

# INSPECTION REPORT

**BURNLEY ST JAMES' LANEHEAD CE SCHOOL**

BURNLEY

LEA area: LANCASHIRE

Unique reference number: 119487

Headteacher: MISS J M BRUNSKILL

Reporting inspector: Sheila Pemberton  
20810

Dates of inspection: 6-10 March 2000

Inspection number: 192124

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Briercliffe Road Burnley Lancashire
Postcode:	BB10 2NH
Telephone number:	01282 426833
Fax number:	01282 939181
Appropriate authority:	Governing body
Name of chair of governors:	Revd. Peter Pike
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sheila Pemberton	Registered inspector	Under-fives Art Design and technology	The characteristics and effectiveness of the school. The school's results and pupils' achievements. Teaching and learning. Leadership and management.
Linda Buller	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development Partnership with parents and carers
Mike Bowers	Team inspector	Science Information technology Geography Special education needs	
Ted Cox	Team inspector	Mathematics History Physical education	Pupils' welfare, health and safety.
Ann Welch	Team inspector	English Music	Quality and range of opportunities for learning.

The inspection contractor was:

Quality in Focus  
Thresher House  
Lea Hall Park  
Demage Lane  
Lea by Backford  
Chester  
CH1 6LP

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

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

## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>How high are standards?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>How well are pupils taught?</b>	<b>13</b>
<b>How good are the curricular and other opportunities offered to pupils?</b>	<b>15</b>
<b>How well does the school care for its pupils?</b>	<b>17</b>
<b>How well does the school work in partnership with parents?</b>	<b>18</b>
<b>How well is the school led and managed?</b>	<b>19</b>
<b>What should the school do to improve further?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St. James' is an average-sized Church of England Voluntary Aided Primary School with a roll of 131 girls and 138 boys aged four to 11. Most of its pupils come from privately owned homes on the outskirts of Burnley. Fewer than nationally are eligible for free school meals. Many children attend nurseries or playgroups before they start school and their early achievements on entry into school are similar to those of most four-year-olds. At the time of the inspection there were 18 four-year-olds in the school. They are taught in a reception class and a class shared with pupils in Year 1. Since 40 pupils are admitted each year, mixed age groupings exist in all but four classes in the school. Pupils are of white ethnic origin and their first language is English. A below average number of pupils, 25, have special educational needs and one pupil has a statement of special educational needs.

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

The school achieves an acceptable standard of education for most of its pupils. It maintains high standards in English at Key Stage 2 and standards are improving steadily at Key Stage 1. Its strength lies in very good relationships between pupils, teachers and parents. The school receives an average-sized income and provides satisfactory value for money.

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

- Standards in English are well above the national average for pupils in Year 6.
- Pupils' attitudes, behaviour and personal development are good. Their enthusiasm for school and relationships with one another and adults are very good.
- Its provision for spiritual, moral and social development is very good and good for cultural development.
- It has very effective relationships with parents.
- The headteacher, governors and senior teachers provide good leadership for its work.

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

- Standards could be higher in writing for most seven-year-olds and for many pupils throughout the school in mathematics and science.
- In some lessons, children under five are not provided with work that meets their needs.
- The strategies some teachers use to meet the needs of all pupils in mixed-age classes.
- Not all pupils are placed on the register of special educational needs early enough.

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

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

The new headteacher had many wide-ranging problems to tackle when the school was last inspected in January 1997. An issue about the responsibilities of governors and senior teachers was dealt with so successfully that they are now involved fully in planning the school's development and spending, and checking the quality of its work. Subject leaders now provide clear guidance that is improving teaching and learning. The standards that 11-year-olds reach in information technology, art and design and technology have now risen to satisfactory levels. Very good teaching in Year 3 has dealt successfully with a dip in pupils' learning in the class. New policies are in place to provide pupils with reasonable amounts of homework and equal opportunities. By providing pupils with a wider range of more interesting books, many are now enthusiastic readers. Teachers use the information gained from assessing and marking pupils' work to provide them with targets to improve their learning in English and mathematics. Although progress has been made this year in raising standards for more able pupils, there is

still room for improvement in the writing of seven-year-olds, and in mathematics and science throughout the school.

## 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	B	B	D	D
Science	D	A	C	D

**Key**

*well above average*     A

*above average*         B

*average*                     C

*below average*           D

*well below average*     E

Standards in English are still very good for 11-year-olds in 2000. Low standards in mathematics in 1999 were due partly to difficulties caused by unavoidable disruption to the learning of pupils in Year 6. Standards in both mathematics and science were not high enough for more able pupils and the school's targets for English, mathematics and science were not met. This was not a problem in English because standards are high. Pupils in Year 6 are doing better this year in mathematics and science as more able pupils are working at a suitable level. In 1999, standards in national tests for seven-year-olds were average in reading and science; they were low in writing and mathematics. Standards in English, mathematics and science were not good enough for more able pupils. This reflected a high number of pupils in Year 2 with special educational needs in 1999 and a smaller than usual group of more able pupils. Standards in reading, mathematics and science are better in 2000. The writing of seven-year-olds still needs improving. Standards for 11-year-olds have risen in information technology, art and design and technology since they were identified for improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' have good positive attitudes to learning and enjoy school.
Behaviour, in and out of classrooms	Behaviour is good throughout the school.
Personal development and relationships	Personal development is good. Pupils' relationships with one another and adults are very good and are a strength of the school.
Attendance	Attendance is very good. It is well above the national average and reflects pupils' enthusiasm for the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Mainly good or better

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

Teaching has improved since the last inspection. Most is now good or better. Forty four per cent is good, nine per cent is very good and five per cent is excellent. The remaining, 38 per cent is satisfactory and four per cent is unsatisfactory. Teaching is good in English in Key Stage 2, especially in Years 3 and 6. It is mainly satisfactory in Key Stage 1. In mathematics, teaching is mainly good but is stronger at Key Stage 2. Most teachers are good at teaching the basics of literacy and numeracy.

**Strengths in teaching and learning:** teachers' good knowledge of most subjects increases pupils' understanding. Their effective use of language is echoed in pupils' good vocabulary. Thorough planning provides pupils with good knowledge of their learning. Very good relationships improve pupils' concentration, interest and effort. The brisk pace of most lessons keeps pupils on task. Very good use of the skills of well-informed parent helpers extends pupils' learning.

**Weaknesses in teaching and learning:** the organisation of the work in some mixed-age classes provides some pupils with unsuitable tasks. Some of the work for the under fives is too hard for them to understand. Sometimes the pace of mental mathematics is too slow and more able pupils waste time. In some classes, some pupils' learning is limited when teachers provide too few opportunities for them to use mathematics in real life situations and for investigative work in science.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school extends its satisfactory curriculum with a reasonable range of extra-curricular activities. The curriculum does not always cover all aspects of mathematics and science in sufficient depth. Children under five do not have sufficient access to the nationally approved curriculum.
Provision for pupils with special educational needs	Provision is satisfactory when pupils with special educational needs receive extra help as soon as their difficulties are recognised. It is unsatisfactory when time is wasted placing some pupils on the register so that they do not receive extra help early enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school's provision for personal, spiritual, moral and social development is very good. Provision for pupils' cultural development has improved since the last inspection and is now good.
How well the school cares for its pupils	Teachers work in very close partnership with parents. The way the school assesses and checks pupils' learning, behaviour and attendance is good. It checks pupils' personal development to a satisfactory level, and provides them with reasonable support and advice. The school provides satisfactory care for pupils' health and safety.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the work of the school. The leadership and management of senior teachers are good.
How well the governors fulfil their responsibilities	Governors fulfil all legal responsibilities. They are closely involved in planning the school's development and in managing its finances. Governors are conscientious and are very interested in the school.
The school's evaluation of its performance	The school has a satisfactory view of what needs to be done to improve its performance.
The strategic use of resources	There are sufficient teachers and support staff to teach the full curriculum. Accommodation and resources are satisfactory and are mostly used to good effect to improve teaching and learning. Sometimes, better use could be made of the skills of an experienced classroom assistant. Shortages exist in suitable outdoor space and large equipment for children under five. The school tries hard to get the best value from all spending

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are glad that their children are expected to work hard and do their best.</li> <li>• Parents are pleased that their children like school.</li> <li>• Parents think that pupils behave well in school.</li> <li>• They believe that their children are making good progress in school.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• They think that most of the teaching is good.</li> <li>• They are pleased that teachers help their children to become mature and responsible.</li> <li>• Parents feel that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like a more interesting range of activities outside lessons.</li> <li>• Several parents would like more homework for their children.</li> <li>• A few parents would like the school to work more closely with them.</li> <li>• Some parents would like more information about how their child is getting on in school.</li> </ul>

The inspection confirms most of the positive views held by parents. They are right to think that 11-year-olds make very good progress in English. However, most pupils make satisfactory rather than good progress in mathematics and science. Parents who would like to work more closely with the school will be pleased to learn that the school provides very good opportunities for them to become involved. Home-school agreements, should resolve parents' concerns about the amount and regularity of the homework given in some classes. For parents who want more information about their children's learning, annual written reports contain high-quality information. Also, they need only to approach teachers for more information at a convenient time. Activities outside lessons are seasonal and are satisfactory for a school of this size.

## **PART B: COMMENTARY**

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

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

1. When children enter the school, their early achievements in reading and mathematics are similar to those of most four-year-olds. Children make good progress in personal and social development. Higher and average attaining children make good progress by already reading at the first level of the National Curriculum. Progress in writing is below that expected for their age because children have too few opportunities to use the skills they acquire. Their learning in mathematics, knowledge and understanding of the world, creative and physical development is comparable with that of most four-year-olds and they make satisfactory progress.
2. Standards in English at Key Stage 2 have risen gradually since 1996 and were maintained in national tests in 1999 at a high level for all pupils. More able pupils fulfilled their potential and did better than pupils in most other schools. Standards were also high when compared with pupils in similar schools. This high standard resulted from the headteacher, who co-ordinates the subject, teaching English in Year 6. Standards rose in English from 1996 to 1999 and were above average. Boys and girls did well in English over this period. They performed well above the national average.
3. Standards were below the national average for 11-year-olds in mathematics in 1999. They were below the average for similar schools. Although more pupils reached the national average than in most schools, results were brought down by the low results of more able pupils. Standards rose sharply between 1996 and 1997. They were maintained at a high level in 1998 and then dipped below the national average in 1999. Boys did well in mathematics in the same period and performed above the national average. Girls' performance was satisfactory and close to the average reached by girls nationally.
4. In science, standards were average for most 11-year-olds in 1999. They fell below the national average in 1997, rose sharply above in 1998 and dipped to the national average in 1999. Boys' performance over the four years combined was satisfactory and close to the national average in science. Girls' performance was slightly below that of girls nationally. As with mathematics, too few more able pupils reached the levels they were capable of in science and an issue from the last inspection about improving the standards they reach was not met. This is explained partly by disruptions to pupils' learning at a crucial time during the year. It also results from lack of emphasis on investigative work in both subjects. The school failed to reach its targets for all three subjects. This was not a problem in English where standards were high. The gap between what pupils attained and the target for English was considerably smaller than it was in mathematics and science. When combined over the last four years, trends in all three subjects were satisfactory and in line with the national average.
5. Standards have deteriorated at Key Stage 1 since the last inspection. In 1999, standards in reading were satisfactory for most pupils and in line with the national average. They were unsatisfactory and well below expectations for more able pupils. Standards in writing were too low for all seven-year-olds. Although standards were below the national average in mathematics, more pupils than in most schools reached the expected level. However, too few pupils reached the higher level. In science, standards were very high at the average level but very low for more able pupils. Standards in English, mathematics and science were not good enough for higher attaining pupils. This is explained in part by the high proportion of pupils in Year 2 with special educational needs, about 17 per cent, and fewer than usual higher attainers. Teachers were slow to implement the National Literacy Strategy and resources were in short supply. Teachers' lack of understanding of

what constitutes a higher level in science was responsible for the unsatisfactory results of higher attainers.

6. When standards in reading, writing and mathematics for seven-year-olds are combined for the four years from 1996 to 1999, pupils' performances were high enough. Boys and girls did well in reading and writing; their performances were well above the national average. Boys did better than girls in mathematics. Their performance was well above the national average while girls' performance was above average.
7. Standards were maintained from 1996 to 1998 at well above average in reading until they fell to average in 1999. From 1997, when standards in writing were very high, they declined from well above average in 1998 to below average in 1999. Similarly in mathematics, standards deteriorated from well above average in 1997, to average in 1998 and below average in 1999. As regular assessments indicate that the proportion of higher attaining pupils is usually comparable with the national average, the school was unable to explain why so many pupils reached such high standards in National Curriculum tests in 1997. This was especially problematic in that the attainment of these pupils was not as high as the results of tests suggested when they entered Year 3. As a result of the small proportion of pupils reaching a higher than expected level in 1999, seven-year-olds performed below the national average for similar schools.

### **Inspection findings**

8. High standards have been maintained in Year 6 at the expected and higher levels in English. The reading and writing of lower attaining pupils has improved so that many now work at the level expected for their age. Since teachers gained confidence in the National Literacy Strategy and resources improved, pupils in Year 2 have made good advances in reading. More able pupils are doing better than in 1999 and are working at a suitable level. Although standards in writing are good for lower attainers and satisfactory for most pupils, they are still not high enough for higher attainers. This results from limited opportunities for pupils to write more fully. Standards in speaking and listening are high at both key stages.
9. Pupils in Year 6 are doing better in mathematics than in 1999. For example, most pupils in Year 6 have good understanding of place value. Higher attainers add and subtract 10s and units to two places of decimals at a rapid pace. Lower attainers work confidently with smaller numbers. Most pupils in Year 2 reach satisfactory standards and work at the level expected for their age. They all make good progress in handling data and working out the areas of simple shapes. Although the work of more able pupils has improved to a satisfactory level, there is still more room for improvement for both seven and 11-year-olds. This is because they have too few opportunities to explain their thinking and to use mathematics to solve problems in real-life situations.
10. Standards have improved in science in Year 6 and the achievements of higher attaining pupils have developed to a satisfactory level. Standards could be even higher if teachers provided pupils with more opportunities to develop their skills in investigation and experimentation. Through forming hypotheses and carrying out fair tests to find out if their predictions are accurate on a more regular basis, all pupils could strengthen their understanding of science. Most seven-year-olds are likely to achieve the level expected for their age with a satisfactory number reaching a higher level. As with older pupils, standards could improve even further with more opportunities for scientific investigations.
11. Pupils with special educational needs, whose difficulties are identified, make satisfactory progress towards the targets of their individual education plans. Their progress is particularly good in English in Year 3. The learning of several pupils, whose special educational needs in reading and writing are not recorded, is slow. Without support, the gaps in their understanding grow. Although some pupils have difficulties in mathematics,

little account is taken of their specific needs in numeracy. With support from their teachers, pupils with special educational needs make good progress in science.

12. Teachers create good opportunities for reading and writing in other subjects. Pupils improve their spellings and punctuation by using computers to draft their writing. Good use is made of pupils' skills in reading to research information in art, history and geography. Pupils write clear reports in science and design and technology. Mathematics is developed to a satisfactory level in other subjects. It is used to record temperatures in geography and to compile databases in history and science.
13. Standards in information technology in Year 6 were below those expected of 11-year-olds at the previous inspection. Standards are now satisfactory, since teaching and learning have improved and all aspects of the subject are covered. Satisfactory standards have been maintained at Key Stage 1 where pupils are confident users of the keyboard and mouse. When links to the Internet are operational, standards will rise even higher.
14. Low standards for 11-year-olds in art and in design and technology at the last inspection have risen and are now satisfactory. In art, attainment is better than expected of most seven-year-olds and very good in design and technology. Pupils produce more work in textiles and three-dimensions in art. In Year 6, they have good experience of graphics, modern design and art from other cultures. Standards in geography have risen above those of most 11-year-olds and are similar to those of most seven-year-olds. All pupils have good knowledge of how people live in different places; practical and fieldwork are strengths. Rising standards are linked directly to continuing improvements to the quality of teaching. Consequently, the school is well-placed to raise standards in these subjects even higher. Standards in history, music and physical education are comparable with those of most pupils at both key stages. Pupils have good knowledge of the lives of ordinary people in different periods of history and know how to find out about the past. In music, composition and evaluation are strengths. Pupils gain satisfactory control and co-ordination in physical education.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

15. The school has maintained good attitudes, values and levels of personal development since the last inspection. Pupils' keenness to come to school results in very high attendance and positive approaches to work. The attitudes of children under five are good and at times very good. They concentrate for increasingly long periods, and try their best to meet their teachers' expectations. In Key Stage 1, pupils' attitudes are at least satisfactory and sometimes good. When work is challenging and pupils are clear about what they are expected to achieve, their attitudes are good. When pupils are unable to maintain concentration in lessons in mixed-age classes, teachers' planning is not thorough enough to take account of all their needs.
16. Attitudes to learning in Key Stage 2 are mainly good and at times excellent. When attitudes are excellent this can be linked directly to high-quality teaching at the beginning and end of the key stage. In art in Year 3, for example, when interesting, challenging experiences were planned to develop specific skills, and pupils' relationships with their teacher were excellent, they responded positively to her expectations of high standards.
17. Behaviour in and around the school is mostly good. On the rare occasions when teachers are not firm enough, pupils do not listen carefully, or call out answers in discussions. This sometimes happens when activities fail to challenge pupils' thinking and expectations are either unrealistically high or too low. Behaviour in assemblies is good. Pupils are sociable and friendly at playtimes and lunchtime with no evidence of bullying or oppressive behaviour. There have been no exclusions from the school.

18. Very good relationships are a strength. They underlie the caring Christian ethos of a school where pupils feel happy and valued. From the time they are in the reception classes, pupils share resources willingly and work together amicably. In science in Year 5, for example, pupils' ability to work together on investigations and to discuss their ideas produced a good level of work.
19. Personal development is good. Children under-five gain self-esteem and confidence in a warm atmosphere of approval. They share resources and are beginning to take turns in discussions. Through the themes of assemblies, class prayers and lessons, many pupils understand the impact of their actions on others. When pupils in Year 3 led the whole school in worship, they considered how they would feel in less fortunate circumstances. Most pupils handle property carefully and with respect. They hold doors open politely for adults and are keen to undertake tasks such as returning registers and operating overhead projectors. These duties are carried out in a sensible and trustworthy manner.

### HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching has improved since the last inspection. Most is good or better. Forty four per cent is good, nine per cent is very good and five per cent is excellent. The remaining 38 per cent is satisfactory and four per cent is unsatisfactory. Teachers' knowledge of the curriculum has increased. As a result, weaknesses in information technology, design and technology and art have been addressed through clear guidance for teaching and learning. Expertise is still lacking in Key Stage 2 in teachers' knowledge of specialist tools in design and technology. As a result, pupils who are keen on the subject and work at a good pace do not produce the high-quality finished products that are possible for their age. The school is at a stage where it has a good idea of strengths and weaknesses in teaching; because of this, it is well-placed to keep the improvement going.
21. Teachers use the National Literacy Strategy to good effect on reading at both key stages. It is also apparent in the language teachers encourage pupils to use. It is not uncommon to hear pupils using ambitious language such as *recapping*, *reviewing*, *compound words* and *prefixes*, as they did in Year 2. Four-year-olds are kept inactive for too long during the literacy hour and are provided with too many worksheet activities rather than tasks to meet their needs. Teachers are increasingly successful in implementing the National Numeracy Strategy. Once they are confident with the strategy, teachers' good ability to teach mathematics is apparent. In a few lessons, the pace of mental mathematics is slow and higher attaining pupils waste time.
22. In both literacy and numeracy sessions, difficulties arise in mixed-age classes with pupils at different levels of attainment. In some lessons, strategies to ensure that pupils' different needs are met are not considered with enough care. This is more apparent in the reception classes and in Key Stage 1, when the youngest pupils in mixed-age classes demonstrate their lack of understanding by restless behaviour. Four-year-olds do not receive their entitlement to the curriculum approved for their age when they work at the first level of the National Curriculum. The skills of an experienced nursery nurse are not always used to resolve this situation. Too frequently, her time is wasted when it is planned for her to observe teaching rather than to work with pupils.
23. Teachers' medium-term planning is thorough. With clear objectives for learning, a range of activities, resources and opportunities for assessment, it provides sufficient detail to form a good basis for lesson plans. Planning for literacy and numeracy is detailed and effective, particularly in Key Stage 2. This was evident when teachers shared the objectives of lessons with pupils so that they knew what was expected of them. Plenary

sessions are now incorporated into many lessons and provide teachers with good opportunities to assess and re-inforce pupils' learning.

24. Tasks are more challenging in classes where pupils are the same age. *Booster* classes in Year 6 and closer attention to writing in Year 2 provides higher attaining pupils with a better challenge than at the time of the last inspection. In Year 3, the teacher encouraged pupils at different levels of attainment to explain their strategies for adding 10s of numbers. Her high expectations gave all pupils the confidence to share their ideas. In this class, a significant number of pupils with special educational needs receive particularly good attention from their teacher. Not only do they have good support for their learning, but their teacher provides resources to meet their individual needs. When teachers keep individual educational plans clearly in focus, it prompts them to plan activities specially for pupils with special educational needs. In classes where teachers delay in placing pupils on the register for special educational needs, pupils are not always provided with tasks to improve their specific difficulties.
25. Teachers use satisfactory methods to raise standards in different subjects. In an excellent lesson in Year 4 and 5, the teacher's intervention allowed pupils to gain very good control of hockey sticks and balls. Similarly, in music in Year 6, the teacher extended pupils' creativity and knowledge when demonstrating musical techniques from ancient Egypt. By allowing pupils in Year 3 to examine artefacts from the 1950s, the teacher brought the subject to life and introduced pupils to ways of finding out about the past. Methods are less effective when teachers lack the confidence to allow pupils to carry out practical activities. This hesitancy restricts learning by depriving pupils of opportunities to plan and carry out investigations in mathematics and science. Over-dependency on textbooks and worksheets, as in geography in Years 3 and 4 and in English in both reception classes, fails to provide pupils with work that meets their needs.
26. From their earliest days in school, children are absorbed into a warm and caring environment where they gain self-confidence, become attentive during lessons and enjoy all activities. A strength of teaching in the reception class, which spreads throughout the school, is founded on very good relationships and firm control of children's behaviour. The few instances where pupils call out during lessons are linked with the impatience of young, higher attaining pupils when teachers introduce lessons at a slow pace that is unchallenging for them.
27. The work of well-informed parent helpers and friends of the school provides good support for teaching and learning. This was noticeable in information technology, when a parent helper worked with pupils in Key Stage 2. With this support, small groups of pupils practised techniques to extend their learning in different subjects. In a short space of time, the parent improved the word-processing skills of pupils from Years 3 and 4, and helped pupils from Year 3 to carry out research in art with a CD ROM. Time was wasted on the few occasions when teachers had not prepared the resources for lessons. Mostly, teachers ensure that pupils work at a brisk pace and finish activities in the time allocated to lessons.
28. Teachers use assessment with satisfactory levels of success. It is least successful when teachers are unaware of the effects of providing activities that fail to meet the needs of all pupils in mixed-age classes. The use of assessment is good when teachers modify activities to fill gaps in learning revealed from marking the previous day's work and encourage pupils to improve their work. When teachers work with groups of pupils, assessment provides a useful tool to draw attention to pupils' errors and to clarify their thinking.
29. The introduction of homework in the reception class is particularly helpful in that it establishes the school's partnership with parents. Reading at home has a strong effect on pupils' interest in books. Spellings, research and multiplication tables improve when they are practised at home. Although some parents are concerned about the amount of

homework their children receive, with few exceptions, homework is provided at a satisfactory level and is sufficient to extend pupils' learning in school.

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

30. The school provides a sufficiently broad and balanced curriculum to promote pupils' intellectual, physical and moral development effectively in most subjects. Exceptions to this are limitations to the work planned for mathematics and science. Both subjects lack balance due to insufficient emphasis on investigations and problem solving. The school has remedied inconsistencies in the coverage of design and technology, art and information technology evident at the last inspection and statutory requirements are met. Relevant programmes are provided for health and sex education, and awareness of the misuse of drugs. These aspects are taught effectively through science and a programme for personal and social education. Statutory requirements to teach religious education are met.
31. The curriculum for the under-fives is inappropriate as planning does not pay enough attention to the recommended areas of learning for children of this age. Because teaching for four-year-olds is generally aimed too early towards the first level of the National Curriculum and children are provided with unsuitable worksheet activities, it is not always responsive to their needs.
32. The school has implemented the National Literacy and Numeracy Strategies with reasonable success. This already has a good impact on reading at Key Stage 1 and in maintaining standards in English at Key Stage 2. However, higher and lower attaining pupils in mixed-age classes, particularly in Key Stage 1, do not always have equal opportunities to learn and make progress in English and mathematics when insufficient attention is paid to their prior attainment. Very strong teaching in Years 3 and 6, together with the *booster* classes in Year 6, alleviate this problem in Key Stage 2
33. The school continues to provide a satisfactory range of extra-curricular activities. These include a choir, recorder group and dance club, netball and cross-country running. Football has featured as an out-of-school activity but is not taking place currently because of a lack of suitably experienced staff. These activities make useful contributions to music and physical education and, in the case of the dance club, help with pupils' social and cultural development. Pupils in Year 6 take part in a residential visit to Arnside. This makes a positive contribution to their learning in geography and physical education, and to their social and personal development
34. Most pupils on the register for special educational needs have their needs met through individual educational plans that focus on literacy, behaviour and levels of concentration. The needs of pupils who experience difficulties with mathematics are not met systematically. The school has introduced a new stage to the identification of pupils with special educational needs that is not part of the national Code of Practice. As a result, while suitable work is planned for most pupils, those at this additional stage, who are identified but are not on the register, do not reach their full potential because their needs are not measured. Once the school has regularised its approach to entering them on the register, all pupils with special educational needs will receive the support they need to make progress. All pupils with special educational needs have access to a full curriculum and take part in extra curricular and social activities.
35. Provision for pupils' spiritual, moral, social and cultural development is a strength of the school. Provision for spiritual development has improved since the last inspection and is now very good. The school continues to make very good provision for moral and social development. Provision for pupils' cultural development, which was unsatisfactory at the last inspection, has improved and is now good. The ethos of the school embodies clear Christian values and a commitment to the care and well-being of its pupils.

36. Collective worship takes place in an atmosphere of heightened spiritual awareness. The lighting of candles creates an appropriate sense of occasion and allows pupils time for reflection. Assemblies raise spiritual awareness through hymns and prayers. Their carefully chosen themes help pupils to consider and to express their feelings. Assemblies led by the vicar and his curate effectively promote spiritual awareness. Prayer plays an important part in developing pupils' spirituality. Teachers share prayers with their class at mealtimes and at the close of each day. Pupils in Year 3 used *Prayer* as the theme for class worship. They shared their own prayers, which showed a mature sensitivity to the suffering of others and to their own failings. Their prayers are received very appreciatively with a caring and spiritual response from other pupils and from parents who take part in the worship.
37. While religious education promotes spiritual development successfully, other subjects contribute to it in varying degrees. Good provision was evident in Year 2, when pupils gave considerable thought to the heroic actions of Grace Darling. In science, during work on light, pupils in Year 1 were amazed by the shadow created by a ladybird. Older pupils reflected quietly when they imagined themselves inside the Wooden Horse of Troy preparing to do battle against the Trojans.
38. Teachers promote a strong moral code and provide very good role models. Very clear guidelines for acceptable behaviour and caring attitudes emphasise the difference between right and wrong and sound moral principles are shared. Teachers foster values such as honesty, fairness and respect for one another. When a young pupil was asked about the possible consequences of pulling a chair away from another pupil, she replied openly, that it might have hurt him and apologised. As pupils progress through the school they have good opportunities to consider wider moral and ethical issues. Pupils in Year 3, for example, in the role of *Millennium Citizens* were shocked by the amount of litter in the local community. They are beginning to understand what makes a pleasant environment and that everyone has some responsibility for bringing it about.
39. Provision for social development is very good. Good opportunities are provided for pupils to work together and to develop their social skills. Many opportunities are provided for pupils to take responsibility, to show initiative and to develop an understanding of community living. As a result, the school's caring, community atmosphere is almost tangible. Photographs of school events give pupils a clear sense of belonging. A weekly assembly to celebrate pupils' achievements raises pupils' self-esteem when the school shows how much it values them and their efforts.
40. Pupils are courteous and welcoming to visitors and willing to talk about their school. There are monitors for many routine tasks. In Year 6, teachers encourage pupils to extend their responsibilities by giving them tasks such as preparing the hall for assemblies and taking care of younger pupils at breaks and lunchtimes. Consideration for others is promoted through charitable work. Pupils recently contributed harvest gifts to children in a hospital in Lesotho. After-school activities encourage pupils to work and play together. Pupils in Year 6 take part in an annual residential visit, which helps to develop their social skills in an unfamiliar setting. The school regularly involves pupils in local sporting competitions. In all this work the school does a very good job and accepted routines will ensure that the work continues.
41. Provision for cultural development was unsatisfactory at the last inspection, as it was focused too narrowly on pupils' own culture. The school has worked hard to resolve this issue and provision is now good. Work in English, geography, history, art and religious education allows pupils to learn of other cultures and traditions. Art encourages pupils to appreciate the diversity and richness of the techniques of European, South American and African artists. Studies of past and contemporary societies help pupils to compare other cultures with their own. Visits to art galleries, museums and historic places extend



cultural development. Pupils hear music by composers from many different cultures in assemblies. Correspondence with a school in France allows pupils in Year 3 to experience the culture of another European country. The school has made satisfactory progress towards addressing an issue about studying faiths such as Judaism and Hinduism in religious education.

42. Good links exist between the school and the community. Visitors, and visits to places of educational interest extend pupils' learning. Links with the East Lancashire Business Partnership raise standards in subjects such as geography. These links have provided resources to increase pupils' knowledge of Fleetwood, a considerably different locality from their own. Satisfactory links exist with the secondary schools pupils attend at the end of their primary education. The headteacher arranges visits and exchanges information with these schools based on assessments of pupils' learning. Limited access the Internet restricts pupils' involvement with the wider world.

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

43. Arrangements for supporting personal development are satisfactory. Although there is no formal system for checking personal development, the Christian ethos of the school is strong and is responsible for teachers' caring attitudes towards pupils. A behaviour policy is reinforced effectively by teachers but contains no policy against bullying. In practice, bullying is not a problem and is dealt with through the usual procedures of the behaviour policy. Teachers know pupils well and use praise and encouragement to support their learning. They develop pupils' self-esteem through records of achievement and a *Good News* assembly. The school's caring values were evident at lunchtime, when a boy spontaneously helped another who found it difficult to cut up his food. There are good procedures for checking and promoting attendance. Parents respond well to requests for information about absence and the school quickly follows up unexplained absences. Pupils are encouraged to get to school on time and most do this. The school keeps a close check on pupils who arrive late or leave during the day.
44. There are good procedures for assessing pupils' learning. Tests are carried out at the age of five, half-way through Key Stage 1, at the end of Years 3, 4 and 5, and reading is checked regularly. Teachers do not always make full use of the information gained from these tests. Tests for five-year-olds identify pupils who need extra help as well as those capable of reaching high standards. Although teachers are aware of these findings, they do not always provide work early enough to support the learning of higher and lower attaining pupils. Some teachers lack confidence in interpreting the results of tests to check pupils' progress in both key stages. This was evident during a review of pupils' work, when the headteacher identified a group of pupils working at tasks that were too easy for them in English.
45. The headteacher and senior management team examine the results of tests to identify weaknesses in pupils' learning and to address the need for improvements in areas such as writing. They establish workshops to assess pupils' learning and to raise teachers' awareness of the value of assessment in improving standards. Given the amount of information available and efforts to raise teachers' awareness, the school is in a good position to raise standards through assessment.
46. Staff take satisfactory care of pupils' welfare, health and safety. Governors and staff are aware of their responsibilities for health and safety, check the safety of the premises and equipment regularly and discuss any concerns at termly meetings. Child protection arrangements comply with the local education authority's guidelines and all staff have received the necessary training. Fire safety, first aid and medical arrangements are satisfactory. Teaching and non-teaching staff supervise pupils carefully throughout the

day. As a result, pupils are confident of being well looked after and are aware of routines for reporting accidents or if feeling unwell.

47. The school provides satisfactory support for pupils' learning by combining information from the examination of National Curriculum and other tests with knowledge of pupils' achievements. In the best examples, teachers use this information to organise groups at similar levels of attainment to work together with tasks that meet their needs. This is usually successful in literacy and numeracy but less effective in mixed-age classes. Some pupils in these classes do not receive the guidance needed to improve their learning. The marking of pupils' work also varies in quality. Good marking provides advice and encouragement, and sets targets for pupils' learning.
48. The individual education plans of pupils with special educational needs provide relevant targets and helpful strategies to improve learning and other difficulties. In the best practice, pupils are involved in setting their own targets. This helps them to identify their difficulties and to recognise their achievements. Individual education plans are reviewed regularly and modified in response to how far targets are achieved. Several pupils whose special educational needs are identified, but who are not on the register, do not receive sufficient help. A classroom assistant who also works with groups of pupils supports the needs of a statemented pupil. Speech and occupational therapists, the support services and psychiatrists work to good effect with pupils at Stage 2 or above on the register. The school uses the results of diagnostic tests successfully to support pupils' behavioural difficulties through care-plans and by celebrating and rewarding good behaviour.
49. The school sets individual targets for pupils, which are shared with parents in annual written reports. Where targets are used and reviewed consistently they raise pupils' awareness of their achievements and knowledge of how their learning has improved. Support is planned through the provision of *booster* classes to raise standards in English, mathematics and science for pupils in Year 6. Inconsistent use of information from assessment, target setting and marking limits the school's ability to improve the support and advice it provides.

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

50. The school has worked hard since the last inspection and is committed to improving its partnerships with parents. As a result, most parents have very positive views about the school, which they ascribe to the headteacher. They find teachers approachable and are pleased with much of the school's provision and the standards their children achieve. Several parents expressed concern about the amount and regularity of homework. With the exception of a class where the teacher is absent, most homework is set and marked on a regular basis throughout the school.
51. The school appreciates parents' contributions to raising standards. A recent course for *Parents as Educators*, enables parents to take part in their children's education and to provide valuable help in the classroom. The intention to extend this course ensures that the school will increase the effectiveness of its partnership with parents, and especially with those who would like closer involvement in its work.
52. Parents whose children receive good support for their special educational needs are rightly pleased with the school's nurturing approach. They are invited to reviews of their children's achievements and to record their comments on individual education plans and statements. This is a good improvement since the last inspection. The teacher responsible for special educational needs makes a good contribution by easing the concerns of parents whose children are new to the register by organising weekly meetings to inform them of developments. Partnerships with several parents are unsatisfactory when delays occur in placing their children on the register and providing

them with the support they need. Improving partnerships with these parents remains a priority.

53. The information the school provides for parents is satisfactory. Parents are well-informed about events through regular newsletters. The school's prospectus clearly outlines details of the school's work and routines. Written reports provide parents with good information about their children's progress in English, mathematics and science, and clear details of their personal development. They also contain helpful guidance for pupils to improve their work. Governors' annual reports to parents include all essential information. Parents appreciate teachers' visits to their homes and the information provided before their children start school. The good quality of this information enables children to settle quickly and happily into the school's routines. Meetings to explain changes, such as the introduction of the National Literacy Strategy, are valued as they add to parents' knowledge of their children's learning.
54. Parents, grandparents and parishioners are welcome to provide help for teaching and learning in classrooms. Teachers brief them carefully about all activities so that pupils gain full benefit from their support. During the literacy hour in Years 3 and 4, a parent who helped pupils to work on the computer took part in a session at the end of the lesson when pupils explained their work to the class. Parents who work in school make a positive contribution to pupils' very good relationships with adults.
55. The school encourages parents to extend their children's learning at home. This is apparent with reading, where parental support contributes to a recent rise in standards. Teachers in the reception classes use homework books effectively to inform parents of their child's learning and to extend it at home. Some teachers in Key Stage 2, use homework diaries to maintain a dialogue with parents. Because of the school's continuing commitment and emphasis on its links with parents, there is no reason why the partnership should not become more effective.

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

56. At the last inspection, the newly appointed headteacher was presented with a lengthy agenda for improvement to most aspects of the work of the school. The need to remedy important weaknesses in leadership and management was prioritised effectively to provide a foundation for other developments to take place. At the same time, pressure was placed on the headteacher by the lack of a teacher for the school's oldest pupils before they took National Curriculum tests. Nevertheless, the headteacher tackled an issue to build a senior management team successfully. As a result, a team with clear understanding of its responsibilities now leads the school effectively and places it in a satisfactory position to improve standards.
57. Through their appointment of a new deputy headteacher, the headteacher and governors raised teachers' sights of what can be achieved through high-quality teaching. They directed the skills of the deputy headteacher towards addressing a dip in progress in Year 3. This was successful as pupils' writing and mathematics has risen substantially from the low standards they reached as seven-year-olds in 1999.
58. Steady improvements to the work of subject leaders help to improve standards. This is clear in information technology, art, and design and technology, where standards were not high enough at Key Stage 2 at the last inspection. With increased awareness of their roles, co-ordinators now provide helpful support and guidance for teachers. By checking the effect of teaching on standards in English and mathematics, coordinators are improving teaching. This initial success has led them to seek additional information by examining and discussing pupils' work. This is the next step towards improving standards.

59. Although governors were loyal to the school at the last inspection, they were not planning its development, or calling it to account for its provision. This situation has undergone a radical change with the appointment of a well-informed chairman and enthusiastic members to the body. Since governors became involved in the school's development, its development plan is effective in managing change. The headteacher, senior teachers, governors and staff all take part in planning improvements. Committees formed by governors are now responsible for different aspects of the school's provision. As a result, with few exceptions, everyone connected with the school is pulling in the same direction to raise standards.
60. The governor responsible for special educational needs works with the co-ordinator to ensure that the school's documentation and most of its work complies with the Code of Practice. An innovation to the register of special educational needs, which has not been approved by the governing body, identifies a monitoring stage before pupils are placed on Stage 1. This causes confusion since it parallels the work associated with Stage 1 but results in time being wasted before several pupils receive the support they need and staff receive guidance and resources.
61. Development planning has taken on a positive new dimension since the last inspection. After identifying priorities, governors allocate funds towards planned improvements to ensure they are achieved. The school makes good use of funds for specific purposes such as, for example, *booster* classes, to raise standards in Year 6. Funding for training teachers and governors is used effectively to increase teachers' knowledge of the curriculum and governors' understanding of their responsibilities. The school used funds from the National Grid for Learning to provide the equipment needed to raise standards in information technology. Further improvements to standards in the subject are anticipated following the next phase of funding, which will provide training for staff.
62. Governors are responsible for setting targets for pupils' attainment and for the work of the headteacher and deputy headteacher. When the targets set for attainment in National Curriculum tests in English, mathematics and science were not met in 1999, the governing body took early action to discover why results were lower than expected in mathematics and science. This action, coupled with the concerns of the headteacher and staff, formed the basis of a thorough examination of the results of tests. As a result, teachers eliminated difficulties pupils meet in tests by paying attention to the way they answer written questions. More long-term difficulties are met through additional support for teaching and learning in Year 6 and the management of extra input to boost standards in 2000. The effectiveness of the first of these initiatives is evident in the current rise in standards in Year 6.
63. Financial planning and control have improved since the last inspection and are now good. The finance committee confidently examines and discusses budget proposals before the full governing body approves and sets the final budget. The committee works with the headteacher to make regular checks on spending. At the same time, the headteacher and school secretary exercise good control of the budget within the limits agreed by governors. Governors ensure that all additional funding is used for its intended purpose. Funding from the National Grid for Learning, for example, is used effectively to provide resources to maintain and raise standards in information technology. The limited funding for special educational needs is spent appropriately on resources. The success of improvements to financial planning is measurable. In a short time, governors have placed the school on a good financial footing by turning a deficit budget into one where they now have a reasonable surplus.
64. Through the conscientious work of the school's secretary, financial administration is efficient and unobtrusive. Administrative systems are computerised and the secretary demonstrates good knowledge and understanding of both the school's and local authority's systems. All points raised for improvement at the last audit have been

addressed. Day-to-day administration is also good and allows the school to run smoothly. Governors, the headteacher and senior staff are rapidly coming to terms with the principles of best value and are well-aware of the need to make the best use of finances. They use information from analysing the results of National Curriculum tests and comparisons with other schools to guide financial decisions. Spending is beginning to be targeted to where it will have the best impact on standards.

65. There is a satisfactory match between the numbers, experience and qualifications of teachers and the needs of the planned curriculum. Since the last inspection, the school has allocated the responsibility for subjects to teachers who are trained to provide guidance for teaching and learning in different subjects. The provision of educational support staff is limited especially to support the needs of pupils in mixed-age classes. Good procedures are in place to introduce new and supply teachers to the school so that pupils' learning is not disturbed. A staff handbook provides them with valuable information about the school's routines and procedures.
66. A good record of staff training has been maintained over the last two years to make sure that teachers are competent to teach the National Literacy and Numeracy Strategies. The school has successfully continued to appraise the work of teachers. This takes place in the form of discussions between the headteacher and teachers after the quality of teaching and learning has been observed during lessons.
67. The school's accommodation is satisfactory, but will soon be better than it was at the last inspection. This will happen when a new classroom for younger pupils is completed. Teachers are now considering the best way to use the extra space when a small classroom currently used by younger pupils is vacated. Decisions about the position of a computer suite have yet to be finalised so that teachers can work with a whole class at the same time to improve pupils' skills with computers. The school has no suitable outdoor play area or large equipment for children under five to improve their balance and co-ordination. Most classrooms are of adequate size although two classrooms are smaller than others and provide limited space for practical activities. Effective displays of pupils' work add to the attractiveness of the building.
68. The school has sufficient resources to teach all subjects and uses them to good effect on pupils' learning. It makes good use of visits to places of educational interest in the local area to increase pupils' understanding of subjects such as geography and history. By planning more carefully, teachers could make better use of the skills of an experienced classroom assistant.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should:

- (1) raise standards in writing at Key Stage 1 and in science and mathematics at both key stages by
  - planning opportunities for pupils in Key Stage 1 to write more frequently outside the literacy hour and in subjects across the curriculum  
*(paragraphs 8, 25, 82 and 88 of the main report)*
- (2) raise standards in science and mathematics for all pupils by
  - increasing pupils' understanding of the uses of mathematics in real life situations and within the subject
  - allowing pupils to explain their mathematical thinking to develop their reasoning
  - encouraging pupils to improve their scientific knowledge and understanding by exploring and investigating their ideas through first-hand experiences
  - ensuring that pupils have more control of their learning in science and that they make accurate measurements when testing ideas  
*(paragraphs 9, 10, 25, 95 and 113 of the main report)*
- (3) provide a suitable curriculum that meets the needs of children in the reception classes by
  - producing clear policies and schemes of work to guide teaching and learning
  - planning practical activities that allow them to acquire the skills, knowledge and understanding set out in the new nationally approved curriculum
  - reducing the use of time-consuming worksheets
  - providing outdoor accommodation and large outdoor equipment to improve children's safety and their physical development  
*(paragraphs 21, 25, 70, 73, 75, 76 and 79 of the main report)*
- (4) improve the strategies teachers use to provide work in literacy and numeracy that meets the needs of all pupils in classes containing two distinct year groups by
  - extending the planning of activities to include a better range of tasks that pinpoint pupils' specific needs more precisely
  - making better use of the skills of an experienced nursery nurse and the new accommodation to provide closer attention and additional space for the benefit of different groups of pupils.  
*(paragraphs 22, 28, 32, 67, 68, 89 and 111 of the main report)*

In addition to the key issues identified above, a less important weakness should be considered for inclusion in the action plan.

- Ensure that all pupils receive the support they need by fully implementing Stage 1 of the Code of Practice for special educational needs as soon as their needs are identified.  
*(paragraphs 34, 48, 52, 60 and 90 of the main report)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	9%	44%	38%	4%	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)	269
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

#### Special educational needs

	YR-Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999 [98 ]	23[24]	17[18]	40[42]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20[23]	21[22]	20[21]
	Girls	15[17]	14[17]	15[15]
	Total	35[40]	35[39]	35[36]
Percentage of pupils at NC level 2 or above	School	88 [95]	88 [93]	88 [86]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20[22]	22[24]	23[24]
	Girls	16[17]	17[17]	17[17]
	Total	36[39]	39[41]	40[41]
Percentage of pupils at NC level 2 or above	School	90[93]	98[98]	100[97]
	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 [98]	20[19]	20[24]	40[43]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17[15]	15[15]	17[16]
	Girls	17[22]	13[18]	14[19]
	Total	34[37]	28[33]	31[35]
Percentage of pupils at NC level 4 or above	School	85[86]	70[77]	78[81]
	National	70[65]	69[59]	78[69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15[17]	14[16]	16[17]
	Girls	18[22]	15[20]	17[20]
	Total	33[39]	29[36]	33[37]
Percentage of pupils at NC level 4 or above	School	83[91]	73[83]	83[86]
	National	68[65]	69[65]	75[72]

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	2
Bangladeshi	
Chinese	
White	224
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.6
Average class size	25.6

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

Total number of education support staff	2
Total aggregate hours worked per week	35

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1999
----------------	------

	£
Total income	407557
Total expenditure	391864
Expenditure per pupil	1441
Balance brought forward from previous year	21737
Balance carried forward to next year	37430

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	157 (58.7%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	1	0
My child is making good progress in school.	44	52	3	1	1
Behaviour in the school is good.	46	51	1	1	1
My child gets the right amount of work to do at home.	32	50	17	1	1
The teaching is good.	54	41	3	0	2
I am kept well informed about how my child is getting on.	39	43	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	29	4	1	1
The school expects my child to work hard and achieve his or her best.	60	39	0	0	1
The school works closely with parents.	35	50	12	1	2
The school is well led and managed.	49	43	2	2	4
The school is helping my child become mature and responsible.	41	52	3	0	3
The school provides an interesting range of activities outside lessons.	20	38	25	6	11

### Other issues raised by parents

**20 (13%) parents made additional comments.**

#### Strongest points in order:

- The school doesn't always set work which matches the needs/abilities of pupils; this applies to work in classes and homework.
- The school knows its pupils well and provides good care.
- Pupils are not always treated with the respect to which they are entitled.
- Frequent changes in class teachers disrupt progress of pupils.

## 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

69. During the inspection, 17 children under five were in the reception class and one four-year-old was in a class of pupils in their reception year and in Year 1. Many children benefit from attending nurseries or playgroups before attending school. While several have gained considerable independence during six terms in nurseries, others are experiencing life away from their families for the first time. When they start school, children's early achievements in reading and mathematics are similar to those reached by most children of the same age.
70. This information about children's early learning allows both teachers to group them with others with similar experiences. However, this does not always happen when teachers plan activities in literacy and numeracy. As a result, some children waste time listening to explanations about work beyond their understanding from the National Literacy and Numeracy Strategies. When the nursery nurse works closely with groups of children, her skills provide good support for teaching and learning. At the start of the literacy hour and numeracy sessions, the nursery nurse is not provided with an active role and her time and skills are wasted.
71. A good feature of teaching lies in developing children's personal and social skills. Their good attitudes towards learning and behaviour provide children with the values they need throughout their time in school. Children quickly acquire the social skills required to become successful learners. As a direct result of consistent support and reminders, children make good progress by reaching the standards expected of five-year-olds in personal and social development an early stage. They know how to take turns during discussion and to listen attentively when others are speaking.
72. The good control teachers have over children's behaviour is seamless but evident in the calm environment they create for learning. As a result of very good relationships, children soon become confident, independent and familiar with the school's routines. They are capable of working together at enjoyable tasks such as building beds for the three bears with bricks. Children show how safe they feel in school when they approach unfamiliar adults with invitations to look at their work. A good feature of personal development lies in teachers' approach to class worship. It was not chance but good teaching when a boy asked proudly, *Do you like our work? Christopher and me worked together as a team.* A sentiment that reflected that day's class prayers.
73. Unsatisfactory teaching occurs when teachers expect four-year-olds to remain inactive too long during the literacy hour and to share books that are too difficult for them to read. Because teachers expect them to copy adult writing, children have little chance to use the sounds and shapes of letters they know to write independently. Weaknesses in planning for literacy exist when four-year-olds are expected to work at levels suitable for older pupils. When this happens, it is possible for teachers to think that a young child who is doing well in reading is falling behind.
74. Despite this, a lot of hard work goes on to teach children the names and sounds of letters and the way that print carries meaning. Many children become confident readers of simple stories. Children with few experiences of reading use the pictures to *read* short phrases in their books. Few resources, other than worksheets, are available to develop children's understanding of reading and writing, and there is no comfortable book area for them to extend their interest in books. However, two keen readers were absorbed in books, oblivious of others around them. They turned pages and mouthed words as they pointed at them with their fingers.

75. Children's attainments in mathematics are typical for their age and they make steady progress towards the learning expected of five-year-olds. Although children remain inactive for too long in numeracy sessions, activities are provided that meet their needs that have a reasonable effect on their learning. Teachers provide children with too many worksheets rather than tangible materials to increase their understanding. Most children confidently count to 10 and select up to 10 crayons with reasonable accuracy. Because of the number games used by the teacher in the reception class, many children recognise some of the digits from one to 10. They know the names of two-dimensional shapes and the difference between heavier and lighter objects.
76. Children's knowledge and understanding of the world is similar to that of most four-year-olds and they make satisfactory progress. This area of learning is taught as subjects of the curriculum and not as suitable activities to extend the horizons of young children. Children do well to name different parts of the body and to experience the textures of different materials. Their knowledge of the past is limited to very recent events and they are too young to understand that objects such as toys can be categorised and linked to periods in the mid-twentieth century. Teachers provide interesting resources to attract children to work with computers. Two boys in the reception class clicked on icons with a mouse to move characters from *Goldilocks and the Three Bears* around the screen. Once they mastered the technique, both boys were keen to use it without help.
77. When four-year-olds produce their own original work, their creative development is typical for their age. Pictures in crayon of *Red Riding Hood* are vibrant with life and colour. When adults direct children's work too closely, it lacks originality and is almost identical. Children showed pleasure and amazement when experimenting with new activities such as bubble painting. The teacher made learning fun when demonstrating actions for four-year-olds to follow in response to music. About half the children in the class found it easy to tap out rhythms on their knees, while the remainder, mainly boys, found it very hard to follow a beat. When listening to a piece of music, most children correctly identified the sounds made by different animals.
78. Physical development is typical for their age and progress is satisfactory when children use tools, techniques and materials with increasing confidence and work with pencils, paint, crayons and glue sticks. Children show good constructional skills when they build beds for the three bears. Their control of a mouse to operate a computer program is as good as can be expected for their age. Progress towards the skills expected at five, is limited by a lack of large outdoor equipment and a secure play area for climbing and balancing, or of big, wheeled toys for developing control.
79. This important aspect of the school's provision lacks leadership. Consequently there are no policies or schemes of work to direct teaching and guide learning. This lack of focus means that national initiatives have passed unmarked although teachers are attending training about the new foundation stage. A new classroom has brought teachers to the point of re-organisation and of re-thinking their practice. These circumstances place the school in a satisfactory position to improve its provision.

## ENGLISH

80. Standards in English at Key Stage 2 have risen considerably since the previous inspection. The lack of a programme to guide teaching and learning had an adverse effect on the results of National Curriculum tests in 1996. The school has worked hard to raise standards and, over the last four years, the percentage of pupils reaching the expected level in National Curriculum tests has moved from the national average in 1996 to well above it in 1997. It was maintained at this level in 1999. The percentage reaching a higher level in 1999 was above the national average and as high as could be expected. In comparison with pupils from similar backgrounds, pupils' performance was well above

average. High standards are mainly due to good teaching. The performance of both girls and boys was well above average for the last four years, although girls did better than boys.

81. At Key Stage 1 in 1999, the percentage of pupils reaching the expected level in reading was satisfactory but unsatisfactory when compared with similar schools. The proportion reaching a higher level was unsatisfactory. It was well below the national average and below that for similar schools. Standards in writing were also not high enough in comparison with all schools or with similar schools. This fall in standards since the last inspection results in part from the slow implementation of the National Literacy Strategy and inadequate resources. Also, the percentage of pupils with special educational needs was higher than the school's average. Taking the four years 1996 to 1999 there was little variation between the performance of girls and boys and both performed well above the national average.
82. Inspection findings confirm that standards in English remain at a high level in the current Year 6. Additional support in *booster* classes in the second part of the spring term can only have a positive effect on standards in 2000. Standards have also improved in Year 2. The achievements of many pupils are above expectations for seven-year-olds in reading. Although many pupils' achievements in writing are similar to those expected for their age, standards are still not high enough for higher attaining pupils. Teachers are now confident of the structure of the literacy hour and use a much-improved range of resources.
83. Teaching is mainly satisfactory at Key Stage 1, and good at Key Stage 2. A third of the teaching at Key Stage 2 is very good. Good teaching is based on teachers' strong knowledge and understanding of the subject. This is particularly marked in Years 3 and 6. A strength of teaching, which underlies very good learning, comes from well planned opportunities for speaking and listening. As a result, all pupils reach very high standards. Very positive relationships between teachers and pupils give pupils the confidence to join in discussions and to get the maximum benefit from activities. By the time they are in Year 6, all pupils listen attentively and talk very confidently in a range of situations. Teachers' high expectations of behaviour ensure that by the time they reach Year 2, pupils listen attentively to instructions, use adventurous vocabulary and take turns when speaking.
84. Direct teaching in the literacy hour has a good effect on reading in Key Stage 2. Very thorough planning, particularly in Years 3 and 6, brings a very clear focus to the teaching of strategies, which help pupils to make sense of new texts. Pupils enjoy the challenge of new language in their reading and work with the high levels of concentration and effort. Very effective questioning encourages pupils to look for deeper meanings in texts. When pupils in Year 6 considered arguments about capital punishment, most of them clarified the strengths and weaknesses of different opinions and gained good or very good understanding of how writers appeal directly to audiences. Higher attainers in Year 6 read a wide variety of texts and their tastes extend to books intended for adults. Lower attaining pupils read at the expected level. They talk confidently about books by familiar writers such as Roald Dahl and Dick King Smith.
85. At the last inspection, pupils in Key Stage 2 lacked interest in reading. The school has successfully met this issue by introducing a *Reading Diet* to encourage pupils to read an improved range of books. Books are reviewed in interesting ways so that recording is not a chore and pupils can see at-a-glance the number and range of books they have read. Pupils take great pride in maintaining their *Reading Diets* and are eager to talk about their reading. Higher attaining readers in Key Stage 1 also take part in the programme. Regular use of the new reference library has successfully resolved an issue about pupils' lack of skill in using reference books and skimming and scanning texts for information.

Most pupils now have no difficulty in selecting the key points of information books, or of using library classification systems.

86. The effective use of the National Literacy Strategy has a positive impact on reading in Key Stage 1, so that average and higher attainers in Year 2 read a range of texts accurately and confidently use contents, indexes and glossaries to research information. Less effective teaching takes place when pupils read unchallenging books. Lower attainers, who work at a level slightly below expectations, use their knowledge of the sounds of letters to read simple texts.
87. A strength of writing at Key Stage 2 lies in good opportunities for writing for a variety of purposes. Pupils' writing conveys meaning clearly in different forms. For example, pupils in Year 6 used their knowledge of non-fiction to produce a high-quality handbook for a futuristic *Hover Bike*. They selected an appropriate style and form and enhanced their work with illustrations, graphs and diagrams. High and average attaining pupils punctuate their work to a very high level and their spelling is mainly accurate. Lower attaining pupils work at the expected level for their age. Handwriting is joined, fluent and clear.
88. Because teachers provide limited opportunities for independent writing, standards are not high enough at Key Stage 1. A weakness in planning in the key stage means that reading and writing are emphasised in alternate weeks rather than every day. As parents support reading at home, pupils' progress in writing is slowed by the absence of significant writing activities every other week. When teachers provide opportunities for writing, higher and average attaining pupils use suitable punctuation, many accurate spellings and imaginative vocabulary. For example, an average attaining boy wrote about how during his holiday he *could feel the hotness of the sun warm upon his face*. Lower attaining pupils work close to the level expected for their age. Pupils in Year 2 write for a variety of purposes and choose vocabulary with care to meet the needs of the occasion. This was seen when they used correct technical language to show the effects of heating water in a cyclical flow chart.
89. Informative introductions clarify what a lesson is about and save time, as pupils know what they have to do. Teachers use questioning effectively to revise previous work before extending pupils' learning. Information from assessments of writing enables teachers to plan the next stage of learning. Teachers mark and discuss pupils' writing regularly to explain how it can be improved. Marking is good in Year 6 where pupils are very clear about their strengths and are given targets for development. Difficulties arise when two year groups are taught in the same class. This is marked in Key Stage 1, where texts chosen for shared reading generally suit both age groups, but the tasks planned for different groups of pupils are not always demanding enough.
90. Pupils with special educational needs make satisfactory and, at times, good progress in English with work planned to meet their needs. When pupils are left too long without extra support for their reading and writing, their learning suffers and their difficulties become more serious. Individual education plans contain achievable targets which teachers use effectively to improve the rate of pupils' progress. They respond well when working with the teacher and their behaviour is good.
91. Teachers provide good opportunities to develop reading and writing in other subjects. Skill in researching information allows pupils to work independently in art, history and geography, although opportunities are missed to write about historical events. In design and technology and science, pupils write clear reports in good technical language. Although information technology was not used routinely during the literacy hour, good practice was seen when pupils in Years 3 and 4 used computers to draft a poster with effective support from a parent helper.

92. The English co-ordinator provides a strong lead for the subject. After a slow start the National Literacy Strategy is now fully in place. It has raised standards at Key Stage 2 and gone some way to restoring standards at Key Stage 1. By monitoring teaching, the co-ordinator and senior management team are improving teaching and learning. Plans to extend monitoring provide scope for raising standards even further. Good procedures to assess attainment and to track pupils' progress are in place. The use of this information to inform planning needs further development to ensure consistency throughout the school. Resources have improved since the last inspection. A good range of high-quality books is used effectively during the literacy hour and the quality of some of the fiction has improved. Outdated or shabby books remain in some class libraries in Key Stage 1. With the support of the co-ordinator and the successful use of the National Literacy Strategy, the school is in a good position to improve standards.

## **MATHEMATICS**

93. Standards in mathematics have risen at Key Stage 2 since 1999 when they were below the national average for all schools and similar schools. Although the percentage of pupils reaching the expected level in National Curriculum tests was as good as in most schools, the percentage reaching a higher level was unsatisfactory. It fell below the national average and pulled the school's results down. This showed that the school had not addressed an issue from the previous inspection to improve the progress of higher attaining pupils. The school is working hard to improve standards and for three out of the last four years pupils' performances were better than the national average. A significant dip in performance in National Curriculum tests in 1999 resulted when the teacher in Year 6 left part of the way through the year. This had an unsettling effect on pupils' performance and the school failed to reach its target. Boys did better than girls in mathematics.
94. The results of National Curriculum tests at Key Stage 1 in 1999 were also below the national average. As at Key Stage 2, results showed that the percentage of pupils reaching the expected level was close to the national average. The percentage gaining a higher level was below the national average. This represented a decline in the standards in Year 2 since the previous inspection. Results in 1999 were affected by a higher than usual number of pupils with special educational needs in the class. When compared with pupils from similar backgrounds, standards were below average at both the expected and higher level. Comparing the four years from 1996 to 1999, boys performed better than girls. Both boys and girls performed better than the national average.
95. Inspection findings indicate that standards have improved at Key Stage 2 since September. Although the percentage of pupils working at higher levels has risen, there is still room for improvement. Older pupils are doing reasonably well due to the implementation of the National Numeracy Strategy, the appointment of new staff and placing staff in areas where their expertise is used more effectively. Standards are still not high enough for higher attaining pupils at Key Stage 1. This is because teaching about the uses and applications of mathematics is not strong enough. Consequently, pupils are not provided with enough opportunities to explain their thinking, to solve problems or to apply their understanding of mathematical ideas to real-life situations.
96. Pupils' attitudes to mathematics were good in two thirds of all lessons. Attitudes are very good when teaching is stimulating, provides work to make pupils think and lessons move at a good pace. In a lesson in a mixed Year 4 and 5 class, pupils were so keen to take part that they reminded the teacher that she had not asked them a question. This approach raises interest in learning, concentration and good amounts of finished work. Good learning takes place in lessons such as these.

97. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Most teachers are confident in using the National Numeracy Strategy. The school is working hard to help teachers who are less confident. In classes where the National Numeracy Strategy is used with confidence, it already has a positive effect on raising standards and giving pupils positive attitudes to mathematics. A high quality of teaching in over half of all lessons allows pupils to make good and sometimes excellent progress.
98. Teaching and learning in mental mathematics is inconsistent. In some classes in Key Stage 2, the mental session is missed out or is introduced towards the end of the lesson. In a lesson with mixed age groups, the questions were suitable for younger pupils but did not make older pupils think hard enough. In a successful lesson in Year 3, the teacher posed questions effectively to reinforce learning and used answers as teaching points to move learning forward. In a mixed age group class in Key Stage 2, the teacher established a lively working atmosphere involving all pupils and encouraged quick thinking and fast recall of facts. Pupils responded well to the challenge and were keen to answer questions.
99. The standards reached by many pupils towards the end of the second term in Year 6 are satisfactory in number. Pupils gain good understanding of addition, subtraction and multiplication to two places of decimals. Higher attainers work quickly to subtract numbers involving 10s and units and two places of decimals. Lower attainers gain confidence using simpler numbers. They all work hard and produce a good amount of work. When pupils explain how they arrive at their answers they show that they understand their own learning. Teachers make good use of questioning to correct pupils when they make mistakes. As a result, pupils have good understanding of place value. For instance, when a pupil said that 12 divided by 10 was 1.02, the teacher used this to show the whole class the correct answer.
100. In Year 2, most pupils know a variety of ways to add 17 and nine and then go on to say how they will add 17 and 19. They know addition and subtraction facts to 10 and see the relationships in sums such as  $4+4=8$  and  $8-4=4$ . Higher attaining pupils, who have a good grasp of these facts, are not presented with more demanding work soon enough to achieve higher levels in National Curriculum tests. Many pupils make very good progress when working out the areas of triangles and rectangles by counting squares. They make satisfactory progress when handling data to find out which supermarkets are visited most and the sports preferred by other pupils.
101. Teachers' good knowledge of the subject has a strong impact on pupils' learning, especially at Key Stage 2. Planning is generally satisfactory and teachers ensure that pupils know what lessons are about. Pupils settle quickly to work and this sets a good tempo for the rest of the lesson. However, in some lessons in mixed-age classes in Key Stage 1, teachers fall between two stools and are unsure at what level to plan the work. In a lesson where older, higher attaining pupils were not given sufficiently hard work, the pace of the lesson was slow and they began to call out and to disturb the work of other pupils.
102. Teachers' planning does not always provide enough activities for assessing pupils' work. In the best lessons teachers amend their plans to make sure that pupils understand what they have to do. In Year 6, the teacher changed what she intended to do because she realised pupils had not fully understood the previous day's work on the addition of decimals. By the end of the second lesson, most pupils had a sound understanding of what to do. Teachers use questions well to find out what pupils know and move their learning forward. They use praise to encourage pupils and some inject humour into their lessons and create a good working atmosphere. Teachers generally show a clear understanding of the objectives for pupils' learning and most write the objectives on the board for pupils to see. One teacher asked pupils to write the focus for learning as a heading in their books. This ensures that pupils understand the tasks set for them and helps them to make good progress in their learning.



103. Pupils with special educational needs generally make unsatisfactory progress in mathematics. In some cases, when individual education plans have a mathematical element, teachers do not plan work to take account of this. When teachers plan work suited to their needs, for instance towards the end of Key Stage 2, pupils with special educational needs make good progress.
104. Teachers provide satisfactory opportunities for pupils to develop the skills of mathematics in other subjects. There was little use of information technology in mathematics during the inspection but pupils in Year 2 use a programmable toy to move within the confines of a room and a mouse to complete a symmetrical pattern. In geography, pupils compare temperatures in Africa and the United Kingdom. They record their findings on a database when finding out about the 1950s in history. In science, pupils use their mathematical skills effectively to complete Venn diagrams when recording the results of their investigations.
105. Pupils develop good social skills when working together and teachers promote positive attitudes. In a lesson in a mixed Year 1 and 2 class, the teacher intervened to correct pupils who laughed at the answer given by another pupil. In Year 3, pupils thanked adult helpers for their support. In the same lesson, pupils' cultural development was emphasised by using a French supermarket, with a shopping list written in French, as the stimulus for an activity involving the addition of money.
106. The use of marking is inconsistent. Some teachers write comments, which show pupils how to improve their work, but others mark work with only a tick or congratulatory comment. The results of National Curriculum tests and tests carried out during Key Stage 2 are analysed to identify weaknesses and these are discussed with staff. One area of weakness is the need to improve pupils' understanding of mathematics by teaching them to use and apply their knowledge. Teachers do not give enough emphasis to this in their planning.
107. Leadership in mathematics is sound. The co-ordinator supported teachers effectively during the introduction of the National Numeracy Strategy and has continued to give extra support to teachers who have found the new approach difficult to teach. Resources are adequate but still need extending. Satisfactory procedures are used to monitor the impact of teaching on pupils' learning. With the support provided by the co-ordinator and the successful implementation of the National Numeracy Strategy, the school is in a satisfactory position to improve standards.

## **SCIENCE**

108. Standards have fluctuated in National Curriculum tests at Key Stage 2 since the last inspection. In 1997, attainment was below the national average. There was a marked improvement in 1998 when standards were well above the national average. In 1999, during a period of considerable disruption for pupils in Year 6, attainment was in line with the national average at the expected level. It reflected the findings of the previous inspection in that the standards reached by higher attaining pupils were too low and were below those reached by higher attainers nationally. As a result, pupils' performance was below that of pupils in similar schools. Boys did better than girls in 1999, although all pupils receive the same curriculum.
109. The school now has more accurate procedures for assessing attainment than those used at Key Stage 1 in 1999, when every pupil reached the expected level but none achieved a higher level. An analysis using better procedures shows that eight pupils out of 10 reached the expected level and that two pupils out of 10 reached a higher level. This

shows that attainment in 1999 at the end of Year 2 was better than teachers' assessments suggested.

110. The proportion of pupils in Year 6 currently on course to attain the expected and higher level in National Curriculum tests has improved and is now satisfactory. Most pupils in Year 2 are likely to achieve the expected level, with a reasonable proportion reaching a higher level. Pupils at both key stages could do even better in science. Their progress is limited by weaknesses in teaching that prevent more pupils from reaching higher standards. These lie in the few opportunities some teachers in Years 3 and 4 provide for pupils to take an active part in investigations to explore the knowledge they are taught and to develop the strong connection between knowledge and understanding that enables them to appreciate scientific ideas. Some tasks fail to meet the needs of pupils in Year 2. Pupils on the register of special educational needs at both key stages, whose attainments in reading, writing and mathematics are below those expected for their age, make good progress against their prior attainment in science with support from their teachers at Key Stage 1 and satisfactory progress at Key Stage 2.
111. Improving standards are evident in some classes in Key Stage 1, where pupils are challenged to do their best in well-planned lessons. Most of the teaching is based on good scientific knowledge. Effective questioning ensures that pupils understand what they observe. Teachers who expect high standards share their enthusiasm and interest with pupils and encourage them to work with good degrees of concentration. Very good preparations for investigations ensure that suitable objects are available to reinforce pupils' scientific knowledge. For example, in Year 1, pupils' learning increased at a brisk pace when they tested objects systematically to find out how shadows form and how solid objects block the source of light to form shadows. They saw that light passed through transparent materials and shadows did not form. In this instance, pupils' knowledge was strengthened from first-hand experiences. However, some younger pupils in mixed age classes work at the same level as older pupils at work that is often too difficult for them to understand fully. Pupils in Year 1 record and classify the results of investigations accurately through mapping and Venn diagrams.
112. Progress in developing the investigative skills is limited when activities do not meet pupils' needs. For example, in Year 2, pupils who examined the varieties of food that make up a balanced diet, made good progress in learning about protein, carbohydrates, minerals and fats. A task to identify the proportions of energy, protein, carbohydrates and minerals contained in the food was too difficult for six and seven-year-olds.
113. Younger pupils in Key Stage 2 have excellent attitudes towards learning. Positive relationships ensure that they were very attentive when different kinds of sugar were stirred into hot and cold water. They watch carefully when their teacher carries out tests but are not involved in carrying out their own tests to assess the accuracy of their predictions. Satisfactory teaching in Year 4 produces steady gains in pupils' understanding of how common powders and mixtures react when immersed in water. Limitations to fair testing are comparable with limited opportunities for pupils to develop observational skills. Weaknesses exist in teaching and learning when pupils are not expected to make precise measurements to improve the accuracy of tests. Some teachers in Years 3 and 4 exercise too much control over pupils' learning which prevents them from forming their own ideas about the materials needed for investigations. Pupils in Year 4 enjoy practical work. Good levels of concentration and interest support their learning. They use equipment with care and work well together to complete tasks.
114. Good teaching in Years 5 and 6 is improving standards in science. Positive and constructive relationships allow pupils to work with confidence. The clear explanations teachers provide to develop pupils' understanding, reflect their good scientific knowledge. As a result, pupils in Year 5 described the qualities of liquids, solids and gases accurately and worked hard to produce saturated salt-water solutions. However, teachers tend to anticipate problems rather than allowing pupils to solve them and fair testing is not fully

explored. Teachers use pupils' glossaries of scientific *buzzwords* effectively to promote the accurate use of scientific language. This was evident when pupils in Year 6 planned procedures to use sieves, magnets, filter paper and evaporation to separate iron filings, salt, sand and plastic from a mixture. They completed this task successfully because sufficient materials and resources were available and activities were thoughtfully planned.

115. Although the school has taken steps to improve the leadership and management of science, the subject lacks the strong leadership it had at the time of the previous inspection. This results from the absence of the co-ordinator to provide advice and guidance for other teachers. Consequently, the school intends to use *booster* classes to fill gaps in pupils' learning and to raise standards at Key Stage 2. This initiative coupled with recent improvements in attainment places the school in a satisfactory position to further raise standards.

## INFORMATION TECHNOLOGY

116. Standards in information technology are typical of what is expected nationally of pupils at both key stages. Standards have been maintained at a satisfactory level at Key Stage 1, but have improved since the last inspection at Key Stage 2 when they fell below expectations for 11-year-olds.
117. At Key Stage 1, pupils are confident in the use of the computer and in acquiring skills with the keyboard and mouse. In many instances, teachers' good planning involves the use of computers in other subjects to improve pupils' skills. Learning in mathematics is increased when pupils command a programmable toy to follow a set route and record its journey through the use of co-ordinates. The skills of lifting and dragging with a mouse are employed effectively by older pupils to illustrate the story of *The Three Bears*. Pupils successfully and confidently create patterns in art using the mouse accurately to infill, to draw characters and shapes and to change colours. Teachers make good use of information technology in science when they teach large groups of pupils to use the mouse to search for information. Pupils patiently wait for turns and help and support one another's learning. Younger pupils respond positively to help and instruction from their teacher when learning to type their names directly onto the screen. They use alphabet and command keys accurately to write words beginning with capital letters and to erase incorrect work.
118. Good challenging teaching of the whole class in Year 6, using projecting equipment, ensures that pupils learn to seek information from data onto a spread sheet at a brisk pace. Pupils show good levels of interest and concentration as they gain new skills and understanding. Careful planning in Year 4 enables pupils to enter information onto databases as part of their work in mathematics. They use a mouse skilfully to manipulate software and produce bar charts to analyse favourite foods and television programmes. Word processing is a strength of pupils' attainment. Teachers provide good opportunities for pupils to learn to type competently with both hands. As a result, they select the font and size of letters and highlight words to produce *bold* text.
119. Pupils in Year 6 confidently scroll menus and click onto icons to change a software programme. Good teaching encourages pupils in Year 3 to interrogate CD ROMs to retrieve data and to handle data to carry out historical research. Older pupils save and print text and follow the correct procedures when they switch machines on and close them down. Pupils remain on task when they work in groups and take good care of the equipment. Pupils with advanced skills help others who are less competent.
120. Teachers use a clear long-term plan and a good scheme of work to identify progression in all applications of the subject. The school has acquired a good range of software to

extend pupils' learning. A clear action plan for the current and following financial years ensures that the new co-ordinator is in a satisfactory position to build on good practice. An initiative, to use *buddy* keyboards and monitors, increases the number of pupils able to use one machine. However, the placement of five computers in a space adjoining the Year 6 classroom is impractical since it is difficult for teachers to supervise pupils' independent learning. Plans are not finalised to centralise the machines to allow for the teaching of large groups in a relocated computer suite.

121. The co-ordinator is organising further training to ensure that all staff are confident in the use of new technology. Assessment procedures are satisfactory and highlight the importance of information technology as a separate subject as well as an invaluable tool for learning in other subjects. The recent purchase of up-to-date machines and software enables teachers to record fieldwork in geography, scientific investigations and extra-curricular clubs with digital cameras. Although the school is connected to the Internet, access is denied due to circumstances beyond its control as the final element of the linkage is not activated.

## ART

122. With a helpful policy and scheme of work to guide teaching and learning, standards, which were identified as an issue for improvement, have risen since the last inspection. They are now typical for 11-year-olds and above those reached by most seven-year-olds. Improvements are particularly evident in Key Stage 2, where two teachers who are relatively new to the school bring both their excellent and good knowledge of the subject to bear on the quality of pupils' learning. The co-ordinator for art, who was appointed after the previous inspection, has attended training to improve her own knowledge of aspects of the subject the school was not covering. As a result, standards have risen, teaching is mainly good and more work with textiles and in three-dimensions is produced. The new scheme of work builds on activities that were already in place at Key Stage 2 to incorporate graphics, modern design and art from other cultures.
123. To address weaknesses stemming from a previous lack of guidance for teachers, pupils in Year 6 have only recently acquired the skills and techniques that most pupils gain at an earlier stage. Their teacher's thorough planning shows a clear progression in the development of skills in colour mixing and painting before pupils are expected to produce a piece of large-scale work. This strategy of introducing essential skills and techniques in a steady, systematic way is paying off in improvements to the quality of pupils' work. It is evident in the competent and colourful abstracts they produced in response to music.
124. Art makes a strong contribution to pupils' cultural development. Each year group has a designated artist while pupils in Year 6 widen their knowledge of the work of artists ranging from Escher, the Pre-Raphaelites to Kandinsky. From working in the style of Kandinsky, pupils understand that a series of lines can represent different moods. In an excellent lesson in Year 3, pupils demonstrated detailed knowledge of the life and work of Monet. They gained this from their teacher's personal enjoyment of the artist's work and from the wide range of resources and interesting activities provided to increase their enthusiasm and appreciation. Not only do pupils have good understanding of Impressionist techniques, but their sketchbooks show a high-quality of shading and colour blending that accurately reflects the colours Monet used in different paintings.
125. In a good lesson in Years 1 and 2, the teacher provided a wide range of resources to influence pupils' ideas about combinations of colour and three-dimensional techniques as a basis for their work. In learning about the textiles and sculpture of Mexico, they used their sketchbooks effectively to investigate pattern, shape, line and colour and to plan their future work. While pupils in Year 2 grappled effectively with their first experience of

weaving with wool, pupils in Year 1 worked hard to produce the effects shown in their planned designs when weaving with coloured card.

126. Teachers' very good relationships with pupils encourage them to explore and use their ideas with confidence. Good use is made of the skills of parent helpers in both key stages to guide and improve the work of pupils who carry out complex tasks. A student in Year 3 provided good advice for pupils with special educational needs, which helped them produce an attractive collage of Monet's pond with water lilies. Another student in the same class worked productively alongside pupils who used the computer to gain information about the artist. Teachers are good at providing pupils with an outline of the work to be covered and what they can expect to learn at the end of each topic. In this way, pupils learn to evaluate the quality of their work.
127. The co-ordinator provides good leadership for the subject. At present, she is working on a record of the skills pupils need in art. When combined with current assessment procedures, gaps in attainment appear and teachers have better information to further raise standards. Some inconsistencies arise in the use of sketchbooks. When pupils use them to plan different approaches to a task or to draft their ideas the impact is evident in their finished work. Good, planned links to subjects such as geography, history and religious education make art from different times, places and beliefs more meaningful. In addition to studying the work of a specified artist, the work of each year group is linked to a different period in history. This was seen at its most effective when pupils in Year 6 used observations from a visit to a museum containing objects from ancient Egypt to reproduce jewellery from the period in art.

## DESIGN AND TECHNOLOGY

128. Standards in design and technology are typical of those reached by most 11-year-olds and well above those typical for seven-year-olds. They are improving steadily at Key Stage 2 since they were identified as an issue at the last inspection. When producing a programme of work for the subject, the co-ordinator filled gaps in pupils' achievements. This improved standards throughout the school but particularly in Key Stage 1. Pupils in Key Stage 2 take longer to carry out tasks as they missed instruction at an earlier stage about the correct use of tools and materials. They are good at designing and evaluating working models that depend, for example, on the construction and use of structures and pulleys. Difficulties arise at the constructional stage when pupils are unsure of the correct techniques for using drills and hacksaws, or for cutting balsa and flexible plastic materials. This aspect of design and technology is in need of further improvement.
129. Teachers in Key Stage 1 have good knowledge of the subject. Their knowledge varies, but is satisfactory in Key Stage 2. A strength of teaching is the systematic use teachers make of a programme to provide the skills needed for a good range of practical tasks. In Year 1, for example, pupils explore a variety of materials and methods to create hinges. They cut the shape of a frog with separate arms and legs, used a paper drill to make holes and joined the limbs to the frogs' bodies so that they would move. Their use of technological language was accurate and wide-ranging for their age. They confidently used terminology such as *pivot*, *mechanisms*, *joints* and *hinges*. Their teacher made good use of earlier work on hinges to assess pupils' learning. With support, they evaluated their finished work and suggested ways to improve the hinges. After designing bags for constructional toys, younger pupils made patterns, tested materials, measured, cut and stapled them. They used various types of glue and glue guns, and fastened the bags with different sorts of fastenings.
130. With good support at such an early stage, pupils gain the confidence and independence to iron-out initial problems with new activities. After carrying out a successful project, where pupils in Year 2 increased their understanding of moving joints and were

introduced to simple pneumatics, they learned to join fabric with coloured threads and decorative stitches. Their teacher's expectations of what pupils can achieve were appropriate and were matched by pupils' efforts. Several who found the work difficult surprised themselves at how quickly they mastered the task. Teachers make good use of adult helpers to work with groups of pupils and to provide themselves with the scope to work intensively on developing new skills.

131. Although many pupils in Key Stage 2 need support to use the tools required for a task, they demonstrate the same marked energy and enthusiasm for the subject that is evident in Key Stage 1. Not all teachers are confident about how to use different tools. As a result, pupils select tools and materials after short discussions with partners and work at a very brisk pace to complete their models. Good relationships with pupils incorporate praise and advice to improve their work. Firm control of behaviour ensures that pupils behave responsibly when working with tools and glue.
132. The co-ordination of the subject has improved since the last inspection and is now satisfactory. Since her appointment after the last inspection, the co-ordinator developed her own skills through training and the production of the policy and scheme of work. Design and technology has undergone steady improvement as a result of the co-ordinator's clear development plan. The only weakness in leadership lies in the lack of opportunity for the co-ordinator to work more closely and to share her expertise with teachers in Key Stage 2 to remedy shortfalls in their practice. With such opportunities in place, standards at both key stages could become equally high. Resources have been built up to a good level and allow teachers to cover all aspects of the subject.

## **GEOGRAPHY**

133. Standards in geography are higher than those expected at Key Stage 2 and have improved since the last inspection. Standards are maintained at Key Stage 1 and are typical of those reached by most seven-year-olds. A well-structured programme has provided good depth and pace to pupils' learning. Detailed planning ensures that the study of local, national and great rivers of the world, is included in the work for pupils in Year 6. Well-informed and enthusiastic teaching stimulates pupils' thinking. Teachers in Key Stage 2 make good use of videos to extend pupils' knowledge. Many pupils write independently with accurate vocabulary. However, several lower attaining pupils find it difficult to write in geography and some teachers' planning does not identify opportunities for them to receive the support they require.
134. Teaching is mostly good and has improved as a direct result of addressing weaknesses identified at the time of the last inspection. Practical and fieldwork are strengths of teaching and learning. Activities, which include modelling river systems, increase older pupils' knowledge of the physical processes of erosion and deposition. These lessons move at a brisk pace that holds pupils' interest and concentration. During the last inspection, pupils' knowledge of a local river was very limited. Fieldwork to study the same river now provides good understanding of how meanders and flood plains are formed. Local fieldwork is carried out through interesting activities that have a good effect on pupils' learning. Photographs and pupils' sketches and writing produce an effective class map of the local high street. Detailed explanations and discussions help pupils to concentrate, to appreciate and to conserve the world. An unsatisfactory lesson in Key Stage 2 resulted when the pace was unchallenging and additional activities had insufficient geographical content.
135. Good awareness of how people live in the Mexican town of Tocuaro allows pupils in Key Stage 1 to compare it with their lives in Burnley. Many pupils record the findings of research by writing about a journey from Burnley to Mexico, drawing plans, examining maps, retrieving information from a CD ROM and creating Mexican-style villages in sand

with construction kits and other materials. This work reflects the sound quality of teachers' planning, which also includes local studies and a project on the seaside village of Tenby.

136. Good co-ordination ensures that there is no repetition of the same work in different year groups. This is particularly important when classes contain pupils of mixed age and levels of attainment. Teaching is monitored regularly to maintain its quality and consistency. New teachers receive good support to make sure that no interruptions occur to pupils' learning. Effective links with the East Lancashire Business Association and successful bids for equipment provide extra resources such as those used in a study of Fleetwood. Geography makes a good contribution to cultural development through the study of Kenya, Lesotho, Mexico and a French school. Current initiatives include establishing a portfolio of pupils' work to set standards for the subject and the addition of a geographical study to activities during a residential visit to Arnside. The steady development of the subject is assured by a clear action plan, which also ensures that good resources are regularly updated.

## **HISTORY**

137. Standards in history are typical of those expected of seven and 11-year-olds and have been maintained since the last inspection. Pupils in Year 6 demonstrate good knowledge of ancient Egypt. Their understanding of burial customs is satisfactory and they appreciate the expertise required to build the pyramids and the significance of grave goods. Their understanding of Henry V111's reasons for founding the Church of England is good. Some pupils name his wives in the correct order and explain how and why they died. They have satisfactory understanding of ordinary people's lives in Tudor times, the clothes they wore and the houses they built. Pupils in Year 4 understand aspects of life in Britain since the 1930s. Good use of a video about the evacuation of children from London raised pupils' awareness of dangers during the Blitz. Pupils know why people sheltered in underground stations and Anderson shelters during air raids. In Year 3, they make very good progress in using artefacts to answer questions about the past.
138. In Key Stage 1, pupils examine photographs to learn about the police force early in the twentieth century and compare it with the modern force. They gain simple ideas about their place in time by using time lines and to order events the lives of older relatives in a sequence. Pupils develop some understanding of then and now by studying transport from the past. All pupils enjoy history and take pleasure in learning about the past. Older pupils are fascinated by details about mummification and express distaste at the habit of throwing rubbish into the street in Tudor times. In Year 3, pupils busied themselves in researching life in the 1950s. Their enthusiasm was promoted by a comprehensive collection of artefacts and a carefully planned lesson. Teaching is less successful when lessons are too directed by the teacher and pupils are not given the opportunity to share their knowledge and to talk about artefacts.
139. Teaching is generally good in both key stages, but more effective in Key Stage 2. Each age group is introduced to different aspects of history and this builds on their previous knowledge. In the best lessons, teachers' secure knowledge and understanding of history enables them to stimulate pupils' interest by bringing the subject to life. In Year 3, very good use was made of the support of adult helpers who talked about their past experiences. Pupils recorded this information on a computer database and drew their own comparisons. Teachers link history effectively to other subjects. Pupils compile databases and explain how computers help to sort information. A display in Year 6 showed how pupils made jewellery in the style of the ancient Egyptians. Since their writing is short and factual, pupils miss opportunities to use their work in history to add variety to their writing.

140. Leadership and monitoring are satisfactory. The co-ordinator monitors teachers' planning but has not monitored teaching during lessons, although this is planned for the future. The co-ordinator advises other teachers and orders equipment and artefacts from the museum loan's service. Resources are satisfactory in Key Stage 2 but more are needed to bring the subject to life for pupils in Key Stage 1. The co-ordinator purchases new items after discussing what is needed with other teachers. With planned improvements to monitoring and good teaching in some classes, the school is in a satisfactory position to raise standards in history.

## MUSIC

141. The school maintains standards in music since the last inspection that are similar to those expected of seven and 11-year-olds. Higher attaining pupils who have additional tuition to play the violin and cello perform confidently and read musical notation accurately. Teaching is mainly good with very good teaching at Key Stage 2. Medium-term planning provides a good basis for progression in learning in both key stages. Through careful planning, good links are established between music and other subjects. Pupils in Year 6 composed rhythms using clapping techniques inspired by tomb paintings, and the sombre clapping of women during funeral rituals in ancient Egypt. The teacher's very good expertise enabled pupils to compose rhythms of increasing complexity. Positive support encouraged them to evaluate and to refine their patterns until they were satisfied that they had achieved the required effect.
142. When working with all the pupils in Year 2, the teacher of pupils in Years 1 and 2 used the African story *Awongalema*, to extend pupils' understanding of pitch and tempo. The teacher's effective questioning and good use of musical vocabulary ensured that pupils linked the sound and movement of animals in the story to their choices of percussion instruments and to the pitch and tempo of their own compositions. Another good feature of this lesson lay in the teacher's choice of African drum music to set the scene for the story. By encouraging pupils to move and beat time to the music, they generated spontaneous and infectious enthusiasm.
143. Teachers prepare lessons with clear aims to show pupils what they are expected to learn. They use their expertise to lead by example. This was seen in Years 3 and 4 when the teacher used her voice to demonstrate how to control phrasing and tempo. This gave pupils confidence to improve their own singing and better understanding of musical notation. During collective worship and hymn practices, most pupils sing tunefully with clear diction and adapt their singing successfully to both light-hearted lively hymns and more complex liturgical refrains. Very positive relationships with teachers make pupils confident to gain the maximum benefit from activities. Pupils enjoy music and respond enthusiastically to varied experiences. They listen intently to recorded music and to one another's performances. During worship and assemblies, pupils listen to music while enjoying a quiet time for reflection. Pupils in Year 6 are knowledgeable about the works of celebrated composers and discuss the gender bias in favour of men becoming composers.
144. Although two new co-ordinators took on the management of music at the beginning of the spring term, they already have a clear view of how to raise standards. They have produced a coherent over-view of the subject and audited resources for Key Stage 2. Although resources are generally adequate, there are insufficient untuned percussion instruments when two classes are timetabled for music at the same time. Plans are afoot to re-establish the choir and introduce a music club. The expertise, enthusiasm and energy of the new co-ordinators and their clear vision for future improvements place the school in a good position to raise standards in the subject.



## PHYSICAL EDUCATION

145. At the last inspection standards in physical education were satisfactory. This situation has been sustained and standards remain typical of those expected of seven and 11-year-olds. Pupils in Year 6 show satisfactory control when running and jumping. They demonstrate basic jumps such as star jumps and taking off and landing but do not make sufficient use of their arms to balance, even when their teacher points this out. Although they are keen to demonstrate their work, pupils' commitment to improvement is not as strong as in other subjects. At Key Stage 1, pupils moved in time to music when imitating characters such as rats in the tale of *The Pied Piper of Hamelin*. At first, their work showed little imagination but improved when the teacher reminded them of different ways and directions to move.
146. Attitudes to physical education are good and sometimes very good. Pupils enjoy and often put good effort into their work. They work with more purpose when teachers share their enthusiasm and suggest improvements to pupils' performances. Younger pupils can be fussy and excitable when they first enter the hall but settle down quickly. In some lessons, they applaud when others demonstrate what they can do. Pupils move sensibly round the hall, which is crowded when used by older pupils. After the only slight collision seen during five lessons, two boys showed concern and comforted another who bumped his head.
147. Overall, teaching is good. In an excellent lesson in Key Stage 2, the teacher's very good knowledge of the game enabled her to show pupils how to use hockey sticks correctly. Because of this, pupils became more adept in moving between obstacles. Attention to the problems of left-handed pupils enabled them to make good progress in hockey. In satisfactory lessons, teachers do not involve pupils in analysing their own performances and miss opportunities to suggest different ways to use equipment, although pupils sometimes discover them for themselves. The pace of some lessons in the hall is slowed by the need to collect equipment from a nearby store. Most teachers use equipment well to promote learning, reinforce safety rules and pay attention to the way pupils move around the hall and carry equipment.
148. Resources are good for physical education. The school subscribes to the *Top Sport* scheme which has supplied equipment for tennis, useful plans for lessons and training for teachers. Pupils compete against other schools in netball and cross-country running. No athletics were undertaken last year when the school field was not in use. It is now back in use. Although the co-ordinator has no opportunity to check the quality of learning and teaching, good resources, pupils' enthusiasm for the subject and the expertise of the co-ordinator, place the school in a good position to improve standards in physical education.