

# INSPECTION REPORT

**ST. BERNARD'S CATHOLIC PRIMARY  
SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119449

Headteacher: Mr G H McKeivitt

Reporting inspector: Mr G Alston  
20794

Dates of inspection: 30<sup>th</sup> April – 3<sup>rd</sup> May 2001

Inspection number: 192239

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Victoria Park Avenue Lea Preston Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. J Slater
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	Mr G Alston	Registered inspector	Equal Opportunities Mathematics Information and communication technology Design and technology	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
19740	Mr A Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19709	Mrs J Fisher	Team inspector	The Foundation Stage Science Art and design Geography History	How good are the curricular and other opportunities offered to pupils?
14816	Mrs S Gordon	Team inspector	Special educational needs English as an additional language English Music Physical education	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

St Bernard's R C School is an average sized primary school with 207 pupils ranging from 4 – 11 years in age. In the reception class there are 30 children under the age of six who entered the school in September. There are very few pupils with parents from another cultural background, and there are no pupils for whom English is an additional language. The number of pupils entitled to free meals is above the national average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is higher than that found in most schools. Pupils' attainment on entry is below the expected level. There are four pupils who have a statement of special educational needs. This is a school that serves its community well, with significant numbers of pupils from two large council estates. The proportions of higher and lower attaining pupils vary significantly between classes. This impacts both positively and negatively on the school's results in national tests and causes great variance from year to year. The school has successfully accepted pupils with disabilities into school.

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

This is a good, caring school where all pupils are greatly valued. It is effective because staff, pupils and parents enthusiastically contribute to the life of the school. The pupils achieve well in all aspects of their education. The quality of teaching is good, providing pupils of all abilities with interesting, challenging tasks. The headteacher provides very good leadership and with the strong support of all staff and governors ensures that the money the school receives is used effectively, enabling the school to give good value for money.

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

- Pupils' attainment on entry to the school is below the expected level. Pupils of all abilities make good progress and achieve well. As a result, by the time they leave the school their results in national tests in English, mathematics and science are above average when compared to schools with pupils from a similar background.
- Overall, the quality of teaching is good. Teachers have high expectations of pupils, have a good relationship with them and set interesting and challenging tasks. As a result, pupils behave well, form warm relationships and try hard with their work.
- The headteacher, with the support of a conscientious, caring team of teaching and support staff, leads the school well and in consultation with a very supportive governing body ensures that money is used effectively.
- The school has very good links with parents and the support parents give pupils at home and in school is a great help to them. Parental support in raising funds is good.
- The school has a good pastoral system and staff know the pupils well. Very good provision is made to help pupils develop spiritually, morally and socially. Pupils with special educational needs are well supported.

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

- Pupils' attainment in writing in junior classes.
- Pupils' confident application of their mathematical knowledge and mental strategies in practical, problematic, everyday situations.
- Outdoor play provision for children who are in the Foundation Stage in the reception class.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in March 1997 the school has made a good improvement in the areas of concern highlighted in the report and almost all of them have been dealt with fully. Teachers' planning has improved and lessons clearly identify what pupils of all abilities are to learn. The school has effective systems in place to assess and record pupils' achievements. These improvements in turn have helped raise the overall quality of teaching. As a result, concerns in junior classes about improving the teaching, providing more challenge for higher attaining pupils and raising the performance of boys have been resolved. However, not all teachers question higher attaining pupils enough in mathematics to further extend their thinking. There has been a concerted effort to improve the quality of support for pupils who have a statement of special educational needs. These pupils are now well supported by conscientious, understanding classroom assistants and their needs are fully met. The school now has an appropriate library facility and several parents help in classes on a regular basis providing effective help to pupils. The school is well placed to continue to improve and has a strong commitment to this.

## STANDARDS

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

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

**Key**

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

The information shows that results in English, mathematics and science are in line with the national average. Compared to schools, who have pupils with a similar background, results are better in all three subjects. Trends over time show that results vary from year to year and reflect the pupils' abilities in the classes that took the tests. Results have been consistently around the national average except in 1999 where there were a high number of pupils with special educational needs in the Year 6 class. The results of the 2000 national tests for seven-year-olds show that results are well above average in reading and writing and above average in mathematics. When the school's results are compared with schools with pupils from similar backgrounds they are well above average in reading and writing and above average in mathematics. Although results have fluctuated slightly over the past three years, they have been consistently above the national average and reflect the abilities of the pupils in Year 2 who took the tests. Results were good in 2000 because there was a larger number of higher attaining pupils and a smaller number of lower attaining pupils who took the test in the Year 2 class than is normal for the school. At the age of 7 and 11, evidence from inspection is that average standards of achievement are developing in English, mathematics and science. There is no significant difference between the standards that boys achieve in comparison to girls. Trends in results over the past five years have risen at a pace similar to that found in most schools nationally. Standards in English and mathematics are high enough. However, across the school, pupils' mental and problem solving skills are not as strong as their computational skills. In junior classes, there are not enough opportunities for pupils to write at length in English or in other subjects in order to develop pupils' writing skills further. The school has already met the appropriate targets it set itself in national tests and is on line to achieve future targets based on current pupils' attainment.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best at all times.
Behaviour, in and out of classrooms	Very good. All pupils behave very well in all situations. They are courteous and polite to one another and to adults.
Personal development and relationships	Relationships are very good and are built successfully on mutual respect. Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Satisfactory. Although attendance is below average, pupils enjoy coming to school, often arriving early.

In recent times, one pupil has been excluded from the school. Pupils' attitudes to learning are very good; they behave well and develop relationships of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. These very positive attributes help pupils to make good progress.

## TEACHING AND LEARNING

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

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

The quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching seen was at least satisfactory, and in 11 per cent of lessons it was very good or better. This shows an improvement since the last inspection when nine per cent of teaching was unsatisfactory also the amount of teaching to be judged good and better has increased. Overall, in infant classes, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. In junior classes, the teaching of mathematics is good and sound in the teaching of English. In junior classes, pupils do not have enough opportunity to write at length. Across the school teachers do not provide enough opportunities for pupils to use their mathematical knowledge in practical, problem solving activities. Pupils are well motivated by the challenging tasks teachers prepare. Teachers establish a good relationship with their pupils and have high expectations of pupils' behaviour and the amount and quality of the work they produce. Pupils respond very positively and try hard to reach the high standards they are set. The good teaching is instrumental in helping pupils make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is effective planning by all teachers, and a strong emphasis on numeracy and literacy. The curriculum caters satisfactorily for pupils' interests and needs; there are many opportunities for pupils to contribute in lessons and become confident in themselves. An appropriate range of out-of-school activities, many trips and visitors enrich pupils' learning. There is a lack of outdoor play facilities for children under five.
Provision for pupils with special educational needs	Good. Teachers plan valuable tasks and provide well matched activities based on clear targets that enable pupils to learn effectively. Classroom assistants provide good support. The disabled pupil who has joined the school is well catered for.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. There are good role models from all staff who have very clear expectations of behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Good. Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well. There are good assessment procedures in place.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, supported by a conscientious staff, provides very good leadership and a clear sense of direction. There is a good team approach in decision making. The influence of coordinators on developing their subjects and supporting teachers is making a positive impact on the teaching and learning. The headteacher and coordinators monitor the teaching effectively.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties well. They successfully monitor and evaluate the work of the school.
The school's evaluation of its performance	Very good. The school evaluates its performance very well. Where it has identified areas for improvement, the school considers and implements ways to improve them successfully.
The strategic use of resources	Good. The school uses the money it receives well and deploys its resources effectively. In view of how well pupils achieve, the above-average income, the effective teaching, and the good progress made by pupils who have below-average attainment on entry, the school gives good value for money.

The school considers carefully how it can get best value in purchasing equipment and services. The school has appropriate levels of teaching staff and good levels of classroom assistants. The accommodation and resources for learning are satisfactory.

### 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>• The good quality of teaching.</li> <li>• The good behaviour of pupils.</li> <li>• The good progress pupils make.</li> <li>• The good management and leadership of the school.</li> <li>• The information the school provides.</li> <li>• That the school is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework pupils receive.</li> <li>• The range of out-of-school activities.</li> </ul>

The inspectors' judgements support the parents' positive views. However, inspectors do not support the views in which parents expressed concern. Homework is consistently given and supports pupils' learning. The school provides a similar range of out-of-school activities to that found in most schools.

## **PART B: COMMENTARY**

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

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

1. In the 2000 national tests, the proportion of pupils at the age of 7 reaching the expected level (Level 2) or above was above the national average in reading and writing and very high in mathematics. The proportion reaching the higher level (Level 3) was above the national average in reading, well above in writing and close to it in mathematics. Teacher assessments indicate a similar picture in science to that in mathematics. When compared to schools with pupils of a similar background, the school's results are well above average in reading and writing and above in mathematics. This reflects the fact that, in the Year 2 class, the proportion of lower attaining pupils was less than is normal for the school and the number of higher attaining pupils was greater than normal.
2. The results of the 2000 national tests at the age of 11 show the proportion of pupils reaching the expected level (Level 4) or above were below the national average in English and science and close to it in mathematics. The proportion reaching the higher level (Level 5) was in line with the national average in mathematics and science and above in English. When compared with those schools that have pupils with similar backgrounds, results are above average in English, mathematics and science. This reflects the character of pupils who took the tests in 2000. In the Year 6 class the proportion of pupils with special educational needs and the number of higher attaining pupils was normal for the school. The significant differences in the attainment of pupils on entry over the past years mean that it is of limited value to compare trends over time. The pupils' attainment in the current Year 6 and Year 2 classes is average in all three subjects. The school's own comparative data, based on pupils' prior attainment, shows good progress over time.
3. In the previous report, the areas of weakness identified were that boys underachieved and higher attaining pupils were not challenged in junior classes. Higher attaining pupils are challenged well and this is reflected in the above average numbers of pupils who achieved the higher level (Level 5) in English and the average numbers in mathematics and science in the 2000 national tests. Similarly, there is no significant difference in lessons between the progress that boys make in comparison to girls, although girls still do better in tests as they do nationally.
4. Assessments of children on entry to the school show that most children who are under the age of five enter school with language skills, number and personal and social skills that are below the expected level for children of this age. They achieve well in all areas of learning and the good learning environment seen in the Foundation Stage makes it likely that by the time they are ready to start Year 1, the children will achieve expected levels in communication, language and literacy development, mathematical development, and knowledge and understanding of the world, and exceed them in personal, social, and emotional development. Even though progress is slowed down due to a lack of outdoor play facilities they are also likely to achieve the expected level in their creative and physical development.

5. Overall, pupils' attainment in English at the age of 7 and 11 is average. At the age of 7 and 11, pupils' attainment is in line with national expectations in speaking and listening, and reading and writing. At the age of 7, pupils listen carefully and are becoming confident in expressing themselves clearly, for example, in explaining weekend events using complete sentences and selected descriptive vocabulary. At the age of 11, pupils listen purposefully and contribute well to class discussions asking interesting questions when relevant. In reading, all pupils talk about the books they like and read regularly. At the age of 7, pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to read short, simple novels with good expression. At the age of 11, the best readers are able to discuss their favourite authors and why they like their books. Pupils have good information finding skills; these include the ability to access information from the computer. At the age of 7, pupils' writing is imaginative and appropriately constructed. The handwriting skills of average and lower attaining pupils are sound; letters are formed correctly and consistent in size. Pupils have appropriate strategies for spelling words with regular patterns resulting in common words being spelt correctly. At the age of 11, higher and average attaining pupils use good expressive language and grammatical awareness in a variety of planned work. Pupils' skills in spelling are at the level of their other language skills. Pupils' handwriting is accurate and fluent; this results in satisfactory presentation of written work.
6. Across the school, progress is good in reading and speaking and listening. In writing, progress is good in infant classes and satisfactory in junior classes. In speaking and listening pupils make good gains in their ability to express thoughtful ideas about their work in the plenary session at the end of the lesson. In reading, higher attaining and average attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. In writing, higher and average attaining pupils make good progress in infant classes and steady progress in junior classes in their ability to write at length and for specific purposes. Progress is restricted by too few opportunities for pupils to write at length in English lessons and in other subjects in junior classes.
7. Pupils' attainment in mathematics is average at the age of 7 and 11. All pupils, including pupils with special educational needs, make good progress across the school. At the age of 7, pupils are confident in their understanding of the value of tens and units and can use this knowledge effectively in addition and subtraction of two digit numbers. Pupils' understanding and use of appropriate mathematical language are good. They have a sound knowledge of shapes, and although they tackle problems in a systematic way, their ability to explain their strategies is not as strong. At the age of 11, all pupils have rapid recall of multiplication facts up to the ten times tables. However, pupils are not confident in developing their own strategies for solving problems or ably explaining their reasoning. Pupils make sound progress in understanding fractions, decimals and percentages. Data handling skills are good and in many instances pupils use appropriate computer programs well to develop their understanding. Pupils' knowledge of shape, space and measures is sound.

8. In mathematics pupils make good progress. Their progress in the knowledge and understanding of number throughout the school is enhanced through regular practice in mental calculation and revision of number facts. Pupils' progress in using and applying their mathematical knowledge in everyday, practical situations is not as good as in their other numeracy skills as the opportunities for them to do this are limited.
9. In science, pupils' attainment at the age of 7 and 11 is average. Overall, progress is good. At the age of 7, pupils have good scientific approach and exhibit sound skills in observation and in communicating their findings. At the age of 11, pupils have the ability to recognise the need for a fair test. Their planning and carrying out of their own experiments and selecting relevant equipment is very good. Pupils have a sound knowledge of the natural world, materials and their properties and the physical world.
10. In information and communication technology (ICT), pupils' attainment is in line with national expectations at the age of 7 and 11. All pupils make good progress. At the age of 7, pupils are confident in the use of a 'mouse' and can select items on the screen. They can program a moveable toy to go in a variety of directions and distances and are beginning to appreciate the impact of control technology in everyday life. At the age of 11, pupils have appropriate skills in word processing, can save their own work, and find information on the CD ROM and use icons and menus. They have written and sent e-mails to various places, including neighbouring schools and to places as far away as America. Good use of pupils' ICT skills is made in most subjects. For example, in Year 1 pupils use the digital camera to record the growth of a hyacinth, in Year 3 pupils word process their 'Alternative traditional tales' and Year 4 pupils produce graphs to show hair colour. In Year 5 pupils use the Intranet to find information about waste disposal and Year 6 import pictures from the Internet after their field trip to record 'The journey of the River Ribble'.
11. Across the school, all pupils make good progress in art, music and physical education and achieve above the expected standard by the time they leave the school. In design and technology, geography and history pupils achieve appropriately and reach the expected level for their age at 7 and 11. In swimming most pupils reach the expected level at the age of 11. Since the last inspection the school has maintained its standards in all subjects.
12. The school has made a good effort in introducing the National Literacy and Numeracy Strategies. Pupils' literacy skills are given sufficient emphasis and further developed in other subject areas in infant classes, but not in junior classes. In infant classes, pupils' writing skills are utilised appropriately; but there are too few opportunities for pupils in junior classes to write at length for different purposes, for example, in geography and history. However, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills, for example, in science, history, geography and religious education. Pupils' numeracy skills, which are at the expected level, are used appropriately to classify, compare and measure in several subjects and examples were seen in art and design, design and technology, ICT and science. The school has set itself challenging targets for literacy and numeracy that it is on course to meet. Good assessment

and recording procedures are used effectively to set individual targets for pupils to achieve which is helping to maintain standards.

13. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. The quality of individual education plans is good. They are compiled by class teachers, classroom assistants and outside agencies. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Pupils are well supported in the classroom by classroom assistants or when taught out of the classroom in small groups. An example of this was in a literacy lesson with Year 1 pupils when pupils were studying the vowel sound 'ee' with the help of a classroom assistant. With effective support, and the use of a well-chosen game, pupils extended their knowledge of words with the 'ee' sound such as bee, heel and teeth. This provided pupils with the opportunity to contribute successfully to the lesson and raise their esteem.

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

14. In the previous inspection the quality of these aspects was considered to be good in all areas. Pupils had positive attitudes to learning; they concentrated well and were keen in responding to questions or joining in discussions. They co-operated well, shared resources and worked collaboratively when opportunities arose to do so. Behaviour in and around school was good; pupils showed respect for other people and for property. Personal development generally was good, although there were not enough opportunities within classrooms for pupils to take responsibility for their own learning. However, pupils responded in a positive way when given the chance. The school has worked hard to build upon and improve these positive aspects further. Attitudes and behaviour have been successfully improved and are very good across the school and personal development is good. Attendance still remains below average, despite the school's strong attempts to improve absence and lateness.
15. Children settle very quickly into the positive school routines and adopt a very good approach to learning. This begins in the reception class and is maintained throughout the school. Pupils are happy in all stages through school, both in classes and at other times. For example, at lunchtimes and breaks they are equally confident and secure in their actions with all staff, and are polite and trusting in their manner. The high levels of encouragement and praise given by all staff to all pupils as part of the school's behaviour policy motivate them very well. Pupils are very eager to share and demonstrate their work with teachers, pupils and visitors within the classroom. For example, one pupil clearly took great pride in showing an inspector his good attempt at reproducing a detailed poppy flower he had drawn as part of a lesson in design and technology. Pupils with special educational needs have equally good attitudes to the school and are very well integrated within the school community. The positive relationships between pupils and adults are very good and allow pupils to develop confidence in their own abilities and progress well through the school.

16. The behaviour of pupils is very good. Pupils are very quick to settle to tasks and they act very responsibly. For example, they return eagerly into class after lunchtimes without wasting time and calmly settle into the class activity with high levels of interest. In a few instances, due to great enthusiasm, a small number forget to follow class rules for answering the teacher's question and call out. The class teacher successfully maintains a positive command by reminding pupils that there is only one acceptable way to participate in class to which pupils respond positively. Pupils show high levels of concern and regard for one another. For example, there was a high level of pupil participation in assisting a partially sighted pupil in and around the school. In discussions with pupils all felt very safe and none expressed any concerns about bullying or harassment of any kind. They know and feel confident to talk at any time to any member of staff if feeling threatened in any way. There has been one exclusion from the school in recent years and this was for unacceptable behaviour. This proved to be effective in improving the pupil's behaviour. Pupils know the school's expectations for good behaviour and are happy to follow the few school rules. The school behaviour policy is consistently applied throughout the school by all staff. It helps to maintain the very positive, caring and secure environment that the school works hard to maintain.
17. The personal development of pupils is good throughout the school. There are more opportunities for pupils to accept responsibility in the upper end of the school. Pupils are very eager to accept responsibilities, acting as classroom assistants, exit door monitors and generally helping staff around the school. For example, at break and lunch times older pupils volunteer to monitor entrance doors to school and generally support the midday supervisors. The school is very tidy and free from litter and graffiti, because of the pupils' respect for and ownership of their school. Relationships are excellent between all pupils and staff. For example, pupils have the same high respect for catering and supervision staff that they do for each other, for visitors and teachers. This is a very mature and beneficial approach, which actively supports their learning.
18. Attendance is well below the national average. The school is aware of this and that the attendance figures are strongly influenced by the attendance levels of five pupils. Both the school and the education welfare officer have taken action to improve the situation. The school has strategies to improve attendance and punctuality and are seeking ways to further develop them by making both parents and pupils more aware of the impact these have on learning. Pupils are very eager to come to school.

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

19. In the previous inspection the quality of teaching was unsatisfactory in nine per cent of the lessons seen, mainly in junior classes. Unsatisfactory teaching was linked to a lack of variation of approach and over-direction by the teacher, a failure to allow pupils to be responsible for their own learning and work not sufficiently matched to the needs of higher attaining pupils. The quality of teaching has improved and no examples of unsatisfactory teaching were seen. The quality of teaching has been improved in junior classes and has been successfully maintained in infant classes. A number of factors have contributed to the improvement in the overall quality of teaching:

- the increase in the number of support staff to help pupils;
- a raising of teachers' expectations through target setting;
- teachers' short term planning has improved;
- lessons have clear learning objectives;
- the development of good assessment procedures, particularly in English and mathematics.

A number of other factors have also contributed to the improvement in teaching. There has been staff training in the school that has been beneficial in improving the teaching of mathematics and ICT.

20. Overall, the quality of teaching is good. There were no lessons where the teaching was unsatisfactory and in 64 per cent of lessons it was good. In 11 per cent of the lessons the teaching was very good or better. For children under five in the reception class, the teaching was good in 66 per cent of lessons, and very good in 17 per cent. In infant classes, the teaching was good in 69 per cent of the lessons seen, and very good and better in 23 per cent. In junior classes, the quality of teaching was good in 60 per cent of lessons and very good in four per cent of lessons.
21. A strength of the teaching is the ability of teachers to present lessons in a stimulating way, which immediately attracts and holds pupils' attention. Teachers clearly state what pupils are to learn at the start of the lesson and check on whether pupils have achieved it at the end of the lesson. This was the case in a good mathematics lesson in Year 5 when pupils were studying estimation. The teacher began the lesson by getting pupils to estimate the number of spots on an acetate sheet displayed on an overhead projector. Pupils were only given five seconds to make their estimate. Pupils were well motivated and a stimulating discussion followed about how the pupils had used different strategies to make an informed guess. Pupils discussed their ideas with enthusiasm and successfully identified how they had made a sensible estimate. One pupil explained 'I counted 30 in one quarter of the sheet and felt there were another 10 making 40, then I multiplied it by 4 to get 160.' Pupils transferred this idea well into their own investigation in trying to estimate the number of words in a book.
22. The teachers use questions well in the best lessons to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 6 science lesson, pupils explored the features of opaque, transparent and translucent objects. Very good use was made of open-ended questions, for example, 'How is the image affected?' or 'What causes the reflection of the image?' The pupils responded with great enthusiasm and learnt a great deal from each other on the difference between opaque, transparent and translucent. A good range of resources and well-prepared worksheets for pupils to use supported pupils' learning well. Lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a good literacy lesson, Year 2 pupils effectively built on their existing knowledge of story structure after reading the story 'Voyage into Space'. The teacher was skilful in assessing pupils' needs and provided good support, directing pupils on how they could improve their story by sequencing their sentences and using adventurous vocabulary to develop their ideas. The task was well chosen to challenge pupils of all abilities. The teacher intervened well as pupils worked, posing questions to



stimulate pupils' thinking such as 'Can you make that more interesting?', 'Is there a more exciting way of saying that?' A strength is the great value teachers place on pupils' contributions. For example, in a Year 4 literacy lesson, as pupils discussed the work of Anne Fine and how she wrote critically about an issue, the teacher skilfully used pupils' responses, whether they were correct or not, to make them develop their ideas further and to see alternative possibilities, For example, 'Could you think of a better way of saying that' or 'Have you thought about....?'. Good use is made of pupils' own experiences that often help pupils understand more easily and make the lesson more meaningful.

23. Teachers have a good knowledge and understanding of the subjects they teach. In a good design and technology lesson in Year 4, the teacher effectively communicated her own knowledge of what makes successful board games. At the start of the lesson the teacher provided pupils with sufficient information through explanation and questioning of pupils to enable them to plan their own board game successfully. Planning in English and mathematics is of a good standard providing effective coverage of the National Curriculum. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. In mathematics a variety of teaching methods are used effectively to achieve good levels of concentration and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils who make good progress as a result.
24. In good lessons teachers provide a good range of resources to support pupils' learning and use their time effectively. In a Year 1 geography lesson, the teacher provided a good range of resources for all pupils to discuss in order to gain a clear understanding about their local area. In a Year 4 history lesson, the teacher used her time well monitoring and supporting pupils. As pupils worked at the task of researching into Ancient Greece, the teacher sensitively intervened asking perceptive questions to clarify and extend pupils' learning. When support staff or parent helpers are present they are used productively, for example, in a reception class number lesson the children were well supported and as a result successfully developed an understanding of how to sequence numbers to five confidently. Particularly effective was the positive impact on the development of children's language as they discussed words such as 'larger' and 'smaller'. Teachers show good skills in assessing pupils' understanding of the task as they work, but the marking they do when pupils have completed the task does not always provide appropriate comments for pupils to further improve. Good assessment in English and mathematics takes place and is used effectively in target setting for pupils.
25. Relationships between teachers and pupils are excellent and there is mutual respect. In the teaching of children who are under five years of age, the teacher values children's efforts and responses greatly. Staff have high expectations of the children in all areas of learning. In a language lesson focusing on key words, the teacher planned interesting activities and intervened sensitively in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In a Year 6 physical education lesson, the teacher intervened effectively whilst pupils were working, making clear teaching points, posing open questions which led pupils forward with their work, and provided positive feedback. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the

development of reading, spelling and number work. On several occasions pupils are given homework in other subjects when they are asked to seek information about their history, geography or science topics. This enhances pupils' learning in these subjects. The reading diary provides a good link between home and school.

26. The teaching of pupils with special educational needs is good. All teachers are aware of which pupils are on the register of special educational needs and all make reference to the individual education plans when planning their teaching. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the well-qualified and experienced classroom assistants. The combined attention of teachers and support staff has a positive impact upon the good progress that the pupils make.
27. The school has successfully implemented the National Literacy Strategy and pupils are effectively taught literacy skills. Lessons are very clearly focused ending with effective plenary sessions to check on pupils' learning. Basic skills are well taught during group work and great emphasis is given to this in the lessons. However, in junior classes, pupils are not provided with sufficient opportunities in their literacy lessons or in other subjects to use and further develop these skills. Also, at times, the teacher does not monitor other groups in the class sufficiently well whilst focusing with the group she is working with. As a result, the work output from a minority of pupils is not as good as it should be. Overall, the teaching of mathematics is good and the structure of the lesson is in line with the National Numeracy Strategy. Teachers make effective use of verbal and mental activities to give pace to the start of the lesson. There is a range of appropriate tasks for pupils of all abilities and teachers intervene as pupils work to challenge pupils' thinking. At the end of the lesson good use is made of the plenary session to check on pupils' learning. There are not sufficient opportunities for pupils to use and apply their mathematical knowledge in practical, everyday situations.

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

28. Overall the curriculum provided by the school is satisfactory. The Foundation Stage for the children under six provides for all areas of children's learning and meets their needs satisfactorily. The planning is good, supported by a good policy, which meets the requirements for the Foundation Stage. It provides children with a good education that promotes their intellectual and personal development and prepares them well for the next stage of their education. However, there is no outdoor play area to meet the needs of young children which restricts physical development. There is a limited amount of large outdoor play equipment and too few planned opportunities for regular outdoor play.

29. The school provides a varied and relevant curriculum that meets the needs of all its pupils successfully. It meets the statutory requirements of the National Curriculum. The quality and range of learning opportunities are satisfactory. However, there are not enough opportunities for pupils in junior classes to write at length and across the school for pupils to use and apply their mathematical skills in every-day, practical problem-solving situations. In some mathematics lessons teachers' interventions are limited and do not further challenge and extend higher attaining pupils' thinking. The staff have worked hard to resolve the weaknesses identified in the previous report and there has been a good improvement. Policies have been reviewed although some are in the process of being rewritten, such as art and design, design and technology and music. Schemes of work are in place reflecting the hard work undertaken by the coordinators. These schemes successfully support the step-by-step development of what pupils should know, be able to do and understand. The exception is in design and technology that lacks clear guidance on which skills are to be taught to pupils. Since the previous inspection the school has adopted national guidelines for most subjects and temporarily modified existing ones such as art and design. There is a very good overall plan that shows when each aspect of the different subjects of the curriculum will be taught to the pupils. The framework for planning is implemented effectively and consistently throughout the school. Planning builds steadily from term to term and year to year and planning is well matched to the age range in each class.
30. The National Literacy and Numeracy Strategies are well established and have been implemented, successfully, throughout the school. The teachers' planning for literacy and numeracy is good.
31. There are very good arrangements to ensure equality of access for all pupils. The school meets the recommendations of the Code of Practice for pupils who have special educational needs well. The headteacher takes overall responsibility for the individual educational plans. The plans are stringently reviewed and this means that targets are always specific and relevant. Pupils benefit from the close liaison between classroom assistants and their class teachers. Pupils who have special educational needs are included in all aspects of the curriculum and make good progress.
32. A satisfactory range of educational visits enriches and supports the curriculum. These include places of local interest such as Preston Docks, Fleetwood Environmental Centre, Martin Mere Wild Life Sanctuary, Ribchester Museum, Beacon Fell and Clapham Cove. There is no residential visit. The provision of extra-curricular activities such as choir and two recorder clubs is satisfactory. These are generally well supported, but the take-up of the recorder club is not as high with the older pupils. Girls' and boys' football clubs are well promoted and supported. Pupils compete successfully in inter-school sports such as the girls' five a side football team, the swimming gala and the 'Bob Alexander Memorial Triathlon'. Representatives of local services, such as the police, the fire services and the school nurse enhance pupils' understanding of emergency services and health awareness.

33. The school's provision and practice for all pupils to be socially included in all that the school provides is good. The school continues to be committed to equality of access and opportunity for all pupils in all aspects of school life. Policies for equal opportunity are well understood by adults and pupils and are appropriately implemented throughout the school. There is no significant difference in attainment as a consequence of gender, disability race or creed discrimination. Sporting activities are accessible to both sexes. Teacher questioning and allocation of jobs show no bias towards gender, ability or ethnicity. Pupils with special educational needs receive well-structured support, their individual educational plans are good and they join in with the wide range of classroom activities at their personal level. No occurrence of racial or gender-based incidents was seen and school documentation indicates that there are strategies in place to deal with them, if they occur. There are no pupils in school for whom English is an additional language.
34. The provision for personal, social and health education is good and is implemented effectively across the curriculum. Pupils are given opportunities to explore a variety of issues of how to develop themselves and deal with difficult situations and issues that arise in their lives. For example, they discuss how to care for younger children and the need for safe behaviour and play. The school has a sex education policy, which is implemented, consistently, throughout the school. External health providers support the delivery of health education; for example a school nurse visits to talk about personal hygiene. The police come into school to talk to pupils about 'Stranger Danger', safety on the railways and dangers when swimming. Personal development is less effective when pupils are not given opportunities to demonstrate initiative and take responsibility for their own learning.
35. The school has good links with the community. Learning opportunities are provided through the curriculum using the community as a resource. The local church plays an important part in the religious education curriculum and the priest is a regular visitor to the school. The library, the police and the fire services have a useful input into aspects of the school's provision. For example, an Indian visitor showed pupils Indian dress and food and another visitor talked about his work on Preston Docks in the past. There are satisfactory links with the high school and a satisfactory exchange of records and information. Pupils' records are passed on. Some Year 5 and 6 pupils attend music workshops during the holidays. The school makes good use of college students, supports their teaching and provides them with invaluable experience.
36. The provision for the spiritual, social, moral and cultural of all pupils is very good overall. The school provides very good spiritual, moral and social and good cultural development. Moral and cultural development has improved since the previous inspection.
37. The provision for pupils' spiritual development continues to be very good, with time and opportunity allowed for them to reflect on aspects of their lives. Spirituality is particularly well developed through assemblies in which clear messages and appropriately related songs and prayers are used to reinforce the ethos of the school. Prayer is always associated with an opportunity for pupils to think quietly about how the theme affects themselves and others. Acknowledgement of a supreme being is made through saying the familiar school prayers. Planning indicates that 'Celebration' time in lessons gives pupils opportunities not only to

reflect upon the consequences of their actions on others, but to celebrate their own and others achievements. 'Awards Assemblies' give pupils opportunities to reflect on what the school values. Pupils have a range of activities that give opportunities for quiet reflection. Older pupils reflect upon the quality of their artwork as they recreate paintings in the style of famous artists. For example, in Year 1 pupils watched the display of different kinds of bird's feathers and expressed awe and wonder at the beauty of the male peacock's feathers. There is a strong sense of purpose in the school, which encourages pupils to value themselves and others. National charity appeals such as 'Children in Need' and 'Comic Relief' allow pupils to reflect upon others less fortunate than themselves.

38. The provision for pupils' moral development is very good. This is an improvement since the findings of the previous inspection. The school has clear systems to ensure that all pupils have a clear understanding of right and wrong. Rules are positive and are prominently displayed in classrooms and the main areas of the school. They encourage pupils to adopt appropriate attitudes and behaviour within the school community. Pupils are encouraged to understand the consequences of their own actions, to be honest, show self-restraint and contribute to the welfare of others in the school. Parents recognise that these values have a positive effect on their children and feel that the behaviour is very good. This reflects the inspection findings. Pupils are cheerful and confident. They show respect and courtesy to adults and visitors. Support for charitable organisations is well organised. All adults provide good role models and this helps to reinforce the moral provision in the school.
39. The provision for social development continues to be very good. There is a very good working atmosphere reflecting positive relationships. Adults are very good role models and pupils are encouraged, through praise, to adopt appropriate social skills in relation to themselves and to each other. This very good practice is evident throughout the school. All pupils are made welcome and the caring attitude of the staff helps them to fit into the school's ethos and routines. There is a strong sense of purpose in the school, which encourages pupils to value themselves and each other. As a result they are polite, and treat each other, adults and visitors with respect and courtesy. All pupils are encouraged to work co-operatively in lessons and share ideas and equipment in a collaborative manner when working, for instance in science and mathematics. Older pupils are given opportunities to take responsibility. For example, there are school monitors who at break times give support and guidance to children in the reception class. School productions, such as 'Peter Pan', 'Jack and the Beanstalk' and 'The Grumpy Sheep' and participation in the Inter-Schools' Primary School Book Quiz further enhances their social skills.
40. The cultural development of pupils is good and has improved since the previous inspection. The school provides good opportunities for this in both curricular and extra-curricular activities. All subjects of the curriculum make some contribution to enhancing pupils' understanding of their own culture, past cultures and cultures in other places. For example, knowledge of local culture is developed through subjects such as history and geography, for example, when Year 1 pupils study the Savick and Larches locality and Year 5 research into the past life of Preston Docks. A wider cultural awareness is developed when, in history, pupils study topics such as Ancient Greece, Ancient Egypt and Tudor monarchs and visit places of interest such as nature reserves and museums. Pupils use e-mail to

correspond with an American Jewish school. Pupils compare life in India with life in Preston and the various lifestyles associated with poverty, gender and cultural differences. For example, Year 5 pupils successfully use art techniques that originated in Kashmir in Northern India, to embroider colourful Paisley patterns. An Indian visitor and Arabic dancer demonstrated their native dress, dance and customs. Extra-curricular opportunities in music and sport enhance cultural provision, such as musical events and inter-schools' tournaments. Pupils study Jewish customs and traditions as another major world faith, and have an annual visit to a school whose pupils are predominantly Muslim and Hindu but overall there are limited opportunities to study the diversity of today's multi-cultural society.

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

41. In the previous inspection the quality of this aspect was considered to be good in all areas. The school was a safe and caring place in which teachers knew pupils well. There was effective support for all pupils with monitoring of both personal and academic development being good. The school has maintained the good standard. All staff are very strongly committed to care and support of all pupils in order to ensure they achieve their full potential. The school has developed a good family-type caring atmosphere of support and nurture for all of its pupils. All staff are warm and understanding in relationships and sensitive to pupils' needs. The arrangements for the monitoring of pupils' personal development are good. The school's caring ethos, excellent relationships and the very high levels of trust that pupils have to all staff contribute effectively to the monitoring and support of personal development.
42. The school ensures its systems help in the sensitive induction of pupils into school and allows them to quickly settle into this welcoming atmosphere. There are good links with other schools and the local high school to which most pupils transfer. There are secure procedures in place for child protection and all staff are kept suitably well informed. The member of staff with responsibility for child protection fulfils the position with care and industry. He has received suitable training and ensures that all staff know to be vigilant and what to do if they have any concerns. Outside agencies provide good support to the school and there is regular contact. There are suitably trained first aid persons in the school.
43. The school is effective in maintaining the health and safety of all of its pupils and the health and safety policy is regularly updated. There are termly checks and risk assessments carried out by the school governors who are well equipped to organise, action and produce meaningful reports to be followed through. There are termly fire drills, details of which are logged to record time taken to evacuate the building and confirm all pupils are accounted for. Attendance and punctuality are carefully recorded and monitored. The school has worked hard to improve attendance through its systems of rewards for good attendance and by informing parents of the value of good attendance and promptness. They follow up on any absence by contact with parents and the educational welfare officer is a regular visitor to the school. He follows up any matters that affect the school by contacting families to lend support when the school's efforts have been unsuccessful. Pupils with special educational needs are carefully assessed and their progress is reviewed regularly.

44. The school achieves very good levels of behaviour both within the school building as well as at other times, such as lunchtimes and breaks. There is a weekly whole school assembly at which time awards are issued to pupils, by the headteacher, who have gained suitable awards credits. The school has a positive house system in place. The school's anti-bullying and elimination of all oppressive behaviour procedures are effective in treating all pupils equally. Staff work hard at raising the self-esteem of all pupils with a very strong emphasis on making pupils aware of their own self-worth and importance.
45. Overall, the assessment and recording procedures for pupils' achievements are good. The assessment procedures for children under five are good and used effectively to plan work to meet the children's needs. Pupils are regularly tested in English, mathematics and science. Information gained from assessment in English and mathematics is used well to set individual targets for pupils. This shows good practice and provides pupils with a clear picture of what they are trying to achieve. This in turn motivates and encourages pupils to try hard. Systems of assessment and record keeping are in place in all other subjects. These records reflect what pupils have learnt in their lessons based on the objectives the teacher set. Consequently, information about individual pupils' achievements is sufficiently detailed and easily accessible to teachers. As a result, teachers have a clear picture of what pupils know, understand or of the skills they have. This helps teachers in planning the next stage of learning by building on the work pupils have learnt in the previous lessons. The school effectively carries out assessments when pupils are aged 7 and 11 and successfully carries out analysis of these results to identify areas for improvement. For example, in English, writing was identified as an area for improvement and a planned programme of improvement is to be introduced. Samples of pupils' work are kept to help teachers to make reliable assessments of their pupils' attainment in several subjects, for example in writing, mathematics and science. These records of achievement are an attractive record of the wide variety of experiences that the school provides. These samples are levelled and are helpful to teachers in judging precisely what progress pupils have made. Baseline test results, for children entering school, are carefully analysed and used effectively to plan sessions to meet the needs of all children.
46. The school has good procedures in place for identifying pupils who have special educational needs. Teachers assess pupils' progress and if there is a need for intervention from an outside agency, the coordinator for special needs is able to contact the appropriate agency for specialist support. The co-operative approach to meeting pupils' special needs is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.

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

47. In the previous inspection the quality of these aspects was considered to be good in all areas. Parents were supportive of the school, school and staff dealt effectively with parents and they were kept well informed by newsletters and reports. There was an effective induction programme and parents were kept suitably involved in pupils' learning. The school has continued to work hard at improving links with parents and also in attempting to fully involve them in pupils' learning. Links with parents are now very good. The parents, at the meeting with inspectors and in their questionnaire responses, were extremely supportive of the

school, its staff and almost all aspects of school life. The school maintains its very good links with all parents, including parents of pupils with special educational needs and keeps them well informed about their children's progress. Parents are actively involved in annual reviews and individual education plans. Parental involvement with pupils' learning is very good, particularly with support both in school and with homework.

48. The amount and value of information offered to parents are very good. There are regular newsletters issued which contain much news detailing social and topical events. The annual pupil report to parents is sufficiently well detailed to provide parents with a clear indication of the progress their child is making. They also set out future individual targets for pupils to aim for in the coming year. There are places on the report for parents to make their own comments. The termly parent/teacher meetings, and other meetings for parents for example, about literacy and numeracy, are beneficial in developing stronger relationships with parents. There is a strong 'open door' practice at the school that is highly regarded by parents. There is a supportive parent teacher association that is very active in providing additional funds for the school. These funds are targeted at improvements for pupils' benefit, for example, the addition of extra computer equipment and support at Christmas pantomimes. There is a strong element of parental involvement in the school. This has been made possible by the school's effective policy of parental inclusion within classroom activities. Those who are in school providing assistance are welcomed and prized by teachers for the support that they offer in classrooms and around school.
49. The information provided by parents at their meeting with inspectors and in their responses to the questionnaires demonstrates that parents are very happy with the improvements made by the school since the last inspection. They are very pleased with the school's current approach to the education of their children and personal development. The response to the questionnaires demonstrates that parents felt very happy about almost all aspects of school. Particular strengths were the approachability of the school, expectations of work by pupils and teaching and management of the school. A small number of parents expressed concern about the amount of homework pupils receive and the range of extra-curricular activities. The inspection team agreed with all the positive comments made by parents. However, they do not agree with parents' concerns. The homework offered by school is consistently given and beneficial to pupils' learning. The school offers a range of extra-curricular activities similar to that found in most schools and these enrich the curriculum.

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

50. The quality of school leadership is very good and the school is well managed. The new headteacher, the senior management team and the governing body work together successfully to determine the educational direction of the school and constantly seek to raise standards. The school has a clear set of aims, which are reflected in all aspects of its work. The list of aims is short but effective, concerned with providing equal and maximum opportunities for all, offering to pupils, and expecting from them, high standards of academic and personal achievement. These aims are listed in all literature and are understood and implemented by all. There is a very positive, supportive, atmosphere and sense of commitment by



everyone in the school, which reflects the strength and quality of leadership. The headteacher makes it a priority to be seen daily in all areas of the school and develop productive relationships with each pupil and staff member.

51. The governing body effectively fulfils its role in the governance of the school and plays an increasingly valuable role in its strategic management. Governors support the headteacher and are developing the role of critical friends, discussing strategies and supporting positive change. Governors understand the strengths and weaknesses of the school. They have specific responsibilities in school and both staff and headteacher welcome their involvement in the everyday working practices of the school. They visit as often as they are able. Governors monitor their areas and report back to meetings. The chair of governors has an active role in monitoring financial matters and meets regularly with the headteacher to discuss expenditure.
52. The plan for school development is effective and has been produced in consultation with staff and governors. It is based on a clear analysis of the school's short, medium and long-term needs. It identifies the school's priorities and is a useful and effective management tool in monitoring and evaluation school performance. It is linked to the school budget, has clear time limits and criteria for success and regular reviews are built in to review progress. It is supported by detailed action plans in each area of development, which include strategies for raising achievement and monitoring standards, particularly in literacy and numeracy. The coordinators provide clear leadership and constantly evaluate implementation of these strategies, and revise accordingly. In addition, rigorous and informative systems of assessment have been introduced. Results are closely analysed leading to the setting of specific targets and objectives for pupils and school. These systems are already having an effect on identifying where standards are improving and where further work is required.
53. The senior management team and coordinators have delegated responsibilities and share conscientiously in helping the school to improve. The monitoring role of all staff is developing. Their growing involvement in this process is giving them a deeper awareness of standards of work throughout the school. The plan for school development includes ongoing targets to be reached in English, mathematics and science. The senior management team meets regularly and has a clear and accurate view of the school's strengths and weaknesses. The school has directed considerable effort at effectively introducing the National Literacy and Numeracy Strategies and this has taken prominence over work in other curriculum areas. The whole school team work hard to implement detailed procedures of monitoring, assessment and analysis in order to raise the standards of achievement of all pupils and continually improve the quality of planning, teaching and evaluation.
54. The management of the school's finances is efficient. There is strict financial control and clear monitoring systems that enable the school to manage its work within its budget and ensure all financial aspects of its work are performed appropriately. Financial documentation is meticulous and up-to-date. The headteacher, senior management team and governors determine priorities which inform financial planning, and expenditure is monitored closely. For example, the benefit to pupils of the support from classroom assistants was identified. As a result, each class was provided with its own classroom assistant to support the

literacy and numeracy hour. This has proved to be successful, especially with lower attaining pupils. The school has a ten per cent carry forward which is targeted to continue the extra support from classroom assistants and to refurbish the library. Specific grants are effectively used to support areas for which they are designated. The school uses its resources well to support pupils' learning. Informed use is made of the government funding to support staff training in areas that will benefit the school. Set routines guide day-to-day financial management, which is efficient. The collection of money and everyday financial matters are dealt with quickly. The school clerical staff are welcoming and they deal sensitively with all visitors to the office and set procedures are followed. Information technology is increasingly supporting school administration and there are hopes of increasing this input in the longer term. There are systems to ensure the school obtains best value in all resources, services and areas of day to day functioning and also monitoring systems to check the effectiveness of expenditure.

55. The overall management of pupils with special educational needs is good and has improved considerably since the last inspection. The school fulfils the requirements of the Code of Practice. School management, staff and governors are committed to providing quality support for all pupils with learning needs and ensuring they receive full access to the curriculum. Classroom assistants have been provided for pupils with learning and physical disabilities, aids are available in the classrooms and work is planned appropriately. Monitoring procedures are thorough, school documentation is good and relationships with parents are regular and effective. Where required, external agencies are used to offer additional advice and guidance. Although the school has no pupils for whom English is an additional language, policies and practice ensure that pupils are presented with opportunities to understand the richness and diversity of cultures and lifestyles in Britain today. All staff in the school share a commitment to providing good learning opportunities for pupils; the school's aims, which state all pupils should feel valued, respected, confident to accept challenges, fulfil their potential and become responsible individuals are well reflected in the work of the school.
56. There are sufficient appropriately qualified teachers and good levels of support staff to meet the needs of the curriculum and the age range. Throughout the school, support staff work well to ensure all the needs of the pupils are met and daily routines run smoothly. All staff have detailed job descriptions relating to their part in the school team and specific descriptions relating to their individual roles. The amount and range of in-service training undertaken by staff is good and contributes to meeting the priorities identified by the school and to teachers' professional development. Induction arrangements for new staff are good as is the support provided for newly qualified teachers. The school is developing a comprehensive strategy for performance management, which is supported by rigorous internal and external monitoring of teaching. This is, as yet, in the early stages of implementation. Staff have curriculum responsibilities and, in consultation with senior management and with approval of governors, have produced effective whole school policies, which support the curriculum. Coordinators are responsible for monitoring the standards in their subject and the coverage each class receives and core subject coordinators have observed teaching in their subject areas. The headteacher also monitors the delivery of the curriculum by spending time in classrooms observing teaching and learning. Coordinators play a positive role in promoting raised standards of attainment.

57. Accommodation is satisfactory and allows effective delivery of the curriculum, except for the early years where there is no secure, enclosed outdoor play area. When ready, the new information and communication technology unit will add extra focus to ICT and provided a good teaching base. Books are readily accessible in all areas; library areas are satisfactorily stocked and provide an appropriate environment for independent learning and research. The grounds are attractive and provide a good resource for pupils' physical development, although they are underdeveloped as a resource to support areas of learning such as science and geography. Displays within the school are good and are effectively used to celebrate pupils' work. The school has an adequate range of resources to support all areas of the curriculum. Resources for ICT are being improved and are significantly better than at the time of the last inspection Resources are in good condition, clearly labeled and neatly stored.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58. In order to further improve the quality of education the school provides and build on the good improvements since the last inspection, the governors, headteacher and staff should:

**Further raise standards in English in junior classes by continuing to implement and monitor the planned programme of improvement aimed at:**

providing pupils with more regular opportunities to write at length and for different purposes in their literacy lessons;  
increasing the opportunities for pupils to further develop their writing skills in subjects other than English;

**and further by:**

ensuring the marking policy, in which teachers indicate to pupils how they can improve their work, is consistently applied by all teachers;  
revising the current practice in the organisation of the literacy hour.  
(Paragraphs 6, 12, 27, 29, 72, 74)

**Further raise standards in mathematics by increasing pupils' confidence in problem solving and using their mental strategies by:**

ensuring a consistent approach across the school in the number of opportunities that teachers provide for pupils to use and apply their mathematical skills in everyday, practical problem solving situations;  
spreading the good practice, which is evident in some classes, of teachers intervening as higher attaining pupils work in order to further challenge and extend their thinking.  
(Paragraphs 8, 27, 29, 76, 77, 78)

**Further extend the good provision for children in the Foundation Stage by:**

providing an appropriate area and more large outdoor play equipment for regular outdoor play;

providing more planned opportunities for regular outdoor play sessions.

(Paragraphs 4, 28, 59, 64)

**OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

Implement the planned programme to introduce a skills based scheme for design and technology.

(Paragraph 95)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

45

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

12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	67	22	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	206
Number of full-time pupils known to be eligible for free school meals	-	35

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	55

#### 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	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	7.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	13	13	13
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	92 (81)	92 (86)	100 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	13	13	13
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (92)	96 (86)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	21	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	17	16	18
	Total	24	25	27
Percentage of pupils at NC level 4 or above	School	71 (71)	74 (71)	79 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	11
	Girls	16	18	17
	Total	22	27	28
Percentage of pupils at NC level 4 or above	School	65 (65)	79 (71)	82 (77)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	4
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	23.5
Average class size	27.9

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

Total number of education support staff	10
Total aggregate hours worked per week	154

### ***Financial information***

Financial year	1999/2000
	£
Total income	372,051
Total expenditure	354,648
Expenditure per pupil	1,714
Balance brought forward from previous year	21,820
Balance carried forward to next year	39,223

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

196

Number of questionnaires returned

68

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	0	1	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	53	37	3	0	7
My child gets the right amount of work to do at home.	31	53	15	1	0
The teaching is good.	60	37	1	0	1
I am kept well informed about how my child is getting on.	50	43	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	1	0	0
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	47	49	3	0	1
The school is well led and managed.	71	28	1	0	0
The school is helping my child become mature and responsible.	60	35	3	0	1
The school provides an interesting range of activities outside lessons.	38	40	7	0	15



## **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**

59. Since the last inspection, the good provision for the thirty children in the Foundation Stage, that is children under the age of six, has been maintained. Improvements since the previous inspection include the re-organisation of the approved curriculum areas and an increase in resources. However, there is still no secure, accessible outdoor play area and the lack of regular use of the limited large play equipment restricts opportunities for children's play and development. Many children begin school with poorly developed skills in language and literacy, mathematics and personal independence. This is confirmed by the initial assessment conducted with these children. The children achieve well, and by the time they are ready to start in Year 1, they will reach the expected level in communication, language and literacy development, mathematical and physical development, knowledge and understanding of the world and physical and creative development. They are likely to exceed the expected level in personal, social, and emotional development. Children make very good gains in their learning. The good and very good teaching is having a positive impact on children's learning.

#### **Personal, social and emotional development.**

60. Priority is given to the personal and emotional needs of young children and they achieve well. Children are constantly encouraged to feel confident about what they can achieve, form good relationships, look after themselves responsibly and behave very well. They are beginning to work co-operatively and collaboratively in the play activities and role-play settings, such as the sharing of the large play equipment and when working in 'The Café'. They listen attentively to familiar adults, concentrate well on tasks, such as reading and mathematics and show self-restraint when and where appropriate. In all the lessons seen, covering all the areas of the curriculum, children showed remarkable attention, concentration and self-restraint. The quality of teaching is good. The adults provide good role models and treat one another and the children with courtesy and respect. This leads to trusting relationships and children respond very well, such as when speaking to teachers and answering to the register call, correctly and confidently. The adults also promote children's personal development effectively by ensuring that the equipment and resources that the children use are easily accessible and help them to become independent.

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

61. The children respond well in listening and speaking activities to adults' instructions and also when in discussion with others. They enjoy listening to stories such as *Titch* and *Moving Home* and are interested in the associated vocabulary. A commercial reading scheme is used well to introduce children to reading activities and letter sounds. A good understanding of the sounds of letters and words is developed through effective word, sentence and text level work, using well-known stories and rhymes, such as 'Jack and the Beanstalk.' All children know that print carries meaning and that English is read from left to right and from top to bottom. Many recognise words in familiar 'Floppy' stories. The formal practice of

handwriting skills is good. Higher and average attaining children in the reception class write short sentences from the reading scheme, legibly and neatly, whilst lower attaining children make good attempts in their copy writing. Overall, resources are good. Good assessments are used well to record children's ongoing work. Reading books are taken home regularly to reinforce the work done in school. Computers are used satisfactorily to enhance reading skills, and children are well supported in their literacy skills by the adults, when reading books such as *By the Stream*. The teaching of language and literacy is good. Through the well-planned classroom activities the children make good progress. The teacher and nursery nurse have a good knowledge of how to teach the basic skills well. The children listen attentively when asked to do so and use a growing vocabulary to express their thoughts. All staff encourage children's contributions and value what they say.

### **Mathematical Development**

62. Children develop mathematical skills well through effective use of practical activities, number rhymes, games and songs. Children thread beads and use number games to gain an understanding of the properties of number. Most children can count to 10 and 20 and the higher attaining children beyond this number. They investigate the properties and vocabulary of numbers, and add on in ones in their counting games, such as 'One elephant went out to play'. They competently identify basic shapes, match and draw around circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes. Children explore conservation and capacity through appropriate sand and water play. Adult help is good and supportive for all children. Praise is frequently used to encourage learning and raise self-esteem. Good teaching helps children to achieve well in counting, calculating, shape, space and measure. Systematic planning and provision allow children to progress in their knowledge, skills and understanding of mathematics. This is developed through topics, stories, games and imaginative play, resulting in children's enjoyment and developing confidence to experiment with numbers. The nursery nurse is well deployed and contributes well to the good progress made in lessons. Very effective use is made of resources to arouse children's interest, such as number jigsaws to reinforce learning and number lines to consolidate class work on numbers 1 to 20. Computers are used satisfactorily to enhance mathematical skills.

### **Knowledge and Understanding of the World**

63. Children build on previous knowledge to learn more about themselves and the world about them. Through the topic 'Growth', children plant, grow and observe the growth of seeds and enjoy listening to relevant books such as *Jasper's Beanstalk*. They work together co-operatively to design and construct structures such as shops and houses with a variety of large and small bricks, and use tabletop activities to increase their dexterity. The teaching is good. Children are well supported by adults when using appropriate computer programmes, such as 'By the Stream' to improve their literacy skills, and a programmable toy to enhance their numeracy skills. Adults ensure that children remain interested and sustain concentration by the change of activities when they have outlived their purpose. Literacy skills are developed through topics such as 'Animals' and the provision of relevant books. Activities such as designing and making boats from junk materials,

water-play and role-play provide good opportunities for children to learn. Equipment and resources are easily accessible to support and help children achieve independence.

### **Physical Development**

64. Children are acquiring skills in movement, have a developing sense of space and bodily awareness and use tools and equipment with increasing dexterity. The criticism of the previous inspection regarding the lack of a safe play area has not been addressed. The lack of large play equipment has been partially addressed by providing a few wheeled toys. However, physical development is inhibited by the lack of frequent use and accessibility and the lack of large equipment for climbing and balancing. In one indoor session, children use wheeled toys responsibly, moving in and out of traffic cones with increasing confidence and co-ordination, showing good control as they travelled. Children show good control and skill when handling pencils, for example when colouring a picture of a giant. Joined up writing is introduced early and children show good control and developed skills in their handwriting. Manipulative skills are good. Children show increasing dexterity as they work with pencils, crayons, use cutlery when 'eating' in the 'café' and roll, squeeze and knead malleable materials such as flour mixed with water to make play dough. Relationships are good. Children show respect for the adults and behave very well throughout lessons. The quality of teaching is good. Planning is good, covers all the elements in this area of learning, and gives opportunities for children to experience a feeling of being healthy, active and having a positive sense of well being. Planning shows that there are opportunities for children to experience work, both indoors and outdoors, in physical education games and in creative activities to develop their physical skills. Good resources and support staff contribute effectively to the acquisition and development of these skills.

### **Creative Development**

65. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play in all learning areas. Children have opportunities to explore colour through painting, collage and crayoning, as well as printing. They re-create attractive collages of the characters from 'Jack and the Beanstalk' using materials such as tissue paper and fabrics, but opportunities are missed to allow the children to experiment with a wider range of media and work, independently. The children recognise familiar songs, nursery rhymes and jingles and sing them in unison using the appropriate actions. Songs and jingles are used very well to reinforce literacy and numeracy. During a music and movement session, the teacher made good use of the tape 'Jack and the Beanstalk' and gave children opportunities to experiment with different combinations of movement and gesture. The adults supported and extended this well by entering into the aspects of the characters along with the children who moved imaginatively and with obvious enjoyment when 'planting the beans' and 'climbing up the beanstalk'. Teaching is good. Children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories and imaginative play. When involved in creative activities for example, painting, staff challenge children to think about their work through skilful discussion and questioning about what they are doing and what they should do next.

66. Teaching in the reception class is of good quality. This has a positive impact on the progress that children make and the standards that they attain by the end of their time in the reception class. Children who have special educational needs are well supported and make good progress. Activities are carefully designed to include opportunities for all the children to enrich their vocabularies and to practise their speaking skills. All adults show that they value the children's efforts highly and this helps them to move forward with added confidence. Children learn firm foundations for the next stage in their education.

## **ENGLISH**

67. In the 2000 National Curriculum tests for pupils aged 7, the proportion of pupils who reached the nationally expected level (Level 2) and above was above the national average in reading and writing. Similarly, the proportion that reached the higher level (Level 3) was also well above the national average in writing and above in reading. When the school's results are compared with schools with pupils from a similar background they are well above average. Careful analysis of detailed school data shows variations in the numbers and abilities of previous groups of pupils are reflected in national test results. For example, a higher proportion of higher attaining pupils in the Year 2 class and a lower proportion of pupils with special educational needs than is normal for the school achieved high results for 7 year olds in 2000. Detailed assessment of pupils on entry to the school shows the present group of pupils aged 7 years were below average on entry to school. Due to the rigorous teaching, good learning opportunities and thorough procedures for assessing and monitoring achievement, these pupils have made good progress throughout the infant classes, presently achieving standards in line with the national average.
68. In the 2000 National Curriculum tests at the age of 11, the percentage of pupils who attained the expected standard (Level 4) and above was below the national average and those who attained the higher level (Level 5) was above the national average. When the school's results are compared with schools with pupils from a similar background they are above average. Detailed school data demonstrates that, over the last three years, although the trend in school results in English has been broadly in line with national trends, they are clearly affected annually by the composition of different groups of pupils. Inspection of comprehensive pupil assessment and monitoring procedures along with detailed analysis of individual results and target setting in literacy, confirms that the present class of 11 year old pupils have made satisfactory progress in writing and good progress in reading and speaking and listening. They are presently achieving average standards and above the average compared to similar schools. In national tests girls perform better than boys, but this was not apparent from sampling pupils' work or from lesson observations
69. Recent procedures introduced to assess and monitor progress comprehensively and regularly, have resulted in the early identification of pupils with special educational needs. These pupils have detailed, realistic, individual education plans and they all make good progress towards achieving their targets. This is due, in part, to the provision of appropriately planned work by teachers combined with high quality support given during lessons by classroom assistants. Such work is undertaken in the classroom and ensures all pupils have full access to the

curriculum. Pupils with physical disabilities have good, appropriate support in lessons, which enables them to experience the same full curriculum as their peers. This is a clear area of improvement since the last inspection.

70. Speaking and listening skills are promoted well throughout the school and the standards pupils achieve are in line with national expectations at the age of 7 and 11. Good progress is made across the school. In infant classes, pupils' vocabularies develop and they become proficient in expressing themselves clearly. Pupils listen well; they concentrate for increasing periods of time and their answers to questions demonstrate their efforts to understand. Pupils learn the social courtesies of listening in groups and taking turns. Because of the good relationships between pupils and teachers, pupils are confident to make mistakes when trying to express ideas because their teacher's help is sensitive and supportive. At the age of 11, pupils adapt their answers according to what they have heard, using appropriate vocabulary. Pupils respond confidently to questions and the more able are challenged to extend their answers. In the majority of lessons pupils listen productively for lengthy periods but occasionally, when the teacher is focusing on a specific group in the class, others do not listen and are unable to answer questions, so instructions or information have to be repeated, slowing down their progress. Pupils are encouraged to speak in many different situations, in assemblies, to visitors, in plays and concerts.
71. At the age of 7, standards of reading are in line with national expectations and progress is good. From Year 1 pupils have a developing grasp and understanding of phonics and teachers incorporate recognition of words and sounds in all their lessons. Pupils word build competently and use a variety of methods to help tackle unfamiliar texts. Higher attaining pupils gain in confidence to read a variety of texts of increasing difficulty. Pupils enjoy reading and this love is assisted by the positive focus given to reading by teachers, who share their own love of books in enthusiastic shared reading sessions. Year 2 pupils understand how to use their reference library and explain how they have found books to give information. They recall their favourite stories and recount the sequence of events in the stories accurately. They read fluently and accurately. They talk about their favourite authors and are articulate in describing the plots and characters in books written by these authors. Pupils know the language of books, talking about authors and illustrators, finding the index and knowing what chapters are. In junior classes, pupils make good progress and at the age of 11, reading standards are in line with national expectations. Pupils approach increasingly difficult texts fluently and fairly accurately, recognising the requirements of various aspects of grammar, introducing expression into their reading and giving opinions on what they read. Pupils are confident with non-fiction and many Year 6 pupils use the school library as an information source. Higher attaining pupils read extensively and are aware of different authors and writing styles, talking confidently about favourite stories and retelling them, describing the main characters and summarising the plot. They enjoy well-known children's fiction such as Harry Potter. Lower attaining pupils read at appropriate levels and their enjoyment of reading is a result of the enthusiasm generated by their teachers. There is also a good focus on reading skills in the majority of daily literacy lessons.

72. Pupils' attainment in writing at the age of 7 and 11 is in line with national expectations. Progress is good in infant classes and pupils achieve well. At 7, handwriting is clear and well formed and pupils confidently use a cursive style. In their extended writing, higher attaining pupils demonstrate a very good awareness of the structure and sequencing of events in a story. Their ideas are imaginative, varied and clear. For nearly all pupils, spellings are accurate and the use of punctuation is sound. There are frequent opportunities during the literacy hour to practise phonics rules to improve spellings and pupils are confident in using these skills independently in their written work. Likewise, there are many examples of different forms of writing such as letters, diaries, poems or retelling favourite stories. Similarly, opportunities for pupils to write at length are sufficient and there are various examples of where written work is linked well to other areas of the curriculum. As a result, pupils display satisfactory ability in their creative writing and their vocabulary shows imagination. Lower attaining pupils in Year 2 are still printing but can write sentences, sometimes needing adult support, and spell simple words correctly. In junior classes progress is satisfactory. At the age of 11, most pupils use good expressive language and grammatical awareness in a variety of well-structured and planned work that includes letter writing, book reviews, poetry, riddles, newspaper articles and science experiments. However, there are not enough opportunities for pupils to write at length in literacy lessons resulting in too few examples of extended writing. Although most pupils can work independently they are not given sufficient opportunities to write at length in subjects other than English. In information and communication technology pupils often illustrate and edit their work on the computer. Written work is generally well presented and spelling and the use of grammar are of a satisfactory standard. Handwriting is fluent and joined in the majority of the work. Handwriting skills are well developed.
73. Overall, the quality of teaching is good. In all the lessons seen the teaching was satisfactory, being good in 50 per cent of lessons and very good in 13 per cent. Staff have worked hard to improve strategies for the teaching of the literacy hour. As a result, pupils have positive attitudes to learning, and work hard with enthusiasm and interest to complete their work successfully. For example, Year 2 pupils, when sharing a text, were fascinated by the way the writer had developed the story and used the words to create a visual image. Relationships are good and pupils support each other well, giving help and encouragement to anyone whom has a problem. Behaviour is good, especially in the literacy hour where pupils have the control to work independently. Pupils concentrate well and produce an appropriate amount of work matched to their ability. In good lessons teachers question pupils well to extend their thinking. A particularly good example was in a shared reading activity when Year 2 pupils discussed the 'Voyage into Space'. Questioning is used effectively to promote and assess understanding. The teacher has high expectations of pupils and values their contributions to the discussion. In the literacy hour most teachers have established good classroom routines for pupils and there is an industrious working atmosphere. In the good lessons, planning is clearly focused on practicing and improving key skills for pupils of all abilities. In a Year 4 lesson focused on identifying the features in Anne Fine's writing, the teacher provides pupils with an effective task which enables them to successfully write their ideas about a particular issue. Teachers have established good classroom practices and manage their time well creating an effective learning environment. The plenary session is focused sufficiently well on re-emphasising

points from the lesson or giving constructive feedback. Pupils' work is regularly marked but there is little indication on how they can improve their work. In less effective lessons, the teacher focuses all her time with one group of pupils and does not monitor other pupils sufficiently well. As a result, the amount of work that pupils do is not as good as it should be and pupils' ideas are not fully extended.

74. The work of the coordinator is effective and has developed since the last inspection to incorporate monitoring of planning, assessment, test results, some teaching and pupil progress. The recent focus on teaching, planning and implementation of the literacy hour, new comprehensive procedures to monitor achievement, and the use of assessment results has led to class targets and objectives for pupils writing, particularly in junior classes, identified as requiring improvement. Teachers are now working toward achieving these targets with pupils. The school has already identified that pupils' writing is a weaker area of the English curriculum and that standards need to improve. To this end, writing has been made a priority in the school improvement plan and relevant staff professional development has taken place. In infant classes, pupils developing oracy and literacy skills help them with other subjects in the curriculum. Good examples of the use and practice of these skills are seen in most subjects. Writing skills are applied particularly well in history, geography and religious education. In science, correct terminology is used when learning about the water cycle. However, the good practice in infant classes is not built on effectively in junior classes and there are not enough opportunities for pupils to further develop their writing skills in other subjects. There are enough opportunities for pupils to read for information for example, in art and design as pupils find out about Lowry and the Romans and Greeks in history. Opportunities are given to use ICT in literacy lessons. There are sufficient resources to support language teaching and the literacy hour. The most valuable resources are the classroom assistants who are well briefed by teachers to provide focused and competent lesson support. A well-organised library is used extensively and is a good resource enjoyed by pupils. Throughout the school classrooms also have adequate selection of fiction and non-fiction books.

## **MATHEMATICS**

75. In the 2000 National Curriculum tests for pupils aged 7, the proportion of pupils who reached the nationally expected standard (Level 2) or above was very high in comparison to the national average. The proportion that reached the higher level (Level 3) was close to the national average. In the National Curriculum tests for pupils aged 11, the percentage of pupils who attained the expected standard (Level 4) and above and those who attained the higher level (Level 5) was close to the national average. When the school's results are compared with schools with pupils from a similar background they are well above average at the age of 7 and above average at the age of 11. This reflects the cohorts of pupils who took the tests in 2000. In the Year 6 class the proportion of pupils with special educational needs and the number of higher attaining pupils was normal for the school. In the Year 2 class, the proportion of pupils with special educational needs was less than is normal for the school and the numbers of higher attaining pupils was greater than normal. Due to significant differences in the attainment of pupils on entry, it is of limited value to compare trends over time. The school has identified this and has targeted extra classroom support in all classes. The school's own comparative

data, based on pupils' prior attainment, shows good progress over time. Due to such variation in the abilities of pupils in different classes it is difficult to make comparisons with test results and with attainment shown by Year 2 and 6 pupils where numbers of pupils with special educational needs vary and have such an impact on the results. Results in tests indicate girls do better than boys at age 11. This was not in evidence from sampling pupils' work or from lesson observation.

76. The school has at least maintained and in some respects improved upon the average standards identified in the previous report. Pupils' attainment at age 7 and 11 is in line with the national average and all pupils, including pupils with special needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. Pupils' skills in the key area of number are at the expected level. At the age of 7, pupils display sound strategies for counting on in twos, fours and fives. They demonstrate a good understanding of place value, know the value of each digit in a two digit number, for example, that 66 is made up of six tens and six units, and use this knowledge effectively when adding numbers which have both tens and units. Subtraction skills are sound. Pupils know that a fraction is a part of something and identify a half of a shape. They add and subtract two digit numbers, understand basic mathematical symbols and recognise and use coins appropriately. Pupils have a good understanding of shapes and identify two-dimensional shapes such as triangle, square, rectangle and circle by reference to properties, such as the number of sides and corners. They are also able to name some three dimensional shapes, such as a cuboid. Good progress is being made in number and mental mathematics. However, due to limited opportunities to use and apply their knowledge in practical everyday situations their skills in solving problems and practical application are not as strong. For example, pupils find difficulty in estimation or in explaining their strategies for solving problems.
77. This positive start is built upon successfully in junior classes and at the age of 11 all pupils have a good knowledge of number, including recall of multiplication tables. Their understanding of place value is secure and they add, subtract, multiply and divide numbers accurately. Pupils can successfully round numbers to the nearest ten and hundred. They have a satisfactory understanding of decimals and they successfully add and subtract numbers that include tenths and hundredths. Pupils' knowledge of fractions is good. Most pupils know that some fractions, although written differently, are the same, for example, that a half is the same as three sixths and seven fourteenths. Pupils understand the relationship between fractions and decimals. Higher attaining pupils have a good knowledge of percentages and can calculate percentages of numbers such as twenty five per cent of one hundred. Pupils' knowledge of shape, space and measures is satisfactory. They recognise lines of symmetry in shapes and they have a sound knowledge of the functions of a calculator. Data handling skills are good. Pupils collect information, record it in appropriate ways including frequency charts and then use bar, line and pie graphs to display the information. Higher attaining pupils understand the terms 'square number' and can apply this knowledge effectively in deciding whether a given number is a square number. Pupils' knowledge of shape, space and measures is sound. Pupils' skills in applying their mathematical knowledge in everyday practical situations or solving problems are not as strong as their mental or computational skills. This is because opportunities to do this are limited.



78. Pupils' progress in the knowledge and understanding of number across the school is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good across the school; a greater focus on using pupils' mathematical skills in other subjects is having a positive effect. Progress for younger pupils in their ability to explain their thinking and develop their own approaches to overcoming difficulties is not as strong. Similarly, although pupils in junior classes are showing confidence and independence in their mathematics lessons progress in using and applying their mathematical knowledge is not as good. Pupils do not benefit from an appropriate focus on opportunities for them to apply their knowledge of mathematical facts and processes to solve practical, everyday problems. Pupils with special educational needs make good progress in relation to their prior attainment and are well supported to meet their individual needs. However, not all teachers question higher attaining pupils enough in mathematics to further extend their thinking.
79. The overall quality of teaching is good. In the lessons observed the teaching was always at least satisfactory, and was good in 71 per cent of lessons. Teachers' planning in mathematics and their subject knowledge are good. What is to be learnt is clearly identified and focused and the well-planned activities enable the objectives to be realised in lessons. The teaching is based upon good subject knowledge and a clear understanding of the National Numeracy Strategy. All teachers have high expectations of what pupils can do and achieve in lessons, including their behaviour and achievements in their work. As a result, pupils have good attitudes towards their mathematical work. They enjoy taking part in the oral and mental parts of the lesson and in other activities planned for them in lessons. Pupils work with enthusiasm and are able to sustain their concentration over long periods of time when working independently. For example, in a Year 5 class pupils worked individually and remained focused on the task of estimating numbers and applying their knowledge with negative numbers. In this and other similar lessons where pupils are investigating different strategies for calculating problems, pupils show initiative in deciding how to approach and tackle a particular problem responding positively when working unaided. Behaviour in lessons is of a good standard throughout the school. A feature of the lessons observed is the high level of interest pupils show and their positive attitudes to learning and developing different strategies when working in mathematics. Lessons are well structured and achieve a good balance between direct teaching and pupils being actively engaged in activities, which are well matched to their abilities. Teachers use questioning techniques well to assess and develop pupils' understanding, particularly in oral mental skills. For example, in a Year 2 class the teacher used her questioning skills effectively, differentiating her questions with pupils who were working on number sequences, to assess what individual pupils knew and understand. All teachers use time and resources well, which has a clear impact on the good rates of learning achieved by pupils in lessons. This was clearly demonstrated in a Year 1 class, where the teacher made effective use of the classroom assistant, carpet area and the white board during a lesson to develop pupils' understanding of counting in 2, 3, 5 and 10s with numbers up to 20. The marking in mathematics is consistent in all classes and teachers' comments encourage and motivate pupils but not all teachers indicate how pupils can overcome any difficulties they encounter in their work.

80. There is a sound curriculum for mathematics. There is good attention to mental and oral work and its application influences learning well across the curriculum. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. In history, in junior classes pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding co-ordinates, is linked well to work in mathematics. Pupils use their skills in ICT to record and display data collected in surveys in a range of formats. In a Year 3 design and technology lesson, pupils were accurately measuring their materials to make Legionnaires' tunics. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems. The subject makes a good contribution to pupils' moral, social and cultural development through the wide range of opportunities offered to pupils to work together collaboratively.
81. The coordinator manages and leads the subject well. There is a good range of resources available to support teaching and learning across the school. The coordinator is very well qualified and experienced, and very enthusiastic about the subject. She has successfully delivered training to other members of staff for the effective implementation of the Numeracy Strategy. The subject policy and scheme of work have been updated to meet the requirements of recent initiatives in the subject. There are well-developed assessment procedures in place, which keep teachers and the coordinator well-informed and aware of how well pupils are achieving. For example, the coordinator monitors test results to identify the strengths and areas in need of development. Formal assessment records of each pupil are kept and individual targets are set and shared with pupils.

## **SCIENCE**

82. In the 2000 national tests for pupils aged 11, the proportion of pupils achieving the expected level (Level 4) and above was below the national average. The proportion achieving the higher level (Level 5) was close to the national average. Teacher assessments at the age of 7 indicate that the proportion of pupils reaching the expected level (Level 2) and above was above the national average and the proportion reaching Level 3 was close to the national average. Results were above average when compared to schools with pupils from a similar background at age 7 and 11. This reflects the characteristics of the cohorts of pupils who took the tests in 2000. In the Year 6 class the proportion of pupils with special educational needs and the number of higher attaining pupils was normal for the school. In the Year 2 class, the proportion of pupils with special educational needs were less than is normal for the school and the numbers of higher attaining pupils was greater than normal. Due to significant differences in the attainment of pupils on entry over the past years it is of limited value to compare trends over time. Overall, children's attainment on entering the school is below average, and pupils achieve well so that by the time they leave the school the percentage of pupils reaching the expected level (Level 4) will be similar to the proportion found in most schools nationally. Pupils' attainment at age 7 and 11 is average. An improving trend in standards is

indicated, mainly due to good teaching, the broad science curriculum the school offers, and the high priority given to pupils experiencing first-hand investigative science.

83. At the age of 7, pupils possess a satisfactory scientific knowledge and vocabulary. They undertake simple investigations, successfully and use the results to come to sensible conclusions. They are asked to say what they expect will happen, explain their thinking and make accurate observations. Their learning is carefully matched to their direct experience, which raises their confidence in investigations and reporting. Standards in the current Year 2 class are broadly average. In the work on 'Force', the teacher challenges the pupils well to obtain evidence and evaluate their findings, for example, that pushes and pulls make things move. They know about humans, animals, plants and materials and are beginning to understand the principles involved in electricity and forces. For example, through topics such as 'Ourselves,' and work on 'Habitat', pupils recognise and compare the main parts of the bodies of humans and other animals, know about conditions necessary to sustain life and growth and successfully differentiate between living, dead and 'never alive' objects. They visit places, such as Martin Mere to enhance their scientific knowledge and understanding. They use art and design, successfully, to record their observations, such as the successful sketchings of ammonites and birds' feathers in Year 1.
84. An analysis of pupils' work shows that all pupils make good progress and achieve well, given their initially low level of understanding. Year 1 pupils achieve a significant amount of high quality work with a wide range of well-presented recording. Pupils have good opportunities for the practical application of their knowledge and understanding. This is improving the pupils' enquiry skills. Opportunities for pupils to interpret information in graphs, charts and tables are particularly good in Years 1, 4 and 5. All pupils throughout the school enjoy investigative work and this is especially beneficial to pupils with special educational needs who receive good quality support from classroom assistants.
85. Pupils' books show that the emphasis on practical work continues through Years 3, 4, 5 and 6. Teachers now place an increasing emphasis on pupils understanding their own experiments and investigating for themselves. Pupils' books show that they have extended their learning skills and are satisfactorily beginning to predict logically what is likely to happen in an experiment and use set criteria to conduct a fair test and record their findings accurately. As a result, most pupils have a secure understanding of fair testing and the importance of controlling variables. Teachers maintain a good balance between work sheets and pupil generated work, particularly the high quality recording of work seen, such as the experiments on levers, rollers and slopes in Year 5. Marking of books is done regularly and consistently but there are few comments on how pupils can improve their work. Pupils throughout the school have a good attitude to science. They are involved in their work, share equipment and learn to work well together. There is a high level of interest and motivation and they settle quickly to their recording tasks. For example, in one lesson Year 4 pupils took part eagerly in an experiment to find out which given solids dissolved in water to give solutions and which did not. They discussed with animation what they expected to find out and felt successful when the experiment proved their predictions to be correct. In another lesson, Year 6 pupils showed satisfactory understanding of science concepts in their discussions,

and used some science specific vocabulary, such as opaque, translucent and transparent to form hypotheses of which objects reflect light and which did not, but a few had difficulty recalling the scientific terms. There is an annual visit for each class to enhance pupils' learning, such as a visit by Year 3 pupils to Beacon Fell for pond dipping and a visit by Year 6 to the 'Heartbeat' Centre.

86. Across the school, good pupils' progress is achieved through a scheme of work and tasks, which ensure that all pupils have more demanding work and the relevant support they need as they move through the school. They all have similar experiences, but the tasks offer opportunities for higher attaining pupils to tackle more demanding work. Pupils build on their knowledge and understanding as they move through the school, For example, Year 1 pupils learn of the conditions needed to make a rainbow and how light can be split up to make different colours. This is developed further in Year 6 as pupils study the everyday effects of light and how it travels and how it is reflected from different surfaces.
87. The quality of teaching is good overall. All the teaching observed was at least satisfactory and good in 60 per cent of lessons. Learning seen in all lessons reflects the quality of teaching. Since the previous inspection, the consistent development and support in the teaching of science has had a positive impact. For example, more resources, regular science homework and classroom assistants have been introduced to support the teaching and the investigative approach used. Teachers have a secure knowledge of the content of the curriculum and an understanding of the practical nature of the subject. Teachers plan well together and long term planning is seen by the coordinator to ensure that the National Curriculum requirements are being met. All lessons are well-planned and learning objectives clearly stated. There is a developing emphasis on the use of correct scientific vocabulary and many classrooms have lists of relevant topic words as an aid to report writing. Other subjects such as design and technology and art and design are used to enhance the learning, such as the detailed collages of garden birds in Year 1 and the attractive paintings of 'Trees' in Year 3. Pupils in Year 1 exclaimed in delight at the at the beauty of the range of feathers shown to them in an art lesson and exclaimed at the beauty of the colours in the male peacock's feathers.
88. The subject is effectively managed. There is a clear policy and a detailed scheme of work that provides a good framework within which teachers can plan their lessons. This scheme and teachers' own planning help to ensure that pupils' learning builds on what has gone before and prepares them for their next step throughout the school. The experienced coordinator to ensure the requirements of the National Curriculum are met monitors long-term plans. Assessment is systematic and helps to support the progress of pupils through the school. The school is conscious that there is no portfolio of pupils' work to support teachers in their assessment of the levels of work that pupils achieve, but this is to begin in September 2001. Resources are good and are maintained at an appropriate level that ensures the work of the subject can be managed smoothly. Literacy and numeracy skills are developed satisfactorily in researching and recording and in data handling where they take the form of graphs, chart and tables. Aspects of literacy are used well, such as the insistence of pupils' use of scientific vocabulary. Numeracy underpins the work in measurement and the way data is collected and recorded. Effective use is made by some teachers of information and

communication technology to support pupils' work, but this is to be further developed when the computer suite is established. There were no key issues arising from the previous inspection, but experimental work was identified as a weakness. Now pupils have regular opportunities to carry out investigations. The school recognises the need to further the use of specific scientific terminology and the interpretation of information from graphs, charts and tables.

## **ART AND DESIGN**

89. Standards are above those expected for pupils at the age of 7 and 11 and standards found in the last inspection have been maintained. The evidence indicates that all pupils make good progress, including those with special educational needs.
90. Observational drawing and sketching form the foundation of the two-dimensional work for pupils under the age of 7 and they have experience of a range of media and the application of colour, shape and pattern using pastel, chalk, paint and crayon. Sketches of ammonites and feathers show a developing eye for detail and the use of light and dark shading. Pupils paint daffodils, self-portraits and create attractive collages of birds, such as wrens, robins, and blue tits. They recreate paintings in the style of L S Lowry using black and white crayons to capture the 'mood' of the well-known 'matchstick' style of the artist. Pupils make good progress as they acquire increasingly accurate skills and techniques and encounter an increasing variety of media, both two and three-dimensional.
91. At the age of 11, pupils express their own ideas and interpretations with increasing confidence and sophistication. They are able to observe and produce different pieces of work with greater detail. For example, they reveal a developing eye for perspective when sketching from different angles, such as the black and white sketches of pylons and roof tops seen from the school and they use a variety of shading techniques as seen in the tigers' faces and the portraits of Henry VIII. Pupils build on their knowledge of famous artists and use a wide range of suitable materials to capture the 'feel' of the masterpieces. For example, they produce very good paintings using the brush style of Monet and recreate the vibrant colours of Turner in crayons, pastels and chalks. They investigate art in the style of Van Gogh and his use of colour and texture and pick out the main features of his work in paintings such as 'A Starry Night'. Year 6 pupils compare the detailed work of the traditionalist artists such as Constable with the freer style of the Impressionists, such as Renoir, Monet and Picasso and successfully recreate their styles. Computers are used well in artwork. For example, Year 3 pupils researched the work of Picasso. They generated eye-catching compositions of his geometric work such as 'Women with Hat' and 'Child with a Dove', successfully identifying his 'blue' and 'rose' period. In Year 3 modelling skills are developed through the study of history, and pupils make attractive Roman pots.
92. Teaching in art and design is good. Only one lesson was seen in infant classes therefore it is not possible to give a firm judgement on the teaching, but from the displays seen and analysis of work, teaching is judged to be good. In all the lessons observed in junior classes, the teaching was good. Teachers have a good knowledge of the subject, and probing questioning extends pupils' thinking and knowledge to gain a good understanding of the influence of art. For example, in a

Year 5 lesson, pupils not only gained skills of line and tone in painting in the style of William Morris, but also gained an insight into the impact of his architecture, wallpaper designs and stained glass on society. Year 6 pupils discussed with interest the different styles of the traditionalist school of painting with the impressionists, then recreated, enthusiastically, his style using shades of paint to create depth and tone. Teachers are well organised, conduct the lesson at a good pace so that all pupils complete their work and praise pupils' creativity so that concentration is sustained throughout the lesson. Relevant, high quality resources inspire pupils to reflect on the beauty of nature as seen in a good Year 1 lesson. Pupils exclaimed with wonder and delight when studying the texture and colour in a male peacock's feathers, before they sketched them.

93. The coordinator is new to the post. The many art displays throughout the school are of a high standard and enrich the learning. There are plans to update the art policy along with the scheme of work. Art is used well as a support subject for the other areas of the curriculum. Sketchbook work provides a valuable contribution to the development of ideas, knowledge and understanding. However, this good practice is not consistent throughout the school. The art displays throughout the school are of a high standard and enrich the learning environment. Resources are adequate, accessible and used well. Assessment and recording procedures are in place, which provide teachers with sufficient information to plan lessons to build effectively on pupils' past learning. Pupils' literacy skills are further developed through the subject through extended writing and reading for research and numeracy skills through data collection such as the use of Venn diagrams and methods of Egyptian counting and multiplication. Extended writing is not as evident because of the school's focus on literacy and numeracy. Art makes a positive contribution to the pupils' cultural heritage. Productive links are formed with other subjects of the curriculum. Pupils make Roman clay pots, spears and clothing reflecting this period in history. Year 5 pupils embroider high quality paisley patterns and link this work, successfully, to their work on Kashmir in Northern India, where this type of embroidery originated. Resources are to be further enhanced according to the needs of the new curriculum.

## **DESIGN AND TECHNOLOGY**

94. Pupils make satisfactory progress across the school and by the time pupils leave the school their level of attainment is at that expected level for pupils of this age. The standards highlighted in the previous report have been maintained. The lack of a skills based scheme of work to guide teachers on what skills they are to teach in their design and technology lessons hampers pupils' progress.
95. Throughout infant classes pupils have a range of opportunities to handle a range of materials and appreciate how different materials can be joined to each other. Appropriate emphasis is placed on the design process. Pupils use materials confidently, choosing pieces appropriately for the intended purpose. They talk about their ideas and explain adaptations to their original designs. Year 2 pupils know how to make a structure rigid. Pupils in Year 1 display good skills in evaluating one another's moving vehicles and can use terms such as axle and chassis. In Year 2 pupils have considered a number of factors in what makes an effective structure rigid. Having drawn designs, decided on the materials, and evaluated them, they then make effective models from the designs.

96. All pupils, including pupils with special needs, make good progress throughout the school. In junior classes, in making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 3 to drawing accurate plans to scale in Year 6. In Year 3, pupils display good designing and making skills in their project to make Roman items such as spears, shields and tunics. Pupils successfully transfer their knowledge of weaving onto a large loom. Pupils in Year 5 carefully evaluate their musical instruments, identifying how they would improve the structure to make it more effective. In Year 6, pupils design and make a moving vehicle after carefully studying how they are made. They can adapt their design using previously gained knowledge for a particular function, for example linking a motor with pulleys to drive the wheels.
97. In the lesson seen the teaching was good. Effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. In discussion it was noted that pupils enjoy all aspects of their work in technology. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. In the lesson seen pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product. Lesson planning is sound, but teachers are not supported with an appropriate policy and guidelines for skill development. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and to evaluate their progress. In a Year 4 lesson, pupils were presented with a good opportunity to pool their ideas and discuss what they had to do as they evaluated the board games they had made. Resources are adequate, and are well maintained and stored. The curriculum coordinator responsible for design and technology has a good understanding of the subject and manages it appropriately. However, her effectiveness is limited by a lack of opportunity to monitor teachers' planning or the teaching of the subject. The subject contributes appropriately to the development of pupils' literacy and numeracy skills, for example, in writing up their evaluations and careful measuring. However, there is little contribution made to pupils' competence in ICT. Although pupils are assessed as teachers evaluate their lessons this information is not easily accessible, especially as pupils move through the school.

## **GEOGRAPHY**

98. Standards found in the last inspection have been maintained and are similar to those expected for pupils at the age of 7 and 11. There is insufficient evidence to be able to judge the quality of teaching in junior classes. All pupils, including those with special educational needs, make satisfactory progress. Pupils attain an appropriate quality of work and there is no significant difference between the attainment of boys and girls.
99. At the age of 7, standards are at the expected level for this age. A structured programme of geographical topics ensures that pupils make good gains in their learning, from their initial low level of knowledge and understanding. Year 1 pupils make accurate observations of the characteristics of the locality and of the local

buildings, such as the church, the shops, the park and the variety of housing and use graphs to record the different types of homes they observe. Pupils have an increasing awareness of the physical and human features of Lea and compare them with those of St. Lucia. An appropriate geographical vocabulary is developed as Year 1 pupils use words such as cloud, sun and fog and record geographical symbols accurately, on their weather charts. Mapping skills develop well. Year 1 pupils draw and label simple maps and routes of the local area and Year 2 pupils progress to the study of places further afield, using world maps. Year 2 pupils are given good opportunities not only to reflect on the local area, but also on the imposing, natural landscapes of St. Lucia and discuss their feelings on what they like and dislike.

100. At the age of 11, pupils have an appropriate knowledge of their own region, other countries and contrasting areas. Year 3 pupils study the jobs and transport of the local area and the physical processes that change the features of places, such as the types of homes in which people live. Year 6 pupils extend their knowledge and study European countries such as Spain and research into human and physical features. Year 5 pupils are able to identify and describe what places are like in economically less developed countries such as India. They use mapping skills to identify its location and research into its features such as its size, population, landscape and food. By the age of 11, pupils give simple, but logical explanations of the connection between landscape, weather and settlement and the effect of settlement and exploitation of resources on the environment. Year 4 pupils investigate the ways in which people affect the quality of the environment, positively and negatively and the negative effects of air pollution, acid rain and holes in the ozone layer. They express their awareness and concern for the environment when designing an appropriate logo, 'Help Save Our World', on recycled paper. Pupils build on their earlier mapping skills. They use secondary sources such as globes and atlases to support their work as they locate continents, oceans and major countries, such as Egypt. Appropriate vocabulary is developed through each study, for example Year 6 pupils use 'weather', 'precipitation', 'condensation', and 'evaporation', mostly correctly. Numeracy skills are appropriately linked. Year 4 pupils use Venn diagrams to record a survey undertaken on rubbish and Year 6 pupils develop an understanding of co-ordinates through their skills in interpreting maps and using four figure grid references.
101. The quality of teaching in infant classes is good. In the lessons seen it was always good. Clear objectives, a good questioning and answering session and a brisk pace contributed to a Year 2 lesson on the comparison of the features of Larches Wood with those of St Lucia. In a Year 1 lesson, very good teacher knowledge, the use of good stimulating resources and very good relationships resulted in a high level of interest, excitement and enjoyment and good discussion. Pupils' mapping skills of their journey to school and the places they passed were extended by the purposeful use of photographs of the local area and pupils' ability to identify and name significant features on the map.
102. The school has a recent policy, which takes into account the government's new requirements. The scheme of work forms a detailed and helpful guide for teachers with clear identification of what pupils have to learn by the end of each unit of work. This provides consistency of approach in order to ensure the step-to-step development of skills. Monitoring of pupils' work is done through observation of



classroom and corridor displays and monitoring of teaching and learning has just begun. Effective assessment and recording procedures are in place, which provide teachers with sufficient information to plan lessons to build effectively on pupils' past learning. Pupils' literacy skills are not further developed through the subject, as there are too few opportunities for extended writing but there are opportunities for reading for research. Numeracy skills are further developed for example, through data collection such as the use of Venn diagrams and methods of Egyptian counting and multiplication in Year 4. Resources are generally adequate, but atlases of differing levels for each class and the number of atlases in school are sparse. Resources are to be further enhanced as the new curriculum is securely implemented.

## **HISTORY**

103. No lesson was observed for pupils under the age of 7 during the period of the inspection and there is insufficient evidence to be able to judge the overall quality of teaching. However, all pupils, including those with special needs, make satisfactory progress and achieve standards at the expected level for pupils aged 7 and 11. History is taught through topics in infant classes and study units in junior classes. This cycle covers the work that has to be learned in the National Curriculum. There is no significant difference between the attainment of boys and girls. Most pupils acquire, use and extend history skills and vocabulary through investigations. It was not possible to ascertain standards and progress for pupils aged 7 and 11 in the previous inspection as only two lessons were seen. There was no significant weakness highlighted in the previous report.
104. Pupils have a sound understanding of the historical concepts and knowledge expected of 7-year-olds. Pupils have a satisfactory awareness of chronology. They sequence events in their own lives from when they were born to the present day. Year 1 pupils begin to understand the passage of time by discussing the differences between the past and the present relevant to their own lives and relatives. Year 2 pupils know about life in the past and have a satisfactory understanding of how families, schools and transport have changed over time. They enthusiastically investigate the contrasting lifestyle of children and houses in Victorian Britain. Pupils write, purposefully, about the lives of famous people such as Isaac Newton, Beatrix Potter and the fossil hunter, Mary Anning, in Year 1 and Guy Fawkes in Year 2. Researching into past events such as 'The Gun Powder Plot' and 'Remembrance Sunday' appropriately develops pupils' knowledge and skills in historical enquiry.
105. At the age of 11, pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. Year 6, pupils study Britain since 1930 and research into the importance of the Second World War, the effects of bombing on people and everyday life successfully. In Year 5, pupils study enthusiastically the main features of life in a past civilisation, such as Ancient Egypt and the contrasting lifestyle of modern Egypt by interpreting data and collating evidence. Pupils research competently the history of Preston. Year 4 pupils gain an insight into what life was like for people living in significant periods in English history, such as Ancient Greece and at the time of the Tudor kings and queens of England. Year 3 pupils increase their historical knowledge as they study the reasons for the fall of the Roman Empire and visit Ribchester Museum to

undertake further research. Geographical skills are used well to locate the relevant places in the country and study its climate and terrain. Pupils are able to use and interpret information from pictorial and written sources and are aware that there are different versions of the same historical events. Information and communication technology is used effectively to research in to periods of history such as Ancient Rome, Ancient Greece and Egypt.

106. Teaching in history is good. In lessons observed all the teaching was at least satisfactory with 50 per cent of lessons being good and 50 per cent very good. No teaching in history was seen in infant classes to give a judgement, but from the displays seen and analysis of work, teaching is judged to be good. In Year 4, good lively teaching, secure knowledge of the subject, purposeful use of the Internet and focused questioning resulted in good gains in pupils' learning. Pupils' learning is enhanced by the knowledge of two highly skilled visitors who provide a valuable first-hand insight into how life on Preston Docks has changed over the last forty years.
107. The school has reviewed its policy and practice in history and has clear ideas as to how the school is to proceed. There is now a more structured approach to the subject through a new scheme of work, recently introduced. Structured guidance is offered by way of 'topic' resources to ensure the step-to-step development of skills. The coordinator monitors pupil progress through monitoring of classroom and corridor history displays and the monitoring of teaching has just begun. Effective assessment and recording procedures are in place which provide teachers with sufficient information to plan lessons to build effectively on pupils' past learning. Pupils' literacy skills are not further developed through the subject, as there are too few opportunities for extended writing but there are appropriate opportunities for reading for research. Numeracy skills are further developed through data collection such as the use of Venn diagrams and methods of Egyptian counting and multiplication. History makes a positive contribution to the pupils' cultural heritage. Resources are to be further enhanced according to the needs of the new curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Standards for pupils aged 7 and 11 are in line with national expectations and pupils make good progress in developing their skills throughout the school, including those pupils with special educational needs. Pupil progress is good because a significant number of pupils do not have access to a computer at home and opportunities to experience ICT are only provided at school. Pupils achieve well and the good use made of ICT in other subjects has been maintained since the previous inspection. Significant factors in this have been the commitment to improving staff knowledge and expertise and the development in the use of ICT in other subjects, both of which have had a positive impact on the quality of teaching and learning. No actual teaching was seen during the inspection but evidence has been gained from the sampling of pupils' work and from talking to staff and to pupils.
109. In infant classes, pupils are becoming proficient at using the keyboard and the mouse. They are able to open a text program, write their names in upper and lower case letters save and exit. Pupils successfully investigate different styles of print,

for example, in comics, adverts and signs. Higher attaining pupils in Year 2 can change font size and type. At the age of 7, pupils use CD ROMs such as 'First Find it' and 'Amazing Dictionary' to find information. They can use paint and draw applications to produce pictures. With support they can enter information on to a database and represent it using block graphs. From Year 1, pupils begin to control the movement of 'programmable floor robot' by entering instructions; by the end of Year 2 most pupils are able to write simple programs to move the robot around a given route.

110. Throughout junior classes all pupils make good progress developing appropriate word processing skills. In Year 3, pupils are confidently able to use most of the functions of word processing programme to create a document for example in their 'Alternative Traditional Tales'. They use icons and menus purposefully to change the size, style, alignment and paragraphing of text. They know how to introduce colour. Year 4 pupils successfully incorporate graphics and text. Pupils in Years 5 and 6 built on their understanding of the 'Publisher' program to create and effectively edit a presentation. In both year groups pupils show confident keyboard skills and are successful in creating text pictures on to which they import pictures from the Internet as shown in their work tracing the journey of the River Ribble. All junior pupils have access to the Intranet and use the e-mail address. They happily use the World Wide Web and CD-ROMs regularly to carry out research for other subjects. Year 3 pupils have successfully been able to find a web site with information on digestion that they download and print for their projects. By Year 6 pupils have developed a wide range of skills and many pupils are competent, independent users. They are confidently able to search the web and locate information and combine text and print from different web sites. They have used 'Publisher' effectively to create information sheets about 'Maxwell Manor'; creating picture and writing boxes with frames. In mathematics and science they competently collect and input data and can present information in a variety of graphs and charts. Pupils confidently use spreadsheets; for example, Year 4 pupils collate information about 'things we throw away' connected to their study of pollution. They use sensors purposefully to measure temperature over a period of time. In control technology pupils progress from using the 'Roamer' to using 'Super Logo' to write programs to create complex geometrical shapes by Year 6.
111. Although the school makes adequate provision for teaching information and communication technology, during the inspection little direct teaching was observed. As a result it is not possible to make a valid judgement on the quality of teaching, although pupils in pairs and small groups were seen using computers with suitable guidance on numerous occasions. Teachers keep records on the range of ICT applications used by pupils. They assess pupils' progress through their observations based upon a hierarchy of skills, and the current recording procedures for such observations to inform either teachers' planning and curriculum development. Teachers plan their lessons well and the learning objectives are made clear at the outset. Positive attitudes and good behaviour are important factors in pupils' good achievement. Pupils are keen to learn; they listen attentively when teachers intervene or give instructions and show their understanding by their eagerness to answer questions or demonstrate their skills. This contributes to their progress when working on the computers. Working in pairs, they show good cooperative skills when composing documents and wait patiently for their turn to use the keyboard. Correct emphasis is placed on the use

of the development of relevant technical vocabulary. All teachers showed strong subject knowledge, enabling them to teach with confidence. Effective support was given to pupils as they worked both by teachers and classroom assistants. Relationships between staff and pupils are good and good use was made of praise to emphasise achievement and to enhance self-esteem.

112. The enthusiastic and knowledgeable coordinator provides strong leadership and direction for the subject and is well aware of what is needed to raise standards further. The school is at present developing a suite and is set to purchase a more diverse range of hardware and software packages to enable older pupils to widen and deepen their experiences. This is part of a detailed action plan to enhance provision. The previous inspection identified significant strengths in the subject. These have largely been maintained and improved, particularly the training of staff which is still continuous and the adequacy, quality and range of hardware and software, which is good. Detailed skills lists for each program are used well in planning lessons to ensure progression in skills development. There is good assessment taking place across the school. The coordinator checks half-termly planning and offers advice and support to staff. Pupils' work is sampled regularly. ICT has a high profile and is taught both as a separate subject and to support most other subjects. E-mail facilities are well used, in particular to correspond with schools in other countries. The cross-curricular application of computers is developing well. For example, pupils' work on graphs in data handling within mathematics; paint programs in art and design and information retrieval in literacy. There is much computer generated display work around the school. Displays contain work on India, Lowry designs in art and design, symmetry work in mathematics and word processing in literacy.

## **MUSIC**

113. At the last inspection, there was not enough evidence to make a judgement on standards. Good progress was made across the school in listening and use of musical vocabulary. Teaching was good with secure subject knowledge. During this inspection, standards of work seen were good, and teaching standards and the progress made by pupils were also good. All pupils, including those with different types of special educational needs, make good progress due to the appropriate support devised by teachers and provided by classroom assistants and teachers during lessons.
114. As well as structured music lessons, pupils have the opportunity to learn recorder and become members of a choir. Pupils perform in assemblies, sing and play the recorder, perform regularly to a local residential home for the elderly and take part in large scale school productions every Christmas. Pupils are preparing to participate in an area festival, which offers the opportunity to perform to large audiences. Any pupils who wish to learn a musical instrument are able to attend the high school for tuition and the high school also offers Year 6 pupils the opportunity to join in a music workshop during the school holiday. These are all improvements since the last inspection.
115. In infant classes, pupils have a good sense of rhythm. They can repeat and follow given patterns, keep together in rhythmic clapping games and they show enthusiasm and energy in this work. Pupils use un-tuned percussion well and they

understand how to make different sounds handling instruments carefully, creating short patterns of their own and confidently performing these for their peers. Year 1 pupils are able to follow coloured symbols indicating dynamics to accompany their singing. Pupils remember song words, they recognise the beginning of songs, join in as directed and end the songs properly, varying the level of expression. Many songs are known by heart and teachers make good use of teaching words to include literacy skills in the lesson. Pupils sing tunefully and energetically, thoroughly enjoying what they do. Teaching is good, lessons are planned well with lots of variety and pace, engaging pupils' interest and keeping them on task. Teachers are sure of their subject knowledge so their delivery is confident and interesting at levels appropriate to pupils' ability. The teacher's voice and guitar provides good accompaniment. Pupils in Year 2 repeat simple rhythms accurately, they create their own body sounds to represent the sea, identifying high and low, understanding the difference between fast and slow, loud and soft. Pupils handle un-tuned percussion correctly and can identify the sounds each instrument makes. When listening to excerpts from 'Fingal's Cave', they demonstrate good listening skills and are keen to answer questions about what they hear. They are able to describe the mood of the music and are developing musical vocabularies linked to their work. Pupils sing tunefully and accurately, are responsive to directions for beginning their song and maintain a good sense mood in their singing, using expression throughout.

116. In junior classes singing is good. Pupils know how to interpret the feeling of a song appropriately. They sing clearly, accurately and tunefully, diction, expression and interpretation of mood improving each year. Pupils' posture when singing is good, they sit or stand straight and breathe well. Pupils have a good repertoire of songs, which introduce them to a variety of rhythms and styles from different cultures. In Year 3 pupils thoroughly enjoyed a singing lesson; they participated enthusiastically, listened to instructions well and responded quickly. Good behaviour and good standards were the result of work, which was well planned, and at the right level of interest and difficulty for the group. At the age of 11, pupils have had experience of a variety of song styles and they perform simple African chants in two parts, holding their own parts fairly well. They also enjoy singing a selection of rounds, with the help of their teacher, who provides support and encouragement by singing with them. Many pupils take part in recorder groups and they follow simple notation accurately and are confident to play to their peers who listen appreciatively. In practical music sessions, pupils are well behaved because they are interested in what they do, creating and performing a variety of patterns and rhythmical phrases, some from other cultures. Pupils compose short instrumental phrases to accompany their singing and they use these in class work, improving and refining their accompaniments as they work. Teachers are secure teaching music and they demonstrate well, so pupils have good examples to follow. Pupils in Year 6 work well in groups, sharing and experimenting with musical ideas, patterns and phrases, developing them after group discussion, finally performing, confidently, to peers. Some work is recorded and pupils use the recordings to decide how to improve their work. Teachers plan a good variety of activities that pupils enjoy, and they keep the lessons moving so their pupils' interest is maintained and they pay attention, listening well and following instructions.

117. The coordinator effectively manages the subject and extra-curricular activities in this area. He has produced detailed and comprehensive assessment procedures for monitoring pupils' progress in music and the present scheme of work is thorough and based on a commercial scheme. It is presently being revised in order to meet new curriculum requirements. Resources are satisfactory to support the present curriculum

## **PHYSICAL EDUCATION (PE)**

118. At the last inspection, standards in infant classes were good and junior classes' standards were satisfactory with some examples of good practice. There was good progress and pupils with special educational needs were well supported in lessons. The inspection noted a lack of regard, by some teachers, for safety in the hall. Standards have been maintained in infant classes and standards have risen since the last inspection in junior classes. Progress is good and pupils reach standards above the expected level at age 7 and 11.
119. All pupils, including those with special educational needs, achieve well. Pupils with physical disabilities participate fully in lessons and they receive quiet, sensitive support from classroom assistants and their peers understand and respond positively, helping naturally and unselfconsciously.
120. By the end of age of 7, pupils show increasing confidence and independence in their work. They follow instructions well. When involved in lessons linked to movement, they are able to change the pace of their work, move in different directions and work at low, medium and high levels. Excellent work was observed in Year 1 when pupils worked in pairs, devising sequences using different levels, improving these sequences, and then performing them to the group. The sequences demonstrated thought, variety, concentration and sensitivity to each partner's contribution. Pupils worked hard for long periods, during which the teacher gave quiet guidance and encouragement to which pupils responded with extra desire to achieve. Teaching is imaginative and the pace is lively, the development of skills being carefully structured resulting in pupils making progress. Teachers ask competent pupils to demonstrate and this motivates everyone to do better. In Year 2, pupils worked confidently with small apparatus developing skill work and tactics, which were transferred to team games. Pupils work with regard to others and persevere well, listening to the teacher's advice and taking pleasure in their achievements. Lessons in infant classes move quickly and efficiently because they are well planned, resources are ready, teachers understand the subject and they have a good knowledge of their pupils' abilities and personalities.
121. By the end of age of 11, pupils' games skills have considerably advanced. They develop an awareness of rules and tactics in the games they play and learn to work well with teammates. Hand-eye coordination, passing and catching techniques are used to good effect. Only a few pupils have poor coordination but this does not deter them from joining in and contributing effectively. In all lessons, pupils understand the necessity to warm up prior to working and to cool down afterwards. Overall teaching is good; it is imaginative and enthusiastic and elicits good responses from pupils. The pace of teaching is lively, the development of skills is carefully structured and this results in pupils making progress over time. Teachers ask competent pupils to demonstrate to the class and this motivates everyone to

do better. When teaching is only satisfactory opportunities to make teaching points to individual pupils are missed and pupils are not encouraged to evaluate their own performance critically. Pupils in Year 4 worked positively and purposefully when practicing throwing and catching skills, they were responsive to the teacher's instructions and, because they enjoyed the tasks, were well behaved and concentrated for a good period of time. Positive praise and encouragement from the teacher ensured that all pupils gained in skill and confidence throughout the lesson and tried hard to improve their performance. In Year 5 pupils used skills gained previously to help them effectively develop athletics techniques. Pupils enjoyed the lesson, worked hard, concentrated, extending themselves to achieve because it was well planned, moved quickly and had interesting challenges at appropriate levels. Year 6 pupils are introduced to orienteering in the summer term and quickly grasp the importance of following signs and symbols accurately, responding well, working cooperatively and tackling challenging tasks enthusiastically.

122. There is a good range of extra-curricular sports, including football for boys and girls, hockey, netball, rounders, cricket and swimming. Large numbers of pupils enthusiastically attend these clubs. These activities enable pupils to achieve standards above expectations for their age and many pupils play regionally. On occasion, coaches visit the school to offer specific skill teaching. Pupils have had the opportunity to learn the skills of Arabic dance, taught by a visiting tutor and their reactions have been recorded, making clear the positive and enthusiastic impact these lessons had on classes
123. There is a very comprehensive scheme of work, which covers all aspects expected nationally. However, due to financial restraints, pupils only experience swimming for one year as a junior pupil. The coordinator provides good leadership and has a short and long term view of how physical education will develop, which is contained in the school development plan. Expectations of pupil performance are clear and the coordinator monitors records of pupils' progress. Resources are satisfactory. The contribution of physical education to the curriculum as a whole, particularly through extra-curricular sports, exemplifies the strong sense of community within the school. Effective assessment and recording procedures are in place, which provide teachers with sufficient information to plan lessons to build effectively on pupils' past learning.