 	<ul style="list-style-type: none"> • A very few parents feel that homework could be given at more regular intervals.

Inspectors' judgements support all the parents' positive views about the school. They also judged that the amount of homework given was sufficient and appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the latest National Curriculum tests at Key Stage 1, in 1999, pupils' attainment in reading, writing and in mathematics was well above the national average. The results over the last three years have been similar, although in 1998 the attainment in writing was above the national average and in mathematics, broadly in line with the national average. When these results are compared to schools with a similar intake of pupils, the results were again well above average.

2 In the National Curriculum tests at Key Stage 2, in 1999, pupils' attainment was again high. In mathematics and science, it was above average and in English, well above average. The results over the last three years, although variable, again show results above average or well above average. Attainment for science in 1998 was very high. When the 1999 results are compared to schools with a similar intake of pupils, the results for science and mathematics are above average and for English, well above average.

3 The inspection findings for this year's pupils in Year 2, indicates that attainment in reading, writing and mathematics are again above national expectations and, in Year 6, above national expectations in English, mathematics and science. This indicates a maintenance of standards at the end of Key Stage 2 in mathematics and science with a slight reduction in attainment in English. Governors have agreed slightly lower targets in English to reflect a difference of ability in this year's pupils. Nevertheless, all these results reflect well on the school and demonstrate good progress and learning in the core subjects of English, mathematics and science, from an average attainment on entry to the reception class. There is no significant difference in attainment between boys and girls.

4 By the end of Key Stage 1, attainment in reading is above national expectations and a majority of pupils are independent and enthusiastic readers. Attainment in writing is again above national expectations. By the age of seven, pupils use accurate punctuation and good vocabulary in extended writing. By age 11, pupils read with good expression, understanding and enjoyment. Their standards in reading are good. Pupils achieve a good standard in writing. In imaginative writing, pupils use an interesting range of verbs and adjectives and are able to create atmosphere through using such phrases as, 'the wolf howled'. Pupils do not attain good standards in handwriting and, by the end of Key Stage 2, many have not reached the appropriate levels in connected writing. At the end of both key stages, pupils have attained very good speaking and listening skills and throughout the school, pupils speak confidently, both formally and informally. Standards in literacy are good.

5 By the end of both key stages, attainment in mathematics is above national expectations in all aspects. By age seven, pupils have a good understanding of place value. They can count forward and back in five's and ten's and many recognise odd and even numbers. Many can also explain their thinking well. For example, in a Year 2 class, pupils could answer a question, explain how they had arrived at the answer and then ask a further question for other pupils in the class to answer using flash cards. By age 11, pupils apply mathematical and numeracy skills well. They apply the four rules of number well when working with fractions and decimals. Pupils recognise two and three dimensional shapes well. For example, pupils identify the properties of scalene, isosceles and equilateral triangles. They know and understand how to represent data in using graphical representation in a variety of forms. Throughout the school standards in numeracy are good.

6 By the end of Key Stage 1, attainment in science is satisfactory in all aspects. Pupils identify a range of common materials and know about some of their properties. They have a basic understanding of living things. For example, that humans have senses which enable them to be aware of the world around

them. This was seen in a Year 1 lesson where pupils examined a variety of foods and objects and used their sense of touch, smell and taste, to classify what they might be. Pupils like to find out new things and they use simple equipment and make observations. By the end of Key Stage 2, pupils' attainment is above national expectations in life processes and living things, materials and their properties and in physical processes. For example, they know about changes that can be made to electrical circuits to alter the brightness of a bulb. By age 11, pupils have a good understanding of experimental and investigative science. For example, they understand the need for a fair test and try to predict what might happen, before carrying out their work.

7 In information technology, attainment at the end of both key stages is below national expectations. There has, however, been good progress recently and standards in some aspects have reached expected levels for their ages. For example, in communicating information. By the end of Key Stage 1, pupils are familiar with the basic operation of computers and know some of its main uses. Pupils have some basic word processing skills but do little word processing by themselves and their independent use of computers is limited in this respect. By the end of Key Stage 2, pupils produce text, showing an awareness of the suitability of fonts, sizes and styles and incorporate pictures. Pupils have a limited understanding of monitoring external factors using computers, such as using a sensor to measure temperature.

8 By the end of both key stages, attainment in religious education meets the requirements of the locally agreed syllabus. By age seven, pupils have a satisfactory knowledge of Christianity, its important festivals and a range of stories from the New Testament. By age 11, they know about other religions, such as Buddhism and Judaism. A strength of religious education is demonstrated by pupils' speaking and listening ability. For instance, pupils discuss concepts of moral and religious beliefs well.

9 Within the remaining subjects, there are particular strengths in music, where singing is expressive and clear. Pupils practise and refine their diction and perform with confidence. The singing in assemblies is particularly good and demonstrates pupils' attitude of always wanting to improve. In all other subjects, standards are satisfactory.

10 Throughout the school, across the different subjects, pupils' skills in writing, reading, numeracy and presentation are good. Pupils' skills in speaking and listening in all subjects are very good. They demonstrate sound independent learning skills. Pupils can use information technology to support learning in a number of subjects but limited access to computers inhibits this use at times.

11 Pupils who have special educational needs benefit from the good support they receive. Well-considered individual education plans promote good progress towards pupils' targets. The strategies adopted by the school ensure that pupils have equal access to the school's curriculum. Small group teaching in quiet areas and specialist teaching are particularly successful in helping pupils cope with work. Most pupils with special educational needs and the few with English as an additional language, make good progress in their learning and in meeting their targets in language acquisition, mathematical skills and enhanced social and personal development. The attainment of most pupils with special educational needs is below average, but support in withdrawn groups enables some pupils to reach average standards in some areas.

Pupils' attitudes, values and personal development

12 Pupils display consistently very good attitudes towards their work and school. They show an interest in their work and are capable of sustained concentration. They co-operate well in group work, and enjoy investigative work. This was demonstrated in a Year 3 science lesson about sound and a Year 1 art class about printing. They are keen to improve and refine their performance in physical education lessons and are appreciative of the work of others. The younger children are keen and enthusiastic and show spontaneous appreciation of good work. Most pupils with special educational needs show interest in their

work and positive attitudes towards the school.

13 The behaviour in the school is very good. The pupils move around the school in an orderly manner. The school has a comprehensive behaviour policy. There are excellent relationships throughout the school. The pupils react very well with each other, with teachers and with other adults in the school. The pupils are friendly and polite. In religious education lessons they show respect for each other's views. The pupils take the opportunities to show initiative and responsibility seriously. For example, with Year 6 prefects and individual class monitors.

14 Registration periods are satisfactory. Levels of attendance throughout the school are satisfactory and in line with other primary school nationally. An accurate record of absence is maintained and the marking of registers meets statutory requirements. Registration periods provide a structured start to the day. Lessons start and finish on time. The educational welfare officer regularly monitors the registers and follows up all cases of persistent lateness and absenteeism.

HOW WELL ARE PUPILS TAUGHT?

15 The quality of teaching is mainly good. This ensures that learning in almost all subjects is good. In almost nine out of ten lessons, it is good or better, with almost one in seven lessons being very good or excellent. There is no unsatisfactory teaching. At the previous inspection, almost 30 per cent of the teaching was unsatisfactory. The present inspection therefore indicates a considerable improvement. Many of the weaknesses indicated in the last inspection have been dealt with. For example, teachers are now confident of teaching English and science in Key Stage 1 and there is now far less dependence on published materials.

16 The teaching of literacy has received considerable attention over the past one and a half years. Teachers teach the basic skills of literacy well, some very well. Lessons in the literacy hour are planned well to a common format. This planning also includes appropriate work for pupils with different abilities. The plenary session is usually focused well on extended learning and giving positive feedback. The teaching of numeracy has received specific attention since September. This is developing well and is also structured effectively.

17 In the more effective lessons, teachers' knowledge and understanding is good and, sometimes, very good. This ensures that in question and answer sessions pupils widen their thinking and deepen their own understanding. For example, in a science lesson, pupils in Year 4 investigated sound. The teachers' good understanding of this aspect of science helped her to devise some well thought out demonstrations which enabled pupils to realise very quickly that sound is caused by vibrations. Some teachers have a weaker understanding of computers and the teaching of information technology. Staff are aware of this weakness and extra training is planned.

18 A strength of the teaching is the effectiveness of the teaching methods used to motivate and sustain pupils' interest. Many teachers use a variety of styles and strategies and well thought out ideas. For example, in a literacy lesson for pupils in Year 5, the teacher effectively uses a poster to start a discussion on what part of the poster was effective and caught the eye and which part was difficult to read or dull. The teacher went on then to link this idea to effective writing which informed the reader of information quickly and powerfully, such as being 'sharp as a knife' or 'as strong as an ox'. This lesson was productive, flowed with a very good pace and sustained pupils' interest and concentration.

19 Most teachers plan well. The planning usually indicates clear learning objectives. However, the method of setting out the written planning, varies considerably. There is no consistent approach. This makes the monitoring role of the head teacher or subject co-ordinator more difficult and less efficient. Although procedures for keeping assessment records are not yet in place for some core subjects, teachers do know their pupils' capabilities and are able to provide work that is specifically planned for pupils with

different abilities.

20 All teachers manage pupils very well and their expectations of behaviour and of effort are very high. This effectively promotes pupils' learning. The teachers adopt a calm, pleasant manner and form excellent relationships with the pupils. They achieve high standards of discipline and classroom management is very good. This results in an atmosphere where pupils want to learn and they often have a clear picture of what they should be learning and achieving by the end of the lesson. Lessons proceed at a very good pace. Teachers use resources very well and the use of support staff and parent volunteers is very effective and a strength of the school. For example, a science lesson about human senses in reception/Year 1 was very well supported by a number of parent helpers and other support staff. Each parent helper was involved in a different investigation. They were well briefed, understood the learning objectives of the lesson well and related to pupils with different abilities well. This resulted in these very young children being highly motivated to carry out their investigations with total concentration to the end of the lesson. All these aspects of the teaching have created a very effective learning environment.

21 Homework is given to pupils and this extends their learning. Most pupils from an early age take books home and good reading records are kept. Older pupils get other types of homework from time to time, often linked to the topic being studied. The vast majority of parents expressed their approval of the range and quantity of homework given.

22 The teaching of pupils with special educational needs is good overall. The quality of teaching is enhanced by the deployment of the special support assistants and ancillary staff and by the employment of a specialist teacher to teach withdrawn groups throughout the school. The teaching in withdrawn groups closely mirrors the work in the main class and provides pupils with appropriate learning strategies. Teaching in the additional literacy support groups follows the planned strategy closely and promotes improved learning. There is close liaison between all staff both, in daily teaching, and also in long-term targets in the individual education plans. Specialist teaching is provided for pupils for whom English is a second language. Class teachers are careful to provide tasks and support which matches pupils' needs.

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

23 The curriculum is good and meets all statutory requirements with an appropriate emphasis being placed on literacy and numeracy strategies. Most subjects now have schemes of work, which is an improvement since the last inspection. These schemes of work provide support for teaching and learning across the school. Religious education is taught using the locally agreed syllabus. The Code of Practice for pupils with special educational needs is fully implemented.

24 Opportunities for personal, social and health education are comprehensive and wide-ranging and include sex education, drug and substance awareness. The school offers a balanced curriculum, which includes physical and creative opportunities, as well as providing for pupils' academic needs. However, the curriculum for information technology is underdeveloped, although all aspects are planned for. The overall planning for literacy and numeracy is good and is contributing to the high standards of attainment in school. The national literacy and numeracy strategies are fully in place in the school. The school has addressed the narrowness in some aspects of English work that was highlighted in the last report.

25 A wide range of educational visits enriches the curriculum. These include visits to the Butterfly House at Lancaster, the Roman museum at Ribchester and the Ribble Estuary. Pupils in Year 5 go to Ingleborough in the Yorkshire Dales, which gives pupils experiences of a contrasting environment. Visitors to school such as an African author, and a Viking Saga group, who spent the day in school, enhance and contribute to this provision.

26 The school has developed good links with the little local industry there is in the area. The managing director of one firm has talked to Year 3 pupils about leadership in connection with their religious education topic about 'Founders and Leaders'. Year 2 pupils also visit the local shops for their work on 'Healthy Eating'. The Mayor visits the school to present Year 6 with their leavers' presents. There are good relationships with the secondary school. The staff work closely with the secondary school staff to ensure a smooth transition for Year 6 pupils. For example, Year 6 take part in a mathematics challenge and Year 5 attend a survival day about safety.

27 The curriculum is enhanced for many pupils by the provision of good extracurricular activities. A wide range of sports is promoted, which includes football, netball, cricket, rounders, swimming and athletics. The school participates in the towns' local leagues and sports festivals. The school has a strong musical tradition and participates in both local and regional musical festivals. For instance, the school recently participated in the Royal Northern Musical Festival. Drama productions are held at Christmas, which promotes literacy and other areas of the curriculum. There are constructive relationships with other schools in the area. The arrangements to support pupils' transfer to secondary school are good.

28 The provision for pupils' spiritual, moral, social and cultural development is a real strength of the school and enriches the curriculum. The spiritual development of pupils is good which is an improvement on the previous report. The quality of assemblies is good and provides appropriately for pupils to explore social and moral questions that are linked to their lives. For example, in one class assembly, pupils discussed and reflected on the theme of believing in one's self. Opportunities for reflection occur in assemblies and lessons. For instance, Year 1 pupils were asked to consider the plight of the flood victims in Mozambique. These valuable opportunities encourage pupils to reflect on their own lives and the lives of others and promote knowledge and awareness of different beliefs.

29 The school has maintained its very good provision for pupils' moral development. The whole ethos of the school is directed towards relating to pupils what is morally right. In all classes there is clear evidence that the positive rules for behaviour are consistently reinforced. Teachers themselves provide very good role models and have high expectations of pupils' behaviour. Staff use time well in assemblies and in class, to focus and reinforce moral issues such as forgiveness.

30 The provision for social development of pupils is very good and another strength of the school, which has been maintained from the last report. Co-operation between pupils is good and they work well together in pairs or groups. For instance, in physical education lessons all pupils put out equipment and clear it away after use. Older pupils have responsibilities in school as librarians and prefects. A noticeable feature of classroom behaviour is the way in which all pupils listen with respect to others and appreciate their point of view. Each class has its own system of rewarding pupils for good behaviour, co-operation, and their attitudes to work. The excellent relationships in all classes are a major feature of the school and contribute significantly to this area.

31 The cultural development of pupils is good and an improvement on the previous report. There is a good range of opportunities to appreciate different cultures. Visits from African authors and fundraising for flood victims in Africa raise pupils' awareness of different cultures. Pupils' work in religious education gives them insights into the major world religions. This is further enhanced across the curriculum in such subjects as history, geography, music and art.

32 Pupils with special educational needs have equal access to the curriculum by means of good quality individual education plans. Targets are manageable and attainable and plans are reviewed regularly. Close liaison in planning ensures that pupils who are withdrawn for small group lessons follow the same curriculum as the others. On occasion, the withdrawn groups are able to work at a level which is in line with the expectation for their age when they rejoin their classes, because of the effectiveness of the support.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The school has good procedures in place for the care and welfare of the pupils. There is a member of staff responsible for health and safety and there are regular risk assessment inspections. The pupils receive yearly visits from the Police and Fire Brigade in conjunction with ‘Stranger Danger’ and ‘Operation Streetwise’, including reference to alcohol and drug abuse. There is a member of staff responsible for child protection that has received training and all the staff are aware of the procedures.

34 Attendance is monitored and the educational welfare officer contacts the parents of any pupil whose attendance gives cause for concern. There are very good procedures in place for the induction of the reception children and the transfer to secondary education of Year 6 pupils.

35 The school very successfully promotes good behaviour through the comprehensive behaviour policy. Any incidences of bullying are dealt with promptly and sympathetically. There have been no exclusions of pupils from school in the past year.

36 Satisfactory procedures are in place for the assessment of English and mathematics. No effective records have yet been introduced to assess learning in information technology and religious education. Some assessment is carried out in science but this is not consistent throughout the school. However, teachers’ day to day assessment of pupils’ capabilities is good and this ensures that pupils are provided with appropriate work and are placed in class groups according to their abilities. The results of national tests at the end of Key Stage 1 and Key Stage 2 are carefully analysed and used to target pupils for additional help. The school also uses a range of standard tests in English and mathematics. The results are used to inform targets for future improvements. There is some structured monitoring by subject co-ordinators of assessment procedures in English and mathematics.

37 There is regular assessment and monitoring of the progress of pupils with special educational needs both through the school’s procedures and through the involvement of outside agencies. Baseline assessment on entry is used to identify and support pupils with low attainment at an early age and there is on going assessment throughout the reception year. Teachers’ knowledge of pupils’ attainment provides for the identification of those who benefit from small group and specialist teaching to ensure pupils’ needs are met especially in literacy and numeracy. Individual education plans are regularly reviewed and progress is monitored. The school makes good use of diagnostic screening offered by external agencies and has good relationships with the specialist services.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38 The school has very good links with the parents and their support is a strength of the school. In the high response to the parents’ questionnaires the parents indicated that they appreciate the school and are pleased with the progress made by their children. The parents are kept informed of their children’s progress through the good annual reports and twice-yearly parent/staff consultations. The governors’ annual report to parents meets statutory requirements.

39 The parents are kept informed about school events through the attractive regular newsletters and subsequent correspondence. The school prospectus is an attractive and informative document for new parents. There is a Home School Agreement and parents support their children’s reading and homework very well.

40 There is a very active Parents Association. They have committed themselves to reaching a yearly target in fund raising and, in the past, they have provided televisions and videos for all the classrooms. A number of parents, friends and relatives help regularly in the classroom and on educational visits.

41 The parents of pupils with special educational needs are closely involved in the process of identification and are kept fully informed about their child's progress. The school listens carefully to parents' views and helps parents to play an active role.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42 Leadership is good overall. The school benefits from very effective leadership by the head teacher and deputy head teacher. Leadership was described as satisfactory during the last inspection. There has therefore been a substantial strengthening of leadership over the last few years. The head teacher provides a clear vision and a distinct educational direction for the school. By her many personal skills and with the strong support of the deputy head teacher and senior management team she has successfully developed an agreed sense of purpose amongst the staff. All have a great deal of pride in their school, a strong commitment to improve and a good capacity to succeed. This has resulted in the creation of an effective school. She has ensured that the school's priorities for development have been very appropriate. The raising of the quality of the teaching and the development of a challenging and effective climate for learning, are successful examples of these priorities. This is having a good impact on all aspects of learning.

43 The governing body is very supportive and effective in many ways. The chair of the governing body is fully committed to the school. She is involved in the life of the school, is a regular visitor and often engages in professional dialogue with the head teacher. A number of other governors visit the school and support classroom activities from time to time, or are involved in aspects of the curriculum. For example, the literacy and numeracy governors have been closely involved in the implementation of the literacy hour and numeracy strategy. Support from the governors with a responsibility for special educational needs, information technology and science is effective. All governors have a very good understanding of the strength and weaknesses of the school. They have attended a number of specialist courses. They all support the head teacher and the aims of the school well. They have set performance targets for the head teacher and deputy head teacher and are fully aware of all the recent improvements to the school. The governing body fulfils all its statutory duties well.

44 The head teacher, together with her deputy have been involved in monitoring and evaluating the teaching. This has resulted in a good improvement in the quality of the teaching throughout the school. The head teacher evaluates teachers' planning on a regular basis. However, the teachers produce a wide variety of different planning styles for their medium and short-term written planning. This makes her evaluation more difficult and time consuming. The planning formats used for literacy and numeracy are more consistent and evaluation by the head teacher and subject co-ordinators has been more effective. The monitoring role of other subject co-ordinators is weak at times. In some subjects, the co-ordinator is unaware of the standard of work or the quality of teacher' planning in their subject.

45 The school's aims, values and policies are implemented very effectively. The yearly school development plan devised by the staff and governors is effective, supports management and outlines the likely impact on pupils' attainment. It gives a clear framework for action. It is carefully costed. Funding is linked to priorities and there are clear implementation strategies. Those responsible for carrying out developments are identified. The governing body and staff evaluate the plan as the year progresses. The head teacher and governors have a longer term vision for the school and they take action to meet all the school's targets. For example, the target to raise attainment in information technology has had a good initial boost by the provision of new resources.

46 The leadership has developed an excellent ethos in the school. Pupils have developed very good attitudes to learning and are enthusiastic about the school and there are excellent relationships throughout. There is a commitment to equal opportunities for all. The head teacher and governors have a good, agreed

policy for the education of pupils with special educational needs. The management and organisation of provision for pupils with special educational needs is good. The co-ordination and administration of procedures is thorough and the special educational needs co-ordinator carries out her duties effectively. There is a regular review of the special needs register and the areas of need. There is an identified governor who has a good overview of the special educational needs provision and reports regularly to the governing body. The school is fortunate in the quality of the ancillary and special educational needs support staff. The special educational needs co-ordinator has considerable expert knowledge of this area and is well supported by the senior management of the school.

47 There are sufficient qualified teachers to teach the National Curriculum and religious education. Teachers are well deployed, and very effective use is made of teachers' strengths in music and physical education. Class teachers, non-teaching staff and parent helpers work well together to support pupils with special educational needs. This is a strength and has a positive impact on pupils' learning. All staff have job descriptions. The school continues to use the local education authority's model for appraisal, and operates a very comprehensive policy for the induction of newly qualified teachers. Non-teaching staff, including the site manager, school secretary, cook and welfare staff, work effectively to support the daily life of the school.

48 There are sufficient classrooms and outdoor facilities to meet the requirements of the National Curriculum. There is no outdoor play area for the under fives. The classrooms for the Key Stage 2 pupils are small and pupils work in cramped conditions. On occasions, this makes practical work in some subjects more difficult. Throughout the school there is a lack of storage space. The premises are clean and very well managed. The site supervisor does daily health and safety checks and is responsible, together with the head teacher, for risk assessment. Pupils work is attractively displayed throughout the school.

49 The overall range and quality of learning resources are good in English, history, music, and physical education and satisfactory in all other subjects. There are weaknesses in information technology where the ratio of pupils to computers is higher. In art, there is a lack of resources for the appreciation of art from other cultures. There is also a lack of large toys and outdoor play equipment for children under five. Resources are generally accessible and well maintained, although this is made difficult by the shortage of storage areas. The library stock is adequate and the range of books dispersed to classrooms is satisfactory.

50 Very careful financial planning supports educational developments and priorities very well. The school uses the money at its disposal wisely and the head teacher and governors are aware of the need to get the best value for its pupils. The school's finances are in very good order and modest but sufficient reserves are in place to cope with planned developments. The quality of financial control and school administration through the school secretary and chair of the governors financial committee is very good. All finances are carefully handled to ensure very good value for money. The governors take a keen interest in the performance of the school and the way it is perceived locally. They are fully aware of the future developments and priorities for several years ahead. For example, they are aware of the growing numbers of children coming into the school linked to the school's popularity. They are aware of the effect this will have in some classrooms which are quite small. They discuss and evaluate ways of meeting these problems as they arise. The management systems now in place, including the very effective leadership of the head teacher, dedicated team of teachers, support staff and governors, have ensured a number of important improvements since the last inspection. The school has a good capacity to maintain an effective school and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 To maintain the quality of education and promote further development, the governing body, head teacher and staff should:

Raise attainment in information technology by:-

- increasing pupils' regular access to computers;
- ensuring coverage of the control and monitoring aspects of the curriculum for pupils in Key Stage 2;
- providing assessment opportunities to record pupils progress in order to plan future work more effectively;
- developing increased opportunities for pupils to become independent users;
- improving teachers' confidence in using computers and developing their subject knowledge further.

(These are indicated in paragraphs 7, 17, 24, 36, 49, 70, 80, 110, 111, 112 and 114)

In addition to the issues above, the following minor weaknesses should be considered for inclusion in the action plan.

- Standardising the teachers' written planning format.
- Extend the keeping of assessment records to all the core subjects.
- Develop further the monitoring role of some subject co-ordinators.

(These are indicated in paragraphs 19, 36, 44, 88 and 129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

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

36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	13%	72%	13%	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

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	248
Number of full-time pupils eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.69
National comparative data	5.4

Unauthorised absence

	%
School data	0.55
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	15
	Girls	19	19	19
	Total	33	31	34
Percentage of pupils at NC level 2 or above	School	92% (94%)	86% (85%)	94% (91%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	19	18	19
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	89% (81%)	92% (86%)	89% (67%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	24	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	20
	Girls	12	11	11
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	86% (86%)	81% (79%)	86% (93%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	21
	Girls	12	11	11
	Total	31	30	32
Percentage of pupils at NC level 4 or above	School	86% (86%)	83% (82%)	89% (93%)
	National	68% (66%)	69% (66%)	75% (72%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	0
White	246
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9.44
Number of pupils per qualified teacher	26.3
Average class size	31

Education support staff: YR-6

Total number of education support staff	7
Total aggregate hours worked per week	133

Financial information

Financial year	1998 - 1999
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	£
Total income	372,955
Total expenditure	377,355
Expenditure per pupil	1,547
Balance brought forward from previous year	19,478
Balance carried forward to next year	15,078

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	1
My child is making good progress in school.	62	34	3	1	0
Behaviour in the school is good.	52	42	3	0	2
My child gets the right amount of work to do at home.	47	38	12	2	0
The teaching is good.	70	30	1	0	0
I am kept well informed about how my child is getting on.	41	49	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	1	0
The school expects my child to work hard and achieve his or her best.	77	22	0	0	1
The school works closely with parents.	52	45	2	1	0
The school is well led and managed.	69	30	1	0	0
The school is helping my child become mature and responsible.	55	40	2	0	3
The school provides an interesting range of activities outside lessons.	38	39	9	2	13

Summary of parents' and carers' responses

A few parents were concerned about open access to the school playground to the rear of the school. The inspection findings indicated that the governing body is aware of the issue and are negotiating for improvements at present with the local authority.

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

52 Children enter the reception class in the September of the year of their fifth birthday and attend full-time after the induction period. There is one reception class with 28 children and another mixed reception and Year 1 class containing six reception children, which was formed in October. Good care is taken to ensure a successful introduction to full-time schooling beginning a full year before a child starts school. Children come to their full-time education with a variety of pre-school experiences but the school itself provides a “pre-school” group once a week from the Spring term. Children begin full-time education after a period of half-day attendance during September. The attainment on entry to school is average in all areas.

53 Children make satisfactory progress in all areas and good progress in personal and social development. By the end of reception, most pupils reach the early learning goals in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and are above the expectations in personal and social development. The provision for reception children is good.

54 Children make good progress in their personal and social development and are attaining above the early learning goals by the end of reception. Midway through the school year they are establishing good relationships with each other and with adults. Most are able to get changed for physical education with minimal help. They are inquisitive and like to investigate, for example, ‘how Grandpa’s braces worked’ after seeing them in a storybook. They know the classroom routines and tidy up purposefully. The quality of teaching and learning is good. All teaching staff have a good understanding of how young children learn and know how to foster personal and social development alongside specific learning. They encourage social skills such as working in groups, sharing tasks and equipment and recognising other children’s achievements. Events such as Grandparents’ day help to build up a sense of community and individual self-esteem. The good level of adult involvement encouraged by the school, helps children learn to interact with a variety of people.

55 By the end of reception, most children are reaching the early learning goals in language and literacy. Reflecting the broad range on entry, some children are above the national expectation. Children enjoy books and handle them carefully understanding how they are organised. They know there are storybooks and information books and understand what an author is. They are beginning to read together at a steady pace and with expression. Most are familiar with the shapes and sounds of the alphabet. Some use phonic skills to sound out whole words and have a good sight vocabulary for their age. Children enjoy rhymes and songs and are willing to take part in role-play and perform in front of their class. In small and large groups they listen attentively and are willing to talk about their experiences. Pupils who are less confident respond well in small withdrawn groups and are willing to talk about stories like the Bear Hunt as they act out the exciting parts. The quality of teaching and learning is good. Teachers use effective strategies, which intrigue children and arouse interest in literacy. Children are encouraged to use accurate terminology. For example, to call the front of a book the front cover. Teachers establish high expectations during lessons and promote good reading habits.

56 By the end of reception, most children attain the early learning goals in mathematics. Most know the numbers to ten and are familiar with bigger numbers. Most can order numbers up to ten and some can order numbers to twenty. They are developing strategies for organising and checking their addition for instance by lining up a group of teddies and counting from left to right. They order objects according to size and have grasped the idea of comparisons and give examples of more than and less than. Children sort objects like fruit and vegetables and recognise and create patterns. They use numbers in practical activities and record their results. They are aware of number operations such as addition and subtraction and are

beginning to deal with number problems. The quality of teaching and learning is good. Teaching includes good strategies to help children learn reliable methods of counting, ordering, and recording. Pupils are offered a good range of activities, which encourage them to use number skills in many different ways.

57 Most children attain the early learning goals in knowledge and understanding of the world by the end of reception. Most know the names of parts of the body and can name small parts like ear lobes. Children are familiar with the operation of the mouse with the computer and are developing basic keyboard familiarity. They understand the meaning of some software icons, for example, the printer and have produced individual pictures using a painting program. Some have worked with their teacher to produce graphs of hair and eye colour and know they can choose between blocks and pictures to build their graph. They are aware that there is change over time, for example, that the toys they like now are not the same as those they liked as babies. Children enjoy events such as their Nativity play and know that there are many stories about Jesus. The quality of teaching and learning is good. Teachers are alert to children's questions and take time to give full answers and to build on their curiosity.

58 By the end of reception most children reach the early learning goals in physical development. In dance, they move well in response to music and later their movement quickly for example, when taking on different characters in a toyshop dance. Their responses include facial expressions, as well as body movements. They are developing skills and control for example, in learning to jump with feet together into hoops. The quality of teaching and learning is good. Lessons have a good pace and a good range of activities, which keep children interested and attentive. The good use of demonstration and of children's examples, help to improve performance. Children are encouraged to use tools and equipment with increasing control. The facilities for reception children do not include outdoor toys or large play equipment but use is made of the school hall and the school field in suitable weather.

59 Most children attain the early learning goals in creative development by the end of reception. Children explore colour, texture, shape and form in two and three dimensions. They paint in different forms and print using suitable colours for example, when producing 'autumn shapes'. They are developing understanding of paper technology for example, in making rocking Christmas cards and three-dimensional calendars. The quality of teaching and learning is good. Practical activities include many opportunities for children to experience different materials including using playdough and junk modelling and writing with a range of implements including shaving foam. Teachers encourage children to develop their imagination through art, music, dance, stories and role-play.

60 The curriculum for the reception children in both classes is good. Planning ensures that all children gain the experiences required by the desirable outcomes for children's learning and gain a good foundation for their later education. Liaison between the teaching staff ensures there is consistency of opportunity for the reception children in both classes. There is good leadership and a forward-looking approach to the development of the early year's provision. Information technology for example is identified as a distinct area of learning. Early assessments are used to provide a baseline against which progress can be measured. There is regular assessment throughout this first year, which is used to ensure that children are given support that is matched to their needs. There is good support from the classroom assistants and the special support assistants who show considerable expertise and sensitivity. This has a good impact on learning. Voluntary adult helpers are well briefed and contribute significantly to the opportunities offered to reception children. There are good home-school links and very positive relations with parents and carers. This ensures that parents and carers are fully aware of their children's strengths and weaknesses.

ENGLISH

61 Standards of attainment in English are above national expectations at the end of both key stages. Levels of achievement are good as the pupils move through the school. This represents an improvement since the last inspection. In the 1999 national tests for Key Stage 1 pupils, the percentage of pupils' achieving Level 2 in reading was above the national average. The percentage of pupils achieving Level 3 was well above average. Since the last inspection, results in writing have improved significantly, and in 1999 were close to the national average for those reaching Level 2 or above and the numbers reaching Level 3 or above were very high.

62 In the 1999 national tests for Key Stage 2 pupils, the percentage of pupils achieving Level 4 was well above the national average. Pupils achieving Level 5 were well above the national average. Compared to similar schools, the performance of pupils at the age of 11 was well above the national average. Governors have agreed a slightly lower target for Summer 2000 National Curriculum tests to reflect a difference of ability in this year's cohort.

63 The inspection findings indicate that the attainment of this year's pupils in Year 2 and Year 6 are again above national expectation.

64 In both key stages, pupils have very good speaking and listening skills. Throughout the school, pupils speak confidently, both formally and informally. Pupils are given many opportunities to refine their speaking skills, especially during literacy lessons. Even the youngest pupils describe the events of a fairy story such as Snow White, using clear, well-articulated language.

65 Pupils make good progress with reading throughout both key stages. Pupils read with confidence and use a range of strategies to decode unfamiliar words. By the end of Key Stage 1, a majority of pupils are independent and enthusiastic readers. Key Stage 2 pupils have a good knowledge of books, and accurately explain the use of contents, index and glossary. Many read with expression, understanding and enjoyment.

66 In Key Stage 1, pupils' writing skills develop well. By the age of seven, they use accurate punctuation and good vocabulary in extended writing. Year 2 pupils know a range of words including, 'screamed, nagged, boasted and yelled' to replace "said" when retelling the story, 'Paper Bag Princess'. Spelling is generally correct, and more able pupils achieve higher than national averages. By the end of the key stage, the majority of pupils produce neat, well formed printing, using appropriate lower case and capital letters.

67 By the end of Key Stage 2, many pupils achieve good standards in writing. Their stories are accurately punctuated with direct speech, exclamation and question marks. In imaginative writing, pupils use an interesting range of verbs and adjectives, and are able to create atmosphere through phrases such as 'the wolf howled'. The more able use interesting beginnings to sentences, and to introduce direct speech. Spelling is good and higher attaining pupils use sophisticated complex words. In Key Stage 2, pupils make inconsistent progress in handwriting and, by the age of 11, many have not reached the appropriate levels for connected writing.

68 The quality of teaching in English is mainly good or better, with one out of three of lessons being very good or excellent. This is having a very good impact on pupils' learning. No unsatisfactory teaching was seen. This is an improvement from the last inspection. Teachers consistently provide very good role models for reading, speaking and listening and this has a positive effect on pupils' learning. For example, in Year 1, the story of Snow White is narrated with a wide variation in pitch and expression, combined with appropriate actions. This effectively consolidates pupils' reading skills and motivates their interest. All teachers are skilled when developing vocabulary. Year 2 pupils are introduced to a variety of adjectives through 'the Lighthouse Keeper's Lunch' whilst Year 6 pupils are challenged by work on

Kennings. This well planned activity helps pupils to write imaginative phrases to describe animals, such as 'ear flapper' 'leaf chewer' and, 'big stomper' when writing about elephants. Teachers have introduced the national literacy hour very effectively, and their lessons are well paced, structured and absorbing. They are well supported by non-teaching staff and many parent helpers. Pupils with special educational needs are supported well.

69 Pupils have very good attitudes towards English. They respond with great enthusiasm and enjoyment to literacy lessons. This clearly reflects the good teaching seen throughout the school. They work with sustained effort and interest and, during group activities, co-operate well. Their behaviour in most English lessons is very good.

70 Standards of literacy in other areas of the curriculum are good. English is effectively used in mathematics, science, religious education and foundation subjects. Teachers thoughtfully use specific vocabulary. For example, in science and art, words such as 'flexible, rough, smooth, substance and property' are used to describe clay. In mathematics, pupils are taught the correct vocabulary to describe two and three dimensional shapes. Speaking and listening skills are consistently strengthened in the curriculum. In religious education for instance, pupils discuss, and give their opinions on many concepts and ideas, including sacrifice, betrayal and love. The use of information technology in English is weak in Key Stage 1 and pupils have limited opportunities to use word processing when writing.

71 Planning for the literacy hour is effective and results in good learning. The co-ordinator is dedicated to improving standards and maintains a good overview of the subject. The school uses standard assessment data well. The literacy governor is extremely well informed and takes an active interest in the development of English.

72 Resources are good and well used. There are two attractive libraries, furnished with suitable collections of books.

73 At both key stages, pupils with special educational needs and the small number of pupils with English as an additional language, benefit from the good provision made for them and make good progress towards the targets set for them. When they are withdrawn from classes during literacy lessons, they study the same areas as other pupils and so benefit from a full curriculum. This is good provision and an improvement since the last inspection.

MATHEMATICS

74 The 1999 National Curriculum test for pupils at the age of seven show that the percentage of pupils reaching the national level and above was above the national average and well above the average seen in schools in a similar context. There is no difference in attainment of boys and girls. This corresponds with evidence findings gathered in the inspection and indicates attainment at the end of Key Stage 1 is above the national expectation. This is an improvement on the finding of the last inspection.

75 The 1999 National Curriculum tests for pupils at the age of 11 show that the percentage of pupils reaching the national level and above was above the national average and was above the national average seen in similar schools. The percentage of pupils reaching Level 5 or above was well above the national level. There is no significant differences between boys and girls. This corresponds with evidence from the inspection, which indicates attainment at the end of Key Stage 2 is above the national expectation. This is an improvement on the findings of the previous inspection.

76 These improvements in the subject can be attributed to the overall quality of teaching observed in the week of the inspection. In addition, the successful implementation of the national numeracy strategy is also having an impact on standards. There is also a consistent coverage of all aspects of mathematics. This ensures that all pupils, including those with special educational needs, receive a broad, and balanced,

coverage of the subject with a particular emphasis being placed on number and numeracy skills.

77 At the end of Key Stage 1, attainment is above average in all aspects of mathematics. Pupils in Key Stage 1 get off to a good start in their understanding of numbers, through lively teaching that sets high expectations and challenges them to explain their thinking. For example, in a Year 2 class, pupils had to both answer a question and explain how they had got it, and then ask another question for other pupils in the class to answer using flash cards. By the end of Key Stage 1, most pupils have a good understanding of place value, ordering and rounding numbers. They can count forward and back in one's, five's and ten's successfully, and many recognise odd and even numbers. Pupils transfer this skill into the understanding of money when using 1p, 2p, and 5p coins, which they use when adding them up. They know and understand that a whole number can be divided into two equal halves and then into four equal quarters. This was seen in a Year 2 lesson when pupils cut different fruits up into halves and quarters, which was effectively linked to work on symmetrical shapes. Pupils also understand that an hour can be divided into two half hours. There is an emphasis in all lessons that pupils use the correct mathematical language. This is developed as pupils move through the Key Stage. They can recognise and name correctly two and three-dimensional shapes, such as a triangle, pentagon and a cuboid. Most pupils are able to collect information and record it on a simple graph.

78 By the end of Key Stage 2, attainment is above average. All pupils, where appropriate, organise their own work and apply mathematical and numeracy skills well. For example in a Year 6 class pupils could round up and down from three decimal places. In the same lesson, pupils used this as a basis for constructing a line graph from which to extract and interpret different temperatures as they occurred on the axis. Pupils at the end of the key stage show an understanding of place value and number. They apply the four rules of number when working with fractions and decimals. Most pupils use mental recall of number facts and measurements well in lesson. They explore pattern and sequence in number and identify and predict the next number in a sequence. For example, in a Year 4 class, pupils were exploring and estimating the next number when adding or subtracting, using even or odd numbers. Pupils also recognise two and three-dimensional shapes. For example, most pupils in a Year 5 class could identify and name the properties of a scalene, isosceles and equilateral triangle. They know and understand how to represent data in using graphs. They also have an understanding and knowledge of using positive and negative numbers. There is also an emphasis on using the correct mathematical vocabulary as pupils move through the key stage.

79 Pupils' attitudes to the subject are very good. They are well motivated and interested in their mathematical work. They show good application when at work, and in mental arithmetic sessions, they listen very attentively and respond to questions with real enthusiasm. They behave well and respond positively to challenge. For example, pupils in a Year 6 class were working hard with the intention of completing their table sheets before their time limit was up. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly, as was seen in a Year 2 class when pupils shared ideas and resources when working in halves and quarters in their fraction work.

80 The quality of teaching has improved throughout the school since the previous inspection, when the quality of teaching was described as sound in both key stages. It is now good. Lessons are well prepared and structured with clear aims, which reflect those of the national numeracy strategy. All lessons have a whole class session of mental arithmetic and appropriate group activities, which match the needs and abilities of all pupils, including pupils with special educational needs. As a result, standards achieved in the school are consistently good, along with pupils' rate of learning as they move through the school. This is characterised by the provision of very clear detailed learning objectives, good management of pupils and high expectations of achievements and behaviour, including a very positive and supportive approach to the pupils and their learning. For example, in a Year 3 class the teacher kept reinforcing number strategies of adding and taking away using two digit numbers, to both consolidate pupils' knowledge and understanding, as well as develop their confidence in using them. Each lesson has an introductory mental activity followed by a development activity, which usually indicates work and tasks suitable for the different abilities in a

class. Teachers are clear about what they want pupils to learn and place appropriate emphasis on developing pupils' mental skills and understanding. Good examples of this were observed in mental arithmetic sessions, when teachers provided a range of activities to develop pupils' skills in adding and doubling numbers. Good use is made of practical activities to support the rate of learning and develop understanding. For example, in a reception and Year 1 class, pupils were set the challenge of finding how many leaves the caterpillar ate using number paddles. This activity was well matched to pupils' abilities and through good intervention and support from the teacher meant the pupils made good rates of learning in their number work. However, the use of computers in classrooms is underdeveloped on occasions, to support and enhance the subject.

81 Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments. There are regular assessments of pupils' work which are used to set clear individual targets for pupils and these are displayed in classrooms.

82 The deputy head teacher is currently leading the subject on a temporary basis. He manages the curriculum area well and the school has developed effective strategies to implement the numeracy strategy. There is an appropriate range of resources to support teaching and learning in the subject and the subject fully meets the requirements of the National Curriculum. There are good displays of mathematics around the school, which enhance work in the subject. The co-ordinator is well qualified and enthusiastic about the subject. There is a policy and scheme of work in place, which offer staff, guidance and support. The co-ordinator monitors teachers' planning and classroom practice and provides effective support and advice as necessary. Assessment procedures are satisfactory with several classes using approved schemes to inform and assess planning. The co-ordinator is trialling a new scheme with assessment procedures with a view to it being adopted across the school.

SCIENCE

83 The results of the 1999 National Curriculum tests for 11 year-olds shows that attainment is above the national average when compared to all schools and also when compared to similar schools. The results over the last three years have been consistently high, varying between well above and very high, depending on the abilities of the different groups of pupils. Inspection findings indicate that standards for this year's pupils in Year 6 are again above national expectations. It was a similar picture at the last inspection.

84 By the end of Key Stage 1, pupils' attainment is in line with national expectations. They have a satisfactory knowledge of all the components of science. For example, they know about a range of different materials and their properties. They explain the difference between living things and non-living things. They understand that the same substances can exist in different forms, such as liquid chocolate and solid chocolate. Pupils in Year 2 know that darkness is the absence of light and carry out investigations to demonstrate this. Pupils explain the value and use of the human senses, such as touch, sight and taste. Pupils' standards in experimental and investigative science by the end of Key Stage 1 is sound. By the end of Key Stage 2, pupils' attainment is above national expectations. They have a good grasp of scientific vocabulary, a broad and secure base of knowledge and are developing a good approach to investigating. Older pupils make well-informed predictions when carrying out experiments. For example, work seen in their books indicated that before investigating which materials would conduct electricity, they could predict those likely to do so. Pupils went on to list those materials suitable for use as insulators. By age 11, pupils have a good understanding of life processes and living things, materials and their properties and physical processes. For example, they have a good depth of knowledge about electricity. They know about electrical generation from power stations or coming from a range of batteries. They can set up electrical circuits and predict what might happen when they make changes, like adding extra bulbs.

85 Literacy and numeracy skills are used soundly to discuss, record and measure scientific findings in experiments and observations. Listening and speaking skills are always good in science lessons and pupils

measure with accuracy. They use information technology on occasions to collect and present information, although, generally, the use of computers to support science is underused in many classes. Pupils with special educational needs are supported well by appropriate work and classroom helpers.

86 Pupils' attitudes to science are very good. They demonstrate a good enquiring mind and are happy to work with another pupil or in groups, to produce results. They enjoy finding out things and their response in question and answer sessions in science lessons is good. Their behaviour is very good.

87 The quality of teaching is mainly good, with two out of five lessons being very good. There were no unsatisfactory lessons. This is an improvement from that found at the last inspection, where there were a number of unsatisfactory lessons. Most staff have a secure and confident subject knowledge that extends pupils' thinking well. There is a good focus throughout both key stages on developing an appropriate vocabulary in science. This was particularly well done in a Year 1 class where pupils were investigating the human senses, such as hearing, taste and touch. Words, such as smooth, rough, loud, soft and salty were effectively used. In most lessons, the planning is detailed and clear. The learning objectives of the lesson are identified and work is often planned for pupils with differing abilities. It is planned in clear logical steps to ensure that pupils make steady gains in knowledge, skills and understanding by the end of the lesson. The management of pupils in all lessons is very good. This results in productive lessons, with pupils applying themselves to their work well throughout the period and concentrating on their work to the end of the lesson. Clear targets are often set and pupils, in many lessons, are fully aware of what they are to learn. This was seen in a Year 3 lesson. Pupils had investigated a variety of materials to find out which of them dissolved in water. A strong emphasis of the lesson was to record all results in a clear, logical and valuable manner. The teacher explained why recording in science is so important and the pupils were in no doubt by the end of the lesson what they had to do. The teachers' question and answer sessions are usually particularly good and this consolidates learning at the start of the lesson and indicates at the end just what pupils have learned. Teachers link their science teaching to examples from everyday life and this makes pupils realise the relevance of their own lives. This was done well in a Year 5 lesson on blood circulation. Pupils had a clear understanding by the end of the lesson that when they are exercising, their muscles require extra blood and oxygen, which is a reason for an increase in pulse rate.

88 There is a temporary co-ordinator for science at present owing to illness of the previous co-ordinator. She is committed to maintaining standards but has not yet had time to influence developments. However, she is undertaking a review of the scheme of work and evaluating the new scheme produced by the Qualifications and Curriculum Authority. She is aware that there is a lack of consistency in the assessment records produced for science. Assessment does take place in science but teachers use a variety of measures. Evaluation of the teachers' planning in science is usually undertaken by the head teacher but little is done by the co-ordinator at present. Good use is made of the science resources, which are satisfactory. Homework is used occasionally to reinforce learning. The subject is enhanced by a number of visits out of school. For example, reception children visit the local zoo and a farm. Older pupils visit the Planetarium and a Power Station. The school has an ecological garden in the school grounds which is a valuable resource for learning for many ages of pupils.

ART

89 The attainment of pupils by the end of both key stages is satisfactory, and is in line with expectations for pupils aged seven and eleven. This is a similar picture to that seen at the last inspection.

90 By the end of Year 2, pupils have a good understanding of primary colours, tones and shades. They use their knowledge to create fluid images in the style of the French Impressionists. Pupils in reception and Year 1 use bold, primary colours to make pictures inspired by Piet Mondrian. They skilfully control a good range of media, including paint, pastels, chalk, crayon and printing blocks. At the end of Year 6, pupils use colour and design in a striking manner. Their skills are evident in Art Deco images in the style of Clarice Cliff. They use pastels in a confident way, when working in the techniques of L S Lowry. Year 5 pupils produce well observed Tudor portraits, using line boldly. In such work, art is used well to enrich other aspects of the curriculum. Pupils have satisfactory knowledge of famous designers and artists, including William Morris and Monet. However, their awareness of the art of non-European cultures is less established.

91 Pupils have very good attitudes in art. They work with sustained concentration and enjoy the subject. When asked to work together, they co-operate. A good example was seen in Year 2, where pupils' support, and care for a special needs pupil was exemplary.

92 The teaching of art is good. Teachers have good knowledge and work hard to give pupils different experiences. Their use of correct and challenging vocabulary is a strength, and greatly enhances pupils' literacy skills. Art lessons are well managed and organised. This enables pupils to make good progress. Opportunities to experience three-dimensional work are limited and, although pupils work with clay, the current curriculum is narrow in this aspect.

93 The subject co-ordinator is newly appointed. She is keen and enthusiastic, and is anxious to broaden the curriculum and develop manageable methods of assessment and planning. Resources for painting and drawing are sound, but there are only limited resources to support pupils' understanding of other artists and cultures.

DESIGN AND TECHNOLOGY

94 Attainment at the end of both key stages is in line with national expectations for the age of pupils. It was a similar picture in the last inspection. Design and technology is rarely taught as a separate subject but usually in conjunction with art and particular topics. Few distinct lessons were seen but sufficient evidence was available from combined lessons, teachers' planning and records and analysis of pupils' work.

95 Pupils at the end of Key Stage 1 develop skills through using a range of materials, construction kits and food to make products. As part of a science topic, pupils produced an array of sunglasses with a wide variety of designs. They select and work safely with tools to join assemble and combine materials in a range of ways. Paper technology principles were studied in order to make complex pop-up Christmas cards. Pupils communicate their ideas through simple drawings and discussions. The visit of the 'Spellbinder' led to pupils making a variety of North American Dream catcher mobiles. Although pupils investigate materials and how things work, they are not always familiar with the preliminary design aspect of the subject.

96 Pupils at the end of Key Stage 2 extend their skills and knowledge. Older pupils use tools for making moving weather vanes. They also investigate mechanisms and have made moving joints such as ball and socket from junk materials and construction kits. Pupils make musical instruments out of junk materials with the capacity to produce a melody. The design aspect of the subject is addressed through preliminary sketches and discussion.

97 Pupils' attitude to their work is good. They enjoy making things and some of the constructions seen indicated that pupils had worked hard to improve and modify their work.

98 The quality of teaching and learning is satisfactory overall. Teachers provide opportunities for design and technology experience in conjunction with other subject areas for example science, history, music and geography. Pupils are helped to develop skills progressively and activities are carefully planned and managed so that pupils have the time to complete tasks. Teachers give clear directions that allow pupils to develop good techniques. For example, in layering papier-mâché over a mould. Pupils are not always required to produce plans that show the stages of making.

99 The subject is adequately resourced. The teaching of the design and technology curriculum is hampered by the restrictions on suitable working areas in Key Stage 2 classrooms where a lack of space makes construction work more difficult and there is little room to exhibit their products. There is no formal scheme of work but local authority guidelines are used. The acting co-ordinator monitors the subject informally through discussion with pupils and by visiting lessons on occasions.

GEOGRAPHY

100 Only two lessons were seen during the inspection, both in key stage two, due to timetabling arrangements for the subject. Sufficient evidence was obtained from looking at pupils' work, teachers' planning and discussions with staff and pupils to enable secure judgements to be made. Standards of work are broadly in line with those expected for pupils at the end of both key stages. It was a similar picture in the previous inspection.

101 By the end of Key Stage 1, pupils have an understanding and knowledge of their local area. They know that Lytham St. Annes is a town in Lancashire, and know the important cities in the county. They know and understand that motorways link the local area. Pupils understand that maps, atlases and globes show where places are. They have a developing understanding of how to use co-ordinates in locating geographical features displayed on a large map in their classroom. They also know what the main points of the compass are. They also are aware that there are different seasons, each with distinct types of weathers.

102 By the end of Key Stage 2, pupils have a developed knowledge and understanding of their local region and its important towns and cities. They know that they live in the United Kingdom, which is linked by rail and road networks. They understand the differences between rural and urban environments and recognise there are different geographical features. For example, hills, mountains, rivers and lakes. In addition, they recognise and identify that there are different continents on a world map. Pupils' mapping skills are developed as pupils move through the key stage. For instance, Year 3 pupils know that a key with symbols can be used to identify particular features on a map. This is built on by identifying different parts of the world with contrasting climates. For example, pupils in Year 5 were finding out the types of climate found in Great Britain, Moscow, Greenland, Indonesia, Sudan and Nepal.

103 Pupils enjoy their lessons. There are excellent relationships between pupils and their teachers. They behave well and are interested in their geography work. They work collaboratively and take turns, for example, as they share resources.

104 In the two lessons seen, teaching and learning were judged to be of a good quality. Teachers' have secure subject knowledge and are confident in their delivery and in handling pupils' questions. Pupils respond well and talk with understanding and enthusiasm about the work they are doing. For instance pupils were keen to discuss the different climates they were researching. In the same lesson pupils were using the computer to assist their learning about different world climates. Lessons are planned well with clear objectives, which are shared with pupils and this enables pupils to assess their own rate of learning.

For example, pupils were being asked what their particular symbols represented on a farm map. The lessons proceed at a good pace. Teachers manage pupils well and pupils' behaviour is very good and this results in productive lessons and an increase in understanding and knowledge. The support for pupils with special educational needs is good.

105 The co-ordinator provides effective leadership for the subject. There is a policy and scheme in place, which will be evaluated in the summer in light of government initiatives. The subject is well resourced. Displays around the school with a geographical theme enhance the subject. The co-ordinator monitors planning on a regular basis.

HISTORY

106 Attainment in history is in line with expectations for their age at the end of both key stages. This is an improvement since the last inspection, where attainment at the end of Key Stage 1 was below the expectation for their age. By age seven, pupils study a good range of topics. For example, they know about old and new toys and can appreciate that toys that work on electricity are more modern. They explain that candles were used as a source of light in the past but that today they have a different purpose, such as enhancing a romantic meal. They compare modern street lighting to gas lights and explain the work of the lamp lighter. By age 11, they have a sound knowledge of life in Roman times and Ancient Egypt. They have studied the Tudor period and can name a number of important people from this time. The oldest pupils have a sound understanding of Britain since the 1930's and explain events from World War II, such as the purpose of the blackout and the reasons for evacuating children to the countryside.

107 Only three lessons were seen during the inspection. The standard of teaching ranged from very good to satisfactory. This has a sound impact on learning. Pupils' behaviour is managed effectively through clear instructions and carefully structured discussions. Resources are carefully chosen and help stimulate pupils' learning. For example, in a very good lesson a good range of resources were used in a Year 1/2 lesson. Pupils had to look at a range of objects associated with lighting, such as old oil lamps, candles, torches and electric light bulbs. They then had to draw these objects onto a time-line in chronological order. This lesson enabled many pupils to distinguish between old and older. Teachers' knowledge is good and history is taught in lively and interesting way, using a variety of styles and strategies and well thought out ideas. This enables pupils, including those with special educational needs, to gain in knowledge and understanding of history as they move up the school.

108 Pupils have positive attitudes towards history. They enjoy talking about old times. They like to design and make objects associated with the period of history they are studying at the time. For example, pupils enjoyed making and decorating shoe boxes to represent body coffins in Ancient Egypt. They carried out research into books to find the appropriate hieroglyphics to write on their coffins.

109 The subject is soundly led by the experienced co-ordinator. The scheme of work and policy are satisfactory and will be reviewed shortly in the light of the requirements for Curriculum 2000. The subject is enhanced by visits out of school to places of historical interest. For example, Year 3 children visit the Roman Centre at Ribchester and Year 4 visit the Egyptian section in the Manchester Museum. A visit from Viking Saga is effective and gives life and meaning for the pupils to this period of history.

INFORMATION TECHNOLOGY

110 Attainment at the end of both key stages is below national expectations. There has, however, been good progress recently and standards in some aspects of the information technology curriculum have reached national expectations notably communicating information at the end of Key Stage 2. This subject is an area recognised by the school as a priority for development and a plan of action is already underway to improve standards, training and resources.

111 By the end of Key Stage 1, pupils are familiar with the basic operation of the computers and know some of its main uses. They use programs which reinforce learning in literacy and numeracy. Pupils produce paintings of their own creation, for example, of desert islands and use a range of program tools. They also build up pictures, such as maps, with overhead views. They experience modelling with information technology by using simple adventure programs and by adding to prepared base pictures for example putting weather symbols and place names on maps of the British Isles. They experience control with information technology by using a floor turtle. Although pupils learn basic word processing skills and know that text can be changed and moved, they only do a little word processing by themselves. Their capability in independent use of information technology is limited.

112 By the end of Key Stage 2, pupils are reaching expected levels in communicating information. They produce text showing an awareness of the suitability of fonts, sizes and styles and incorporate clipart. The older pupils produced striking images and accounts of aspects of the Second World War and light-hearted 'For Sale' notices. They make graphs using a variety of forms and are developing an understanding of the potential of spreadsheets. Pupils research information from CD-ROMs for example in science and geography. Younger pupils experience modelling through the use of a music program and produce individual compositions. The control and monitoring aspect of the curriculum is underdeveloped and pupils lack experience in this area.

113 Pupils have good attitudes to their learning in information technology. They work together well at the computer where they help and support each other.

114 The quality of teaching and learning is good overall. In the lessons seen, teachers showed expertise and confidence which enabled pupils, including those with special education needs, to improve their knowledge and understanding for example in using formulae for calculations with spreadsheets. Well-prepared tasks help pupils to work on their own and to follow specific lines of research, such as musical instruments from different countries. Teachers themselves use the correct vocabulary so that pupils are encouraged to copy them. Teachers are diligent in finding opportunities to use computers in different subject areas but the majority of tasks are directed by teachers and cover similar aspects of information technology. The school recognises the need for building teacher confidence in the full breadth of the curriculum. Although pupils are being taught specific skills and they are making good progress in learning about computers, there are insufficient opportunities for them to become independent users of information technology. To a large extent, this is aggravated by the high ratio of pupils to computers and the shortage of space in Key Stage 2 classrooms.

115 The subject leadership is good. The co-ordinator is knowledgeable and has realistic plans for the development of the subject. She has begun an audit of pupils' standards of attainment and is building a portfolio as a step towards introducing assessment. The monitoring and evaluation aspect of the co-ordinator's role is under-developed but the co-ordinator gives clear guidance to staff especially in the implementation of the scheme of work and the relevant programs. The school has introduced timetabled lessons for the teaching of information technology skills through all years and makes use of the expertise of the teaching assistant to manage these sessions throughout Key Stage 2. The ratio of pupils to computers is unfavourable in comparison with the national average but there has been a recent improvement in the quality of computers because of the leasing of new machines for each class. The quality of software is good.

MUSIC

116 Pupils of all ages attain the expected standards for their age and make satisfactory progress although some individuals are achieving above expectations. It was a similar picture in the last inspection. Music plays an important part in the life of the school and there are high quality extracurricular activities which enhance the standard of music overall.

117 Pupils at the end of Key Stage 1 develop a sense of rhythm and pitch. They identify high and low sounds and fast and slow rhythms. After listening to the “Carnival of the Animals” they successfully suggested animals to match the sounds and selected instruments that produced deep sounds like the elephant. They sing enthusiastically and tunefully and clap rhythmic patterns. Pupils are encouraged to listen to music and to think about music from other lands in assembly. Pupils gain experience of all the elements of the music curriculum as they move through the key stage and acquire proper skills and knowledge.

118 By the end of Key Stage 2 pupils have a good understanding how to read music and understand that the recording process is needed to repeat and improve compositions. They read their own written music and in a lesson seen during the inspection successfully performed their own composition with percussion instruments following their agreed scheme. Pupils maintain a steady beat and combine different rhythmic patterns to create interest and texture. They understand musical directions, such as crescendo and forte and use technical vocabulary such as timbre and octave. Pupils’ singing skills are good.

119 The quality of teaching and learning is good overall. A commercial scheme is followed carefully by all teachers. This provides growing challenge and progressive development for pupils. A number of teachers have considerable expertise and subject knowledge but all teachers show enthusiasm and motivate pupils well. Lessons are well prepared and managed, particularly those involving ensemble playing. As a result, pupils improve their performance skills and are willing to experiment for example in composing different endings to their composition. Teachers make good use of open questions and encourage constructive evaluation. Pupils have the confidence to comment on each other’s performance and to work out why one performance is better than another.

120 The subject is well led by the very good and enthusiastic co-ordinator. Teachers are given guidance and support and encouraged to use other subject areas. Information technology is used to develop composition skills in lower Key Stage 2 and design and technology provides opportunities for pupils to create musical instruments in both key stages. The co-ordinator regularly takes an assembly for Key Stage 2 and introduces pupils to a wide variety of music effectively promoting appreciation and recognition of different forms. Although the subject is well resourced, the limited storage facilities hamper the organisation and management of resources. The extracurricular activities include recorder and guitar groups, peripatetic woodwind instruction and a choir. These provide pupils with valuable music experience and contribute to many school occasions. The choir is a very good asset to the school.

PHYSICAL EDUCATION

121 During the week of the inspection, the lessons observed in physical education were games, gymnastics and dance activities. A discussion with pupils and teachers and scrutiny of teachers’ planning indicates that the school provides a balance programmed of physical education, which fully meets the requirements of the National Curriculum. Pupils in Year 5 have swimming lessons. This confirms the standards identified in the last report have been maintained.

122 At the end of the key stage pupils can plan a sequence of events in music linked to a theme with feelings and expression. This was seen in a Year 2 lesson in which the theme of the ‘Pied Piper of Hamelin’ was being explored. In Key stage 2 pupils are able to practice, improve and refine their performances in gymnastics. This was seen in a Year 5 lesson in which pupils were creating a sequence of movements, which had to include both symmetrical and asymmetrical shapes. Skills in games are good, particularly those relating to sending, receiving and travelling with a ball. For example, in a Year 3 lesson pupils had to travel to a cone and return while bouncing a ball.

123 Pupils’ attitudes to physical education are good throughout the school. Behaviour whilst pupils are preparing for and participating in physical education lessons is always very good. Pupils listen carefully and respond well to instruction. For example in a Year 6 line-dancing warm-up, all pupils

listened carefully and watched as the teacher demonstrated the movement of the dance. They are enthusiastic participants and make good use of the opportunities provided for example when practising small games skills. They co-operate and collaborate well in small groups or as part of large team. The subject makes a positive contribution to the pupils' social and moral development. They have opportunities for playing team games and develop a sense of competitiveness and fair play.

124 The overall quality of teaching in both key stages is good. All lessons begin and end in an orderly manner and contain appropriate warm-up and cool down activities. Lessons are well organised, structured and clearly planned to offer progression and a safe working environment when using apparatus. Teachers' set very good physical challenges, provide clear instruction and explanations and encourage pupils to develop skills. This is clearly having a positive impact on pupils' rate of learning. For example pupils in a reception and Year 1 class were developing their expressive movements after listening and watching their class teacher. Lessons have good pace and the management of pupils is good. Teachers have a good knowledge and understanding of the subject. They effectively encourage all pupils to participate in every aspect of the subject. Questioning is used effectively and pupils are encouraged to improve their performance, for example in gymnastics. Staff act as good role models, dressing appropriately and showing an enthusiasm for physical education, which is reflected in the pupils' attitudes for the subject.

125 A range of extra curricular sporting activities is provided, including football, netball, rounders, cricket, athletics and swimming. The school takes part in competitive sport in local schools. There are good resources for the subject. The school has the use of a hall as well as outdoor facilities, including both grassed and hard surfaced areas. The co-ordinator provides effective leaderships for the subject. He monitors planning and has observed lessons for short periods of time. The school policy and scheme of work will be evaluated in light of government initiatives in the summer.

RELIGIOUS EDUCATION

126 By the end of both Key Stage 1 and Key Stage 2, standards in religious education meet the requirements of the locally agreed syllabus. This confirms the standards reported at the last inspection. At the end of Year 2, pupils have a satisfactory knowledge of Christianity and its important festivals. They know a range of stories from the New Testament, and recall the main events and characters. They talk about parables in an animated way. In one lesson, a pupil talked about the, 'hidden meanings' of stories told by Jesus. Pupils in the reception class retell the story of the first Christmas in a confident, informed manner. They know that Jesus was a special person and know some facts about his life. By the end of Year 6, pupils acquire a sound knowledge of other world religions, including Buddhism and Judaism. Their grasp of abstract ideas such as reconciliation is mature, and they illustrate their understanding by references to Nelson Mandela, Martin Luther King and events in Kosovo and Northern Ireland. Pupils are perceptive when discussing the concepts of moral and religious belief. This is well illustrated by pupils in Year 4, who talk about the idea of sacrifice in a thoughtful way. Year 5 pupils have a sound understanding of Christian festivals and events in the life of Jesus, and recognise the themes of forgiveness and betrayal expressed in the Last Supper.

127 Pupils have very good attitudes to religious education. They behave very well in lessons, respect each others views and the beliefs of the faiths they study. In all lessons, pupils show very high levels of concentration and interest. This is a strength.

128 The quality of teaching and learning is good. Teachers work hard to explain challenging concepts and set high expectations. They effectively encourage pupils, including those with special educational needs, to express their own feelings and opinions. This makes a valuable contribution to the development of speaking and listening skills, and moral and social education. Pupils are well managed, and taught to respect the beliefs of others. Teachers approach religious education in a sensitive manner, and this has a positive impact on pupils' understanding of belief and people. Class assemblies underpin pupils' knowledge and learning in religious education. In one example, the story of 'The Bad Tempered Ladybird'

was effectively used to strengthen pupils' values, whilst a Year 3 assembly successfully explained the theme of spiritual salvation. Currently, there is no coherent system for assessment in religious education.

129 Religious education meets the requirements of the local education authority's locally agreed syllabus. There is a sound, yearly overview to ensure appropriate coverage, however the lack of consistent medium and short term planning makes monitoring difficult. Resources for religious education are sufficient and well used.