

# INSPECTION REPORT

**ST. JOHN'S STONEFOLD CHURCH OF  
ENGLAND PRIMARY SCHOOL**

Haslingden, Accrington

LEA area: Lancashire

Unique reference number: 119453

Headteacher: Mrs G M Peterson

Reporting inspector: Mr M Newell

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> June 2001

Inspection number: 192401

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:	Rising Bridge Road Accrington Lancashire
Postcode:	BB5 2SW
Telephone number:	01706 216706
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev R Smith
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Mr M Newell	Registered inspector	Equal opportunities Special educational needs English Art and design Design and technology	The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15181	Mrs M Hackney	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
3687	Mr G Bancroft	Team inspector	Mathematics Information and communication technology Geography Physical education	How good are the curricular and other opportunities offered to pupils?
3227	Mr D Hughes	Team inspector	English as an additional language Foundation Stage Science History Music	Pupils' attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Haslingden in Lancashire about a mile from the centre of Accrington. There are currently 134 pupils on roll, which is smaller than average. Although there is variability in the levels of attainment when children start school with a small percentage of children showing high levels of attainment, the overall level of attainment is below average. The percentage of pupils eligible for free school meals is broadly in line with the national average, although the level fluctuates within year groups from 0% to 50%. The percentage of pupils on the school's register of special educational need is above the national average. The percentage of pupils that have a statement of special educational need is also above the national average. Only 1 pupils has English as an additional language. The school has a relatively high level of pupil mobility, which means that not all pupils spend all their primary educational lives at the school.

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

This is a school where standards are improving and the strengths clearly outweigh the weaknesses. When teaching is good or better it enables pupils of all abilities to make good strides in their learning and to achieve well. The very good attitudes, the high standard of behaviour and the very good relationships that are a feature of the school all make an important contribution to the quality of learning that exists within the school. The school makes good provision for the personal development of the pupils and this is helped by the good range of learning opportunities that are provided through the curriculum and also through activities that are provided outside of lessons. The school cares for its pupils well. The headteacher and deputy headteacher provide good leadership because they are well aware of the school's strengths and they know exactly what needs to be tackled to move the school forward. Taking all factors into account the school provides satisfactory value for money.

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

- Pupils are achieving well in mathematics and science by the time that they leave school given their starting point. Standards in music are above average by the time that pupils leave school.
- Teaching is good in the Foundation Stage and at Key Stage 2. Teaching for the oldest pupils in school is very good and often excellent.
- The good quality of learning opportunities within and outside of the formal curriculum enhance pupils' learning.
- Pupils' very good attitudes to school, the high standards of behaviour and the very good relationships make a significant contribution to the learning environment in school.
- The school makes good provision for the personal development of pupils with the provision made for the moral development of pupils a particular strength.
- Good procedures are in place to ensure pupils' welfare and well being with very good procedures in place to promote good behaviour.
- The headteacher and deputy headteacher provide good leadership that is helping the school to improve.

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

- Standards in English
- Standards in information and communication technology at the end of Key Stage 1.

- Teaching in Key Stage 1 so that it consistently provides pupils with enough challenge.
- Procedures for monitoring the quality of education that the school provides.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection. Standards have improved in science and have been maintained in mathematics. The school rightly recognises that there is still work to be done in improving standards in writing and speaking and information and communication technology. Although there are still areas for improvement in teaching there is now a much higher incidence of very good and better teaching. In terms of the key issues that were identified at the last inspection, the school put a great deal of time and effort into improving curriculum planning. The school has been most successful in this area because it is now a strength of the school. The school development plan is now a more effective document in helping the school to improve. The headteacher and deputy headteacher now monitor teaching and plans are in hand to enable the co-ordinators to play a more rigorous role in monitoring and evaluating teaching. Some governors show a far greater awareness of the working of the school and are fully conversant with the areas of school life that need to be tackled in order to improve further the quality of education that the school provides. This very good practice needs to be consistent, with all governors playing an effective role in holding the school to account for the quality of education it provides. The commitment of the headteacher and deputy headteacher, staff and governors, together with a sense of renewed vigour and determination, indicates that the school is well placed to improve.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	E	E	well above average A above average B average C below average D well below average E very low E*
mathematics	D	C	E	E	
science	E	E	E	E*	

The above table shows the school's results at the end of Key Stage 2 in the National curriculum tests over a three year period compared with all schools and also with similar schools for the year 2000. Results for 2000 were well below the national average and to similar schools with results in science being in the lowest five per cent nationally. The data however does not tell the full story.

When the results over a three year period are taken together the trend of improvement is similar to that found nationally. The percentage of pupils with special educational needs fluctuates in year groups and the relatively high levels of pupil mobility are significant factors that impact on attainment levels that are achieved. The inspection findings paint a more positive picture than the test results. By the time that pupils leave school they are achieving well in relation to their ability in mathematics and science and standards are at an

average level. The higher attaining pupils achieve levels commensurate with their ability. The effective implementation of the National Literacy and Numeracy Strategies, the good and often very good teaching together with an effective revision programme have led to an improvement in standards in English, mathematics and science at the end of Key Stage 2. The trend of improvement is set to continue in 2002. Standards in reading and listening are at an average level by the end of Key Stage 2 but standards in writing and speaking are below average. The school is already tackling the weakness. The targets that the school has set itself for literacy and numeracy are likely to be reviewed to reflect the improving nature of the school and the standards that pupils are achieving.

Standards in music and some elements of physical education are above the expected level by the end of Key Stage 2. Standards in information and communication technology, art and design, design and technology, geography, history, and physical education are at an expected level by the time that pupils leave school.

Standards at the end of Key Stage 1 are at an average level in reading and listening and below average in speaking and writing. Standards in mathematics and science are at an average level. Given the relatively low starting point these standards show that over time pupils are making at least satisfactory progress. However Year 2 pupils are not all educated in the same class and there is not always a consistency in the challenge that is provided for all pupils at this key stage and on occasions the higher attaining pupils do not always make the strides in their learning that they are capable of. Standards in information and communication technology are below average although a small number of pupils are attaining well. Standards in all other subjects are at an expected level with attainment in some aspects of physical education and geography being above average.

The children get a good start to their educational lives in the Foundation Stage. Many but not all children start school with below average levels of attainment. As a result of the consistently good teaching children make good progress, particularly in their personal, social and emotional development and in their knowledge and understanding of the world. By the time that children are ready to start in Year 1 most have attained the nationally recommended Early Learning Goals in all areas of learning with the majority of children exceeding them in personal, social and emotional development and in knowledge and understanding of the world.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. The great majority of pupils have very good attitudes to school and to work. They are enthusiastic and clearly love coming to school.
Behaviour, in and out of classrooms	Very good. Behaviour in class, around the school and in the playground is very good and helps to create a very pleasant and effective learning environment.
Personal development and relationships	Very good overall. The school provides well for the personal development of the pupils. This together with the high quality of relationships adds significantly to the ethos of the school.
Attendance	Satisfactory. The attendance rate is in line with the national average but is prevented from being higher by the number of family holidays that are taken during term time.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
22 lessons seen overall	Good	Satisfactory	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.*

During the week of inspection teaching was excellent in 18 per cent of lessons, very good in 9 per cent of lessons, good in a further 41 per cent and satisfactory in the rest of the lessons. The best teaching is for the oldest pupils in the school where it is consistently very good and often excellent. When the quality of teaching is of a good or better standard it makes a significant contribution to the quality of pupils' learning and to the good progress that pupils of all abilities make. The National Literacy and Numeracy Strategies have been implemented in an effective manner in most classes and have played a significant role in helping to raise standards. In the best lessons pupils are set challenging and demanding mental arithmetic tasks and are then expected to use their skills in a series of investigative or problem solving activities. Invariably the pupils rise to the challenge and thoroughly enjoy themselves. In the best literacy lessons the pupils are being directly taught the necessary skills to enable them to become competent readers and writers. In other subjects teaching is at its best when pupils are encouraged to find things out for themselves or to show originality in their artistic or designing tasks. The weakness in teaching is that not enough challenge is being consistently provided for the older pupils at Key Stage 1. When this is the case the progress that pupils make is not good enough. Although during the inspection some of the teaching observed at Key Stage 2 was satisfactory in one of the classes a detailed scrutiny of pupils' books and teachers' planning shows that when pupils are taught by their usual class teacher the quality of teaching and learning is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum. The good range of learning opportunities that is provided outside of lessons, including visits, visitors to school and the after school clubs adds much to the quality of pupils' learning.
Provision for pupils with special educational needs	Good. Pupils are well supported and the careful targeting of additional teaching support ensures that pupils progress at a similar rate to their classmates. Pupils are fully included in all aspects of the curriculum and school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall provision is made for pupils' personal development. Very good provision is made for pupils' moral development, good provision for their social and cultural development and satisfactory provision for spiritual development.
How well the school cares for its pupils	Good. This is a caring and supportive school with very good procedures in place to promote and maintain good behaviour. Satisfactory procedures are in place to assess and track pupils' academic progress as they move through the school.

The school provides satisfactory quality information for parents and is presently examining ways in which this could be improved. Although there are some good examples of pupils' annual reports which give a clear picture of what the child has achieved and what could be improved, this good practice is not as consistent as it should be.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher provide good and effective leadership. They have set a clear and accurate agenda for school improvement and are determined to see that the school succeeds in meeting its targets.
How well the governors fulfil their responsibilities	Satisfactory. Some governors are most effective in supporting the school and ensuring that the Governing Body fulfils its statutory duties in an effective manner. However, not all governors are sufficiently active in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	Satisfactory. Effective procedures are in place to monitor teaching and learning in literacy and numeracy but this good practice needs to be utilised in other subjects of the curriculum and to more actively involve co-ordinators in the process.
The strategic use of resources	Satisfactory. The school makes appropriate use of all its available resources and this makes a positive contribution to the quality of pupils' learning. The school applies the principles of best value in an effective manner when purchasing goods and services.

There is an appropriate number of teaching and non-teaching staff to meet the needs of the curriculum. Although the overall adequacy of accommodation and resources is satisfactory, some classrooms are small and this impacts negatively on pupils' learning in more practical and investigative activities. In addition there is no suitably enclosed outdoor play area for children in the Foundation Stage and this restricts opportunities for children's physical development.

## 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 fact that children enjoy school.</li> <li>• The good progress that children make.</li> <li>• The quality of teaching.</li> <li>• The approachability of the school.</li> <li>• The expectations that the school sets.</li> <li>• How the school is led and managed.</li> <li>• The way in which the school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• Information about how their child is progressing.</li> <li>• Stronger working links with parents.</li> <li>• A wider range of activities outside of lessons.</li> </ul>

Inspection findings support many of the positive views expressed by the parents regarding the quality of education that the school provides. Although the quality of teaching is often good or better it is not as consistently good as parents perceive. The amount of homework that is set is judged to be satisfactory and good by the time that pupils leave school and is similar to that found in the majority of primary schools. Although information about how children are progressing is generally satisfactory, there is some variability in the quality of children's annual progress reports. The inspection evidence is that links with parents are satisfactory overall and the school is looking at ways to improve these still further. The

range of activities outside of lessons is good and adds considerably to the quality of pupils' learning.

## **PART B: COMMENTARY**

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

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

1. On the basis of the 2000 end of Key Stage 2 National Curriculum test results, pupils' attainment is well below average in English, mathematics and science. When the school's results are compared with similar schools the performance level shows a similar picture with attainment in science being in the bottom 5% of similar schools nationally. The data however does not tell the full story. When the results over a three year period are taken together the trend of improvement is similar to that found nationally. The percentage of pupils with special educational needs fluctuates in year groups and the relatively high levels of pupil mobility are significant factors that impact on attainment levels that are achieved. The inspection findings paint a more positive picture. By the time that pupils leave school they are achieving well in relation to their ability in mathematics and science and standards are at an average level. The quality of teaching over time is good and often very good and excellent for the older pupils at this key stage and this ensures that pupils of all abilities are making good progress. The higher attaining pupils achieve levels commensurate with their ability. The effective implementation of the National Literacy and Numeracy Strategies, the good and often very good teaching together with an effective revision programme have led to an improvement in standards in English, mathematics and science at the end of Key Stage 2. The unconfirmed results from the 2001 National Curriculum test results show that standards have improved further and that a higher percentage of pupils are exceeding the level expected of 11-year-olds than has been the case over the last four years. This trend of improvement is set to continue in 2002. Inspection findings show that standards in reading and listening are at an average level by the end of Key Stage 2 but standards in writing and speaking are below average. This difference in attainment between the subjects and within elements of subjects can be explained by the fact that pupils' lack of use of, and understanding of, an expressive and expansive vocabulary in speaking and writing is impacting far more in English than in other subjects. The school is already tackling the weaknesses in an effective manner. The targets that the school has set itself are likely to be reviewed to reflect the improving nature of the school and the standards that pupils are achieving.
2. Many pupils start school with below average language skills. By the time that they leave the school standards in reading and listening are at an average level and are below average in writing and speaking. Many pupils listen attentively and are ready to follow instructions. The quality of teaching ensures that the importance of listening to the contributions of classmates is emphasised. Pupils' speaking skills are not at this same level. Although teachers constantly try to involve pupils in a range of discussions and debates few pupils spontaneously offer their views and opinions and use an expressive or expansive vocabulary. In writing, pupils are provided with many opportunities to write for a range and variety of audiences and purposes. Pupils strive hard to present their work in a neat and legible manner and recognise the importance of correct grammar and spellings. Standards of presentation are of a satisfactory and often good standard. The weakness is that a significant minority of pupils is unable to produce sustained or extended pieces of factual, imaginative or creative work. The pupils' lack of vocabulary further hinders progress and attainment in writing. In reading, standards are at an expected level. Pupils read with appropriate understanding and have a satisfactory knowledge of authors. Many locate information quickly with the higher attaining pupils having developed higher order reading skills

and the ability to read beyond the literal level. Pupils' number skills are at an average level. The effective implementation of the National Numeracy Strategy is improving pupils' ability to calculate accurately and quickly and to devise different ways of solving numerical problems. Pupils have a secure knowledge of shape, space and measures and handle data in an appropriate manner. Standards in science are at an average level. Pupils have a secure level of scientific knowledge across all elements of the subject and pupils have a satisfactory understanding of fair testing which they apply in differing practical contexts.

3. The end of Key Stage 1 National Curriculum tests in 2000 show that pupils' attainment is well below average in reading, writing, and mathematics. Teacher assessments in science show attainment to be well below average. When compared to similar schools, attainment is very low in reading and mathematics and in the bottom 5% of similar schools nationally and well below average in writing. Inspection findings show a more positive picture although there is still room for improvement. Standards are at an average level in listening, reading, mathematics and science and below average in writing and speaking. The high incidence of pupil mobility and the fluctuating number of pupils with special educational needs in differing groups of pupils explain the variance in attainment levels over the last three years. Given the relatively low starting point standards indicate that over time pupils are making satisfactory progress. However Year 2 pupils are not all taught in the same class and there is not always a consistency in the challenge that is provided for pupils in different classes at this key stage. On occasions the higher attaining pupils in one of these classes do not always make the strides in their learning that they are capable of. In one class containing Year 2 pupils the quality of teaching is good and as a direct result of this pupils of all abilities make good progress.
4. By the age of seven, pupils attain average standards in listening. Pupils listen attentively to teachers and to their classmates and the manner in which they respond to questions shows that they have followed the gist of the story or what has been said. Speaking skills are below average with few pupils having a well-developed or expressive vocabulary. Progress is further hindered when teaching does not do enough to get pupils to expand their answers or to justify their views and opinions. Standards in reading are at an average level. Pupils have a satisfactory ability to tackle unfamiliar words and phrases by using a range of different strategies. Many understand the text that they have read although not all pupils read with expression. In mathematics pupils have secure number skills and are competent at using these skills in problem solving activities. Pupils attain satisfactory standards in shape, space and measures and in handling data. In science, standards are at an average level. Pupils have a secure knowledge across all elements of the subject but are not adept at using a scientific vocabulary when explaining their work.
5. Standards in music are above average at the end of Key Stage 2. Pupils have a good sense of rhythm. Pupils name famous composers, such as Chopin, Bach, Mozart and Handel and are able to identify the music attributed to particular composers, such as Handel's "Water Music." Older pupils can identify how lyrics can be used to show mood and have a clear understanding of how to analyse songs to identify how they are compiled and structured. Many are able to compile their own lyrics to suitable music. The attainment and good progress that pupils make is directly linked to the very good quality of teaching that is a feature of lessons for the older pupils at this key stage. Standards in ball skills and swimming are above average again due to the high quality of teaching and the wide range of extra-curricular sporting activities where the pupils are given every opportunity to extend their physical skills. Attainment

in art and design, design and technology, geography, history and information and communication technology is at an expected level for pupils' ages by the time that pupils leave school. Teaching and learning in these subjects are often good, particularly for the older pupils and this makes an important contribution to the rate at which pupils acquire the necessary skills and knowledge.

6. At the end of Key Stage 1, although standards in geography and physical education are at an expected level there are some strong features. Pupils' attainment in the gymnastics element of physical education is above average. During lessons they sustain their effort and most show good control in the movements and balances they perform. Many of the shapes they make are imaginative and their movements dynamic. In geography pupils show a good level of awareness of the world in which they live and of the features that make for attractive and less attractive environments. Their knowledge and skills are enhanced by the good use of the locality and the knowledgeable and enthusiastic teaching provided by the co-ordinator. Pupils' understanding of locations in Europe and the wider world is less secure. Attainment in information and communication technology is below the expected level although a small number of pupils are achieving well. This is because not all pupils at this key stage have sufficient opportunities to work with computers or to use computers to support their work in other subjects. In one class containing Year 2 pupils opportunities are provided to develop computer skills and as a result pupils are attaining at a better level than in the other class where pupils are making unsatisfactory progress and where the teaching and provision do not build on the good start provided for pupils in the Foundation Stage. This is directly linked to a lack of teacher knowledge, confidence and expertise that the school is addressing. Attainment in art and design, design and technology, history and music is at an expected level.
7. When children start school attainment levels for the majority of children are below average particularly in language and mathematical development. A small percentage of children attain well. As a result of the consistently good teaching and provision in the Foundation Stage children make good progress in their first year at school particularly in personal, social and emotional development and in their knowledge and understanding of the world. By the time they reach the end of the Foundation Stage, most children attain the nationally recommended Early Learning Goals in all aspects of their learning and exceed them in personal, social and emotional development and in their knowledge and understanding of the world.
8. The school's provision for pupils with special educational needs is good and has a positive impact on their progress and achievement. The needs of pupils are assessed at an early stage and the special needs co-ordinator ensures that appropriate support is provided either from within the school or from outside agencies. The co-ordinator strives to ensure that individual education plans contain challenging and realistic targets and that all staff follow these carefully when planning work for the pupils. The presentation of the plans does not always match the quality of the content. The progress that pupils make depends to a great extent on the quality of the teaching and although all pupils with special needs make at least satisfactory progress, it is stronger in the Foundation Stage and at Key Stage 2 where teaching is consistently good and at times very good and excellent.
9. This is an improving school where the standards that the pupils achieve by the time they leave school are continuing to rise. The school recognises that there is still work to be done to improve further, particularly in standards in writing and information and

communication technology and in a consistency of challenge for some of the pupils at Key Stage 1. The good and on occasions very good and excellent quality of teaching that is a feature of many lessons, together with the positive attitudes to learning that many pupils have, is contributing significantly to the good progress that many pupils are making. Under the effective leadership of the headteacher and deputy headteacher the school shows a steely determination to continue to improve. The targets that the school has set itself for literacy and numeracy are to be reviewed in light of the improving standards. Inspection evidence indicates that the school is well placed to continue to improve and that the results of 2001 will be exceeded in the coming years with a greater percentage of pupils exceeding the level expected of 11-year-olds by the time that they leave school.

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

10. The good attitudes of pupils identified in the previous inspection report have improved. The vast majority of pupils of all ages and abilities throughout the school now have very good attitudes to learning and are keen to participate in all aspects of their education and the life and work of the school. Much of this is due to the supportive and caring ethos that the staff have created. Children in the Foundation Stage settle well to the routines of their day. They show a good level of interest in all activities and concentrate well. They respond promptly and in a positive manner and their enjoyment when listening to stories and poems is obvious. Pupils with special educational needs are given encouragement and support to become fully involved and included in all aspects of school life. Pupils recognise this and in return they try hard, give of their best, respond very well to adults and are respectful towards one another.
11. In lessons, pupils listen attentively to explanations and instructions from teachers and settle quickly to tasks and various activities, knowing exactly what they are required to do. The majority of pupils display high levels of commitment, enthusiasm and a sense of enjoyment when approaching their work and their ability to sustain very good levels of concentration makes a significant contribution to their quality of learning. Pupils take pride in their work and achievements. They are eager to please their teachers and are prepared to persevere in order to overcome any difficulties encountered. Pupils of all ages work co-operatively in groups and pairs, sharing their ideas and exchanging information.
12. The good standards of behaviour identified in the previous inspection report have improved and behaviour throughout the school is now judged to be very good. Pupils in both key stages are polite, friendly and helpful. They are particularly helpful and courteous to visitors to the school, showing them around the school, for example, and opening doors for them without prompting. In lessons they try hard not to disturb the learning of others and do their best to observe the school rules and code of conduct. The vast majority of pupils display very good levels of self-discipline and move in and around the school in an orderly manner helping to maintain the pleasant working atmosphere that pervades the school. Behaviour in the dining hall is very good and lunchtime is a pleasant social occasion. Behaviour in the playground is also very good. Pupils have a very well developed sense of fair play and willingly take turns and share. There were no exclusions of any kind during the last school year or indeed over the last few years. The vast majority of pupils are aware of the school's high expectations for standards of behaviour and follow them. They have a clear understanding of how their behaviour affects others and realise the consequences of

their actions. The older pupils value their status in the school and act sensibly and maturely, encouraging others to behave in an appropriate manner.

13. Relationships throughout the school are very good on all levels. Pupils are very respectful to all the adults with whom they come into daily contact and are friendly and supportive of one another. From an early age, they are taught to consider and respect the views of others and to have an understanding of people who have different beliefs from their own. The personal development of pupils is good. Pupils willingly take up opportunities provided for them to accept responsibilities and an example of this is the way in which the older pupils help the younger ones in small but significant ways. When pupils of all ages are offered opportunities to take responsibility they do so with pride. This includes regular assembly and class duties. A very good initiative for the older pupils is the "buddy" system that operates in some classes. Here the pupils share problems, discuss possible solutions and check their answers with one another. This not only reinforces the fact that pupils can be a real source of help for one other but it also means that the teacher can give his undivided attention to a particular group of pupils. At the end of the lesson the sharpness of the teaching is such that a check is made to see how successful the dialogue between pupils has been. Examples were seen of pupils being asked to carry out personal study and research both within school and at home. This is good practice as it adds to the personal development of pupils as well as extending their learning. The good range of extra-curricular activities that the school provides again offers a golden opportunity for pupils to enhance their personal and social skills. They grasp the opportunities with enthusiasm and participate with a real sense of fun and enjoyment while at the same time recognising the needs, strengths and limitations of others.
14. Attendance at 94.3 per cent is satisfactory, but just below the national average. There is no unauthorised absence. A significant number of pupils take family holidays during term time, and this is having a negative effect on the school's level of attendance. Discussions with pupils clearly show that they really enjoy coming to school and value what the school provides for them. Most pupils are punctual, but there are a small number who arrive late. Registration and lessons start on time and there is an orderly and efficient start to the day. This sets a positive tone for the day to which pupils respond well.

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

15. The quality of teaching is good in the Foundation Stage and at Key Stage 2 and satisfactory at Key Stage 1. During the week of inspection teaching was excellent in 18 per cent of lessons, very good in 9 per cent of lessons, good in a further 41 per cent and satisfactory in the rest of the lessons. The best teaching is for the oldest pupils in the school where it is consistently very good and often excellent. When the quality of teaching is of a good or better standard it makes a significant contribution to the quality of pupils' learning and to the good progress that pupils of all abilities make. The weakness in teaching is that not enough challenge is being consistently provided for the older pupils at Key Stage 1. When this is the case the progress that some pupils make is not good enough. Although during the inspection some of the teaching observed in one class at Key Stage 2 was satisfactory, a detailed scrutiny of pupils' books and teachers' planning shows that when pupils are taught by their usual class teacher the quality of teaching and learning is good. The school recognises that there is still work to be done to improve the quality of teaching so that it consistently provides a high level of challenge in all classes for the higher attaining pupils.



However the present quality of teaching has improved well since the time of the last inspection with a higher incidence of good, very good and importantly excellent teaching. The unsatisfactory teaching is no longer an issue. The school is committed to improving teaching further and has already identified the need to implement more rigorous and regular procedures to monitor the quality of teaching and learning across the school. The determination of the staff and the willingness to reflect critically on how they teach suggests that the school is well placed to continue to improve.

16. The quality of teaching in the Foundation Stage is consistently good and makes a significant contribution to the quality of pupils' learning. This ensures that the children get a good start to their educational lives and children of all abilities make good progress. Many children start school with below average levels of attainment. The teaching and provision make sure that by the time children are ready to start work in Year 1 most have achieved the nationally recommended Early Learning Goals in all areas of their learning and exceed them in their personal, social and emotional development and in their knowledge and understanding of the world. Teaching and support staff co-operate very well to provide a safe, secure and very caring environment for the school's youngest pupils. They have worked together very successfully to plan and implement a broad and balanced curriculum which is geared to the Early Learning Goals. Opportunities are constantly provided for children to learn through practical and investigative activities as well as through more formal ones. The teacher and the nursery nurse set high expectations of children's performance and this allied to constant praise and encouragement enables the children to develop confidence and a feeling of security as well as acquiring new knowledge and skills at a good rate.
17. The teaching of English at Key Stage 1 is satisfactory with some good practice and at Key Stage 2 is good with some very good practice. The effective implementation of the National Literacy Strategy is having a positive impact on standards with its impact increasing, as it becomes more firmly embedded in school practice. Pupils of all ages are responding well to the structure of lessons and are much more actively involved in their own learning when the lesson objectives are shared with them. When the choice of shared text is stimulating and exciting, whether it be looking at the use of metaphors in poetry or examining the characters in "Amazing Grace" the pupils are enthused and interested and this helps to sustain their interest and motivation for longer periods of time. The session at the end of the lesson is generally used well to assess what pupils have learned with the best teaching taking on board this information to modify or extend future learning objectives. Phonics and basic reading skills are taught in a satisfactory manner at Key Stage 1 but the weakness is that writing skills are not always taught in a direct and systematic manner. At Key Stage 2 many opportunities are provided for pupils to write for a wide range of audiences and purposes but pupils struggle to write extended pieces of writing that keep the reader hooked from start to finish. This is partly due to previous gaps in pupils' knowledge and a lack of an expressive and expansive vocabulary. The teachers at this key stage are working hard to address this issue and standards in writing are showing signs of improvement. When teaching is not as effective as it could be it is linked to the work set not being challenging enough or the completion of mundane worksheets which do little to enthuse pupils or to extend their writing skills.
18. The school has successfully introduced the principles of the National Numeracy Strategy and teachers apply these well. The strategy is having a positive impact on standards and especially on pupils' mental and oral mathematical abilities. The quality

of teaching is satisfactory with good practice at Key Stage 1 and good with some excellent practice at Key Stage 2. Teachers know how to teach basic skills well. Most lessons have a good structure that involves a whole class activity, group work and a summary session. Pupils really enjoy the mental agility activities at the start of the session and this often fires them up for the rest of the lesson. Pupils at the end of Key Stage 2 are particularly responsive. This is a result of the excellent teaching they receive. Their teacher ensures pupils of all abilities are involved fully in this part of the lesson. The positive support they receive ensures pupils are confident to give answers. They are eager learners who are not afraid to make mistakes. When they do make errors this is turned to advantage and becomes a point for discussion, enabling everyone to develop their understanding and make progress. Teaching is at its best when pupils are encouraged to investigate and explore different strategies to solve problems and then share them with the rest of the class. This has a most positive impact on pupils' learning because it reinforces the idea that there are many equally valid ways of solving problems but some are more accurate and swifter than others are. The weaknesses in teaching occur when tasks are not challenging enough for the higher attaining pupils.

19. The better teaching across the school takes careful account of the differing abilities of pupils and ensures that the tasks and activities that are provided challenge pupils of all abilities. In numeracy lessons, for example, at Key Stage 2 the headteacher takes on a teaching commitment which enables smaller teaching groups to be formed that pay more attention to the individual needs of the pupils. Even within these groupings careful attention is paid to small but important degrees of difference in pupils' abilities. The questioning is often well structured and really gets the pupils thinking. All these factors help to ensure that pupils make good strides in their learning. There are good examples in the school where pupils' literacy and numeracy skills are put to good use in other areas of the curriculum. Pupils were asked to write about the advantages and disadvantages of nationalisation and capital punishment in history, to explain the differences of rural and urban settlements in geography and to carry out accurate measurements in investigative work in science and in designing and making model playground equipment in design and technology. This very good and at times excellent practice is not as consistent across the school as it could be. Although good examples were seen of computers being used to support and enhance pupils' learning at Key Stage 2 and in some teaching at Key Stage 1, a lack of teacher knowledge, confidence and expertise in one class at this key stage is restricting pupils' learning in this important area of the curriculum.
20. The teaching for pupils with special educational needs very closely matches that of their classmates. Individual education plans contain well thought out and challenging targets, but the manner in which the plans are presented does not match the quality of the content. This issue is already being addressed by the co-ordinator. Teaching is at its best when teachers take careful account of the plans and use the information to gear tasks and activities to match the needs of the pupils. The support staff make a valuable contribution to the learning that pupils with special educational needs make. They are sensitive but firm and their incisive questioning and patient attitudes help to ensure that pupils are fully included in all aspects of the curriculum and in the life of the school as a community. The progress that pupils make overall is good at the Foundation Stage and at Key Stage 2 and in some classes at Key Stage 1. Progress for other pupils is never less than satisfactory. Where pupils have a statement of special educational need, the quality of teaching and support ensures that the provision outlined meets the requirements.

21. With the exception of information and communication technology, teachers' subject knowledge and expertise are secure and this adds to the quality of teaching and learning. Teachers often show good subject knowledge in geography, music at Key Stage 2 and elements of physical education at both key stages. Observation of lessons shows that the teachers' own enthusiasm rubs off on the pupils and helps bring an added zest to lessons. One excellent music lesson with the older Key Stage 2 pupils had clear learning objectives and all pupils had good opportunities to participate. The teacher had very good subject knowledge and communicated this to the pupils most effectively. The pupils responded very well and as a result the level of performance was enhanced. A strength of the school is the way in which the school seeks to enhance pupils' learning through visits of educational interest and through a good range of extra-curricular activities. Visits are well planned to ensure that pupils learn the most that they can from the opportunities that are provided. Visits link directly to the topics that pupils are studying and the first hand experiences that they provide bring an added dimension to pupils' learning. The extra-curricular activities for music and physical activities, for example, provide a high level of teaching and coaching that enhance pupils' learning significantly in these areas. In addition the activities do much for pupils' personal and social development.
22. The quality of relationships between pupils and staff is very good and this adds considerably to the ethos of the school. Little time is wasted in lessons with resources usually being well prepared before the start of the lesson. The teacher constantly sets deadlines, which means that pupils know what is expected of them in terms of productivity. The teachers often give lots of verbal praise and gentle criticism within lessons that helps build pupils' self-esteem and to pinpoint areas for improvement. Marking of pupils' work for the older pupils in the school is of an excellent standard. It provides detailed guidance of what is needed for pupils to improve or very supportive and clear comments as to why a particular work is of a good standard. Pupils are only too willing to take on board the comments and there is a visible improving or sustaining in the quality of the pupils' work. Marking in some other classes is not of this high standard. All the parents that responded to the questionnaire sent out before the inspection felt that the quality of teaching was good and 98% felt that their child was making good progress. About 15% of parents were not happy with the amount and range of homework activities. Inspection findings show that there is a satisfactory level of homework activities at the Foundation Stage and Key Stage 1 and a good level by the end of Key Stage 2, where homework adds much to the quality of pupils' learning.

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

23. The school has made good progress since the last inspection in developing a broad and balanced curriculum, to which pupils have equal access in most elements and subjects. At the time of the last inspection, the curriculum that was planned for pupils in mixed age classes was judged to be lacking in depth and coverage in certain subjects, such as science and history, particularly at Key Stage 1. The school has worked hard to address the shortcomings identified and it now meets statutory requirements in respect of the curriculum it provides. At the time of the last inspection there was no suitable curriculum policy for teaching pupils under the age of five. Now the curriculum for children in the Foundation Stage is linked specifically to the nationally recommended Early Learning Goals and includes an effective range of

activities for their ages and abilities which has a beneficial impact on the learning of all children in this stage of their education.

24. The school has worked hard to ensure that there is a clear planning cycle to ensure topics that are taught in the mixed age classes are not repeated and that is effective in bringing cohesion to the curriculum. This is linked to the schemes of work to ensure that pupils' learning is effectively built on as they move through each of the classes. These schemes of work are in place in all subjects and are of a good quality and add much to the quality of pupils' learning. The school addresses the question of educational inclusion in an appropriate manner. Although no major issues arise concerning gender differences in progress or attainment there are occasions when pupils at Key Stage 1 are not provided with sufficient challenge. Clear and effective systems of monitoring the quality of teachers' planning have been put in place by the headteacher ensuring that in most cases, pupils experience a curriculum that is suitably matched to their needs and abilities.
25. The provision for pupils with special educational needs is good. Pupils are provided with an individual education plan that contains challenging and achievable targets. The presentation of the plans needs to be improved because it detracts from the quality of the content. The special needs co-ordinator works hard in liaising with teachers, support staff and outside agencies so that the needs of individual pupils can be met. Parents are invited to be involved in the reviews of the progress of their child. Where parents take up this offer it makes an important contribution to the child's learning as suggestions are made as to how the school and parents can work together for the benefit of the individual child. However not all parents avail themselves of this opportunity and this impacts negatively on their child's progress. Support staff are most effective in the manner in which they enhance pupils' learning. They provide valuable and valued support that makes an important contribution to the progress that pupils make. Where pupils have a statement of special educational need, the provision outlined meets the requirements and the annual review procedures are in place.
26. The school provides a good range of extra-curricular activities in relation to its size and number of pupils. Although some parents feel that there are insufficient opportunities for pupils to take part in out-of-school activities, inspection findings show that arrangements for extra-curricular activities effectively enrich the curriculum and promote learning well. In addition to a good range of sports such as rounders, football, cricket, cross-country and netball, pupils have the opportunity to play recorders and join a Homework Club. Pupils in Years 5 and 6 are assisted with reading and encouraged to enjoy books through attendance at the "Booked-up" Book Club. The school is involved in a number of inter-school sporting competitions that add to pupils' personal and social development as well as enhancing their sporting skills. In addition the older pupils go on outward bound courses that add much to their physical, intellectual, social and personal development.
27. The provision for personal, social and health education is satisfactory. The school pays good attention to this area of learning, but there is at present no formal policy or scheme of work. Pupils are encouraged to take responsibility for their actions and to share their feelings and speak confidently in front of others. Although there is no formal policy for sex education, good arrangements are made for pupils in Year 6 to talk with the school nurse about 'growing up'. A comprehensive programme is planned to be introduced during the next academic year, and this will include sex education. The school is visited each year by the Health Caravan which provides

good drugs education for each year group, and is followed up well through the science curriculum and through discussions in class. Other opportunities are also integrated into the curriculum. For example, good learning opportunities are provided in science with emphasis on healthy eating and the value of exercise. The value of regular exercise is also emphasised in physical education lessons and extra-curricular sporting activities.

28. The overall quality of provision for pupil's spiritual, moral, social and cultural education is good. That made for their moral development is very good, good for their social and cultural development and satisfactory for their spiritual development. This provision makes an important contribution to the overall personal development of pupils.
29. Pupils' spirituality is enhanced through assemblies, music and their work in art. Assemblies and lessons provide pupils with appropriate opportunities to reflect on their own values and to consider the challenges facing those less fortunate. Pupils regularly visit the nearby church for assemblies and for work in history and science and this provides a good opportunity for pupils to work in an atmosphere that engenders a sense of spirituality. Discussion time within lessons is often used well to explore feelings, such as sadness and happiness, and the different events that can evoke such feelings. In some instances teachers look for and plan for opportunities within the art and music curriculum to actively promote spirituality. This could be by examining how a certain painting or piece of music makes pupils feel or simply by recognising the wonderment of the finished piece. The emphasis that some teachers place on careful observation of the world all-round evokes on occasions a sense of awe. Pupils benefit greatly from visits to the theatre and presentations from visiting theatre companies. Older pupils have also composed music to suit the mood generated by pictures they have painted.
30. Provision for pupils' moral education is very good. Teachers and other adults provide pupils with excellent role models. Pupils have a well-developed sense of very good behaviour to which they adhere. Pupils are well aware of how their actions affect others and are made suitably aware of many of the significant moral issues facing society, such as poverty, pollution and persecution. Such issues are discussed in history, geography and religious education lessons. Pupils have taken significant responsibility and made a major contribution to the renovation of a derelict area of land in the village. They are very proud of their work on this project and clearly understand its value to their community. Discussions with the pupils show that they feel that they and the community as a whole have a moral and social responsibility for its upkeep.
31. Provision for pupils' social education is good. Pupils are good at helping and supporting one another. Many participate fully in the extra curricular sporting activities provided by the school and everyone takes part in the school's dramatic and musical productions. Older pupils willingly take responsibility for jobs around the school, such as setting up the music for assemblies and collecting dinner numbers. Pupils also undertake the training of younger pupils who will do these jobs in subsequent years. Pupils are taught from an early age to take responsibility and their help and collaboration is evident within the classrooms. The responsibility that the school entrusts in pupils makes them feel that they are a valued part of the community and in return pupils play an active part in maintaining social order and in adding considerably to the warm and welcoming ethos of the school.

32. Provision for pupils' cultural education is also good. They are provided with good opportunities to gain insights to their own culture and that of their immediate community through their work in history and geography and through visits to places of historical and geographical interest. Such visits to local rivers, field trips to the estuary of the River Ribble and the Lake District enhance pupils' awareness of their own culture. Music plays an important part in the life of the school and much is done to promote pupils' awareness of famous musicians and of music from different cultures. Although direct links are made with pupils' cultural development through the art curriculum the school has recognised the need for more visits to art galleries to further extend pupils' cultural development. Strong links have been established with other local schools that have a high proportion of pupils from ethnic minorities and other cultural groups. This includes reciprocal visits between the schools. These links are most effective in raising pupils' awareness of the values and traditions of other cultures and are a very good and practical way to attempt to promote racial harmony.
33. The school has good links with the community who contribute well to pupils' learning. The close links with the local church enrich pupils' experience, and the vicar is a regular visitor to lead assembly and take school services in the church. Pupils have recently been involved with Rossendale 'Groundwork' to develop an area of waste ground into an environmental walkway for the community. The involvement of pupils in helping to clear the site, creating mosaics out of stones, a willow tunnel and pond has made a strong contribution to their learning experiences. For example, developments in science and writing poetry about their work, one of which has been chosen to be displayed in the environmental area. The school has benefited from its links with a number of local businesses, and has received funding for science equipment and literacy.
34. The school works well with a number of small schools who occasionally join together for planned activities. For example, pupils join with pupils from other schools to attend the outward-bound day. Although pupils transfer to a number of different secondary schools, satisfactory relationships exist. Although the school sees this as a possible area for development, the procedures that are presently in place ensure a smooth transition between the schools and this helps pupils make a secure start to the next stage of their educational lives.

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

35. As at the time of the last inspection, the school has continued to provide a good level of pastoral care and support for all pupils, including those with special educational needs. Most parents are happy with the quality of care their children receive. All staff know pupils and many of their families very well, and there is a clear commitment to pupils' welfare and safety. Teachers and support staff respond kindly and very positively to pupils' individual needs and good attention is paid to their physical and emotional wellbeing. All pupils, including those in the Foundation Stage are safe and well supervised in the playground. The school's provision for personal and social education makes pupils aware of the need to take care of themselves and of others. Although the school makes good arrangements for the delivery of personal, health and social education, at present there is no formal policy for sex or drugs education. A comprehensive programme is planned to be introduced during the next academic year, which if rigorously implemented and followed will add to pupils' development in this important area of their education

36. The procedures followed for monitoring Child Protection issues are good. The Year 6 teacher is the designated person with special responsibility for this area of pupils' welfare. Any issues of concern are well documented and monitored. Meetings have been held with teachers to ensure that all are aware of procedures. The arrangements for staff, such as lunchtime supervisors, to be made fully conversant with the required procedures are not at present rigorous enough. Good and up-to-date personal records are kept for all pupils, and these are regularly monitored and amended. The health and safety policy is followed closely, with the headteacher and Year 6 teacher having completed a recent risk assessment. The caretaker is vigilant in identifying any areas of the site giving concern about safety, and governors are kept informed. Pupils are constantly alerted to safe practices in classrooms and during activities outside in the playground. Satisfactory arrangements are made for first aid with a qualified first aider on site. The school organises regular fire drills and these are carried out in an appropriate manner.
37. Satisfactory procedures are followed for monitoring and improving attendance. Although attendance is just below the national average, absences recorded are due mainly to pupils taking family holidays during term time. Registers meet the statutory requirements and are completed accurately with a consistent approach between all classes. Parents are encouraged to contact the school on the same day of absence, and most assist the school by doing so. In a small number of cases where no message is received the school's procedures for follow up are not always as prompt as they could be. The procedures for monitoring and promoting behaviour are very good, and are consistently followed by all adults in the school. The very positive effect of the school's procedures are clearly seen in the very good behaviour which pupils demonstrate throughout the school. In classrooms pupils are rewarded with badges and team points and these are celebrated at the Friday merit assembly. The school's ethos is one of raising pupils' self esteem and confidence through the very good relationships between pupils and teachers and between the pupils themselves. Very good procedures are in place to deal with any bullying should it occur and to eliminate harassment between pupils. Such incidents are rare. All pupils, including those in the Foundation Stage are safe and well supervised in the playground.
38. Parents and children are well supported at the time of their induction into the Reception class through visits and meetings for parents. Year 6 pupils receive very good advice and support as they prepare to transfer to secondary school. Visits and meetings are arranged, and pupils take part in some joint activities.
39. At the time of the previous inspection procedures to assess pupils' attainment and progress were judged to be inadequate and therefore teachers were not able to use the information from assessments appropriately to help pupils to improve. This is no longer the case. The school has made good progress in this area and the current arrangements are now satisfactory. The school carries out formal tests and assessments at the end of both key stages and at the end of other years. Baseline assessment is carried out in an effective manner soon after children start school. Teachers also use the information they gather from making assessments appropriately to plan what they will teach next. This ensures the activities they provide are usually matched well to pupil's needs and subsequently helps them to make progress.
40. All teachers take steps to ensure pupils are fully aware of what they are intended to learn during lessons. This enables teachers to measure the progress pupils are making on a day to day basis and gives pupils an insight into how well they are doing.

Individual targets for attainment and progress are set and reviewed regularly for each pupil. This gives pupils a clear view of the progress they are making.

41. Systems to record these assessments are manageable and used effectively by teachers. Teachers have clear insights into the progress their pupils are making. They also record the outcomes from significant assessments, such as national tests, onto a recently introduced document that enables pupils' attainment and progress to be tracked closely as they pass through the school. These arrangements work well and are used effectively by teachers to identify what each pupil needs to do to improve and attain higher standards.
42. These assessment procedures are most effective in English and mathematics. However, they have not been fully extended to include other subjects and the recommended criteria to measure attainment and progress in other subjects have yet to be formalised. The headteacher undertakes detailed analysis of the results from the annual national tests for seven and eleven-year-olds. The information gained from this activity is then used to identify the aspects of English, mathematics and science needing further development. This has proved to be a successful and effective tool in helping to raise standards. The headteacher however is keen to sharpen these procedures further so that they can have an even bigger impact on helping to raise standards. Initiatives are to include for example, assessing the attainment and progress that similar aged pupils in different classes make, a more careful analysis as to why some elements of subjects are stronger than others and to more actively involve subject co-ordinators in the analysis process. These are appropriate areas for development and if followed rigorously should impact positively on pupils' attainment and progress.

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

43. The school's partnership with parents is satisfactory and has been maintained at this level since the time of the last inspection. Most parents are happy with the education their children receive, and see this as a good school. Although some parents do not feel that the school works closely with them, there is an open door policy for parents and they are welcome in the school at any time to discuss any concerns they may have concerning their child's academic or personal development. In spite of the fact that the school makes an effort to encourage parents to be involved in their children's learning there are a significant number who feel able to provide only limited additional help at home. Where parents are involved in listening to their children read and helping with homework and special topics, this makes a strong contribution to pupils' achievements and the progress they make.
44. A small number of parents help regularly in classrooms and more parents assist when pupils are taken out on trips. One parent is currently organising the extra-curricular recorder groups held at lunchtime. These parents make a positive and valued contribution to the life of the school. Many parents attend the twice-yearly consultation evenings when they have the opportunity to look at their children's work and talk to teachers about their children's progress. The school has attempted to organise a number of workshops and curricular evenings for literacy and numeracy, but these have not always been well attended by parents. The Parent Teacher Association is a small group of supportive parents which organises regular fund-raising activities for the school and these are usually well attended. The group has



provided a range of additional learning resources for the school, and pupils benefit from their efforts.

45. The majority of parents feel that the school is approachable and that pupils make good progress. Parents of pupils with special educational needs are kept well informed about progress and invited to attend all review and assessment meetings. The school tries to involve parents in their children's individual education plans, but on occasions this meets with limited success.
46. The quality of information for parents is satisfactory. The headteacher and class teachers send out letters informing parents about specific activities and organisational issues. Although class teachers send a numeracy newsletter home each term and the Dfee booklet for parents 'Targets for Pupils', no other specific information is available about topics and how parents can help. Pupils in Year 6 have homework diaries where they keep their own records and these provide parents with a good insight into the work that their children are expected to complete. The prospectus and the governors' annual report to parents meet the statutory requirements and provide satisfactory information about organisation and the curriculum. Good information is provided about the need of pupils with special educational needs. The pupils' annual reports to parents are satisfactory. Most reports are hand-written and personalised, but there is some inconsistency between classes in the clarity of information about progress. Some of the reports are of excellent quality and send out a very clear and detailed message not only of the areas that pupils are achieving well in, but also setting clear targets for improvement. In other instances the reports provide too little detail and do not provide parents with a good enough insight as to how their child is progressing. The school has been made aware of parents' feelings about the quality of information that it provides and has already started to instigate procedures to consult with parents about how communication can be improved so as to have a greater impact on pupils' learning

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

47. The headteacher provides good leadership and management of the school. She has set a clear and accurate agenda for school improvement that has resulted in standards improving. The headteacher shows a steely determination to continue the trend of improvement in standards and in the quality of education that the school provides. The small size of the school means that the head has to undertake teaching duties as well as administrative duties. She carries out both roles effectively and has helped to improve standards in numeracy not only by ensuring that the National Numeracy Strategy has been implemented in an effective manner but also by teaching a group of pupils so as to reduce class sizes and also enable teaching to more accurately matched to the individual needs of the pupils. She is very well supported by an effective and dedicated deputy headteacher. They work very well together with the deputy being given specific delegated responsibilities in areas such as curriculum leadership and monitoring of teaching and learning which are carried out efficiently and contribute much to the improvement in standards at Key Stage 2 in particular. There is a good team spirit evident in the school with most staff ready to reflect critically on what they do in order to provide a better quality of education for the pupils. Teachers, support staff, parents, governors and pupils recognise and value the leadership that the headteacher provides.

48. The headteacher and deputy headteacher meet on a regular basis to discuss issues pertinent to the development of the school. These issues are then discussed at full staff meetings where all staff are provided with opportunities to put their points of views forward, knowing that their opinions will be valued and listened to. By operating in this manner the headteacher ensures that all staff make an important contribution to the decision making process and that in turn staff are committed to putting the outcomes of meetings into practice. The headteacher and deputy headteacher have carried out lesson observations in literacy and numeracy and the outcomes shared with the teachers involved. This strategy has proved beneficial in helping to improve standards but the school has rightly recognised that there is more work that needs to be done in this area to have its biggest possible impact on raising standards further, particularly in English. With this in mind the school development plan has identified the need to train co-ordinators so that they can play a greater role in monitoring teaching and learning across the school and scrutinising pupils' work and teachers' planning in order to disseminate the good practice that clearly exists and to address the weaknesses. The headteacher carries out an analysis of test and assessment data and then uses this information in an effective manner to set targets for improvement. The headteacher rightly recognises that this process of analysis could be refined still further by, for example, comparing the results of similar aged pupils in different classes or more detailed analysis of why some elements of subjects are stronger than others. These are accurate priorities because the information could be used to have a greater impact on raising standards.
49. The school provides appropriate opportunities for the professional development of all staff, but occasionally such opportunities are not exploited to the full. This then results in a lack of appropriate subject knowledge in areas such as information and communication technology. On the whole however teachers and support staff are keen to develop their knowledge and expertise and this impacts positively on the quality of pupils' learning. The courses that staff attend in areas such as literacy, numeracy, physical education and geography are well matched to the needs of individuals and to the needs of the school. Teachers then put their new-found knowledge and skills to good use. The school is currently refining its performance management systems so that staff can effectively identify strengths and areas for improvement. This is to link in with a review of job descriptions. Although all staff are clear about their role in school, this is not always accurately stated in their job descriptions. The school is addressing the issue so that all that work in the school and new staff starting at the school are aware of the contribution that they can make in helping to bring to life the aims of the school that are articulated in its prospectus.
50. The school development plan is a clear and concise document, which sets out an accurate range of priorities for improving the quality of education that the school provides. Staff and governors are provided with opportunities to contribute to the formalisation of the plan, which includes targets, success criteria, finances allocated, the individuals responsible for ensuring tasks are completed, monitoring procedures, along with appropriate time scales for completion. The school development plan is a working document and is seen as the vehicle by which to raise standards. An area for improvement is to ensure that the success criteria that are articulated relate directly, where applicable, to an improvement in standards rather than the completion of the task or priority being a measure of success in itself. A strength of school development planning is that the school knows its strengths but is equally secure in its knowledge of the areas that need to be tackled to move the school on. Many of the findings of the inspection are already identified as areas for development in the school development plan.

51. The school has made satisfactory progress since the time of the last inspection. Standards have improved in science and have been maintained in mathematics. The school rightly recognises that there is still work to be done in improving standards in writing and speaking and information and communication technology. Although there are still areas for improvement in teaching, there is now a much higher incidence of very good and better teaching. In terms of the key issues that were identified at the last inspection, the school put a great deal of time and effort into improving curriculum planning. The school has been most successful in this area because it is now a strength of the school. The school development plan is now a more effective document in helping the school to improve. The headteacher and deputy headteacher now monitor teaching and plans are in hand to enable the co-ordinators to play a more rigorous role in monitoring and evaluating teaching. Some but not all governors show a far greater awareness of the working of the school and are fully conversant with the areas of school life that need to be tackled in order to improve further the quality of education that the school provides. The commitment of the headteacher and deputy headteacher, staff and governors together with a sense of renewed vigour and determination indicates that the school is well placed to improve.
52. The Chair of Governors has an excellent grasp of the strengths and areas for development within the school. He is a regular visitor to the school and meets with the headteacher several times each term to discuss the work of the school. A number of other governors visit and support the work of the school in an effective manner. A small number of governors have observed lessons while others use their personal and professional skills for the benefit of the school. All these governors work together well and enjoy very good relationships with the staff of the school. They are fully involved in the decision making process, contribute effectively to the formulation of the school development plan and discuss policies and schemes of work in great detail before they become embedded in school practice. Most governors attend training courses and meet regularly, both as a full body and in committees. The governors have good access to financial and other information. This enables them to make well-informed decisions at governors' meetings. Although the Governing Body overall plays a satisfactory role in monitoring the work of the school, there is room for improvement. The weakness is that not all governors show the same level of commitment to the school and do not play an active enough part in holding the school to account for the quality of education it provides. As they do not visit the school or attend meetings on a regular enough basis their knowledge of the school and what it provides is diminished and as a consequence their effectiveness as governors is not as great as it could be.
53. The management of the provision made for pupils with special educational needs is good and makes an important contribution to the progress that pupils make. The special needs register is well maintained and the co-ordinator ensures that support is targeted to where the need is greatest. The co-ordinator supports staff well and ensures that parents are kept fully informed and involved with the education and progress that their child is making. Good liaison procedures are in place with outside agencies and this results in the pupils getting the appropriate support where applicable.
54. The school secretary is welcoming, well organised and efficient in organising financial and budgetary information, ensuring that grants and funds are correctly allocated and authorised. Appropriate use is made of information and communication technology.

The secretary provides valuable and valued support to the headteacher and staff and makes a significant contribution to the smooth and effective running of the school.

55. The quality of financial planning is good. Priorities are carefully costed out and there is a good link between school priorities and spending patterns. The school has a large carry forward of money from the last financial year but this money has been earmarked for adaptations to the school building which should greatly improve the quality of the learning environment. The headteacher and the governors apply the principles of best value in an appropriate manner when purchasing goods and services. Funds are well managed by the headteacher who prepares the budget for discussion and ratification by the finance committee and the Governing Body. This includes the use of specific grants and funds so that finances are spent wisely and make a positive contribution to pupils' learning. When the school makes major spending decisions on areas such as additional support staff, building improvements or improving resources, it is aware of the need to assess the impact on standards and learning. All the recommendations of the latest auditors' report have been implemented. Taking all factors into account this is a school that is providing satisfactory value for money.
56. There are a sufficient number of appropriately qualified teachers with a satisfactory range of experience and expertise. All teachers have the responsibility of a class, and act as co-ordinators for a number of subject areas. The provision of support staff is satisfactory. Classroom assistants are suitably qualified and they work well with teachers and make an important contribution to the quality of pupils' learning. The caretaker and lunchtime supervisors play an important role in ensuring the effective day to day running of the school.
57. The accommodation is satisfactory and used well for the delivery of the National Curriculum. The school is kept clean and well maintained by the commitment of the caretaker. Although at present accommodation is cramped the commencement of the planned extension to the building is now imminent and will provide the school with additional facilities for a reception area and teaching space. At present the library is inconveniently situated in a corridor which limits its use as a research tool and a place for pupils to browse. Although each classroom is equipped with computers the lack of a dedicated computer suite and the fact that not all teachers use computers regularly enough to support pupils' learning hinders their progress. Some classrooms are small which puts restrictions on some practical activities.
58. Outdoor accommodation is restricted but there are sufficient hard surface areas for pupils to play. The school overcomes any overcrowding by having separate playtimes for the different key stages. The school benefits from a large grassed playing field, which is regularly used for physical education lessons, extra-curricular activities, orienteering and to support pupils' work in science and geography. The proximity of the local church also provides a good learning resource to support work in religious education and history. The lack of a secure play area for the youngest children at the Foundation Stage is restricting their experience and learning opportunities with large play equipment. Resources for learning in all areas of the curriculum are satisfactory. This is an improvement since the last inspection when there were insufficient resources for the teaching of art and design, design technology, physical education, fiction books at Key Stage 2 and for pupils with special educational needs. Storage space is limited but all available space is being well used to ensure resources are readily accessible

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the quality of education that the school provides, the headteacher, Governing Body and the staff should:

**1) raise standards in English by:**

- consistently providing opportunities and encouraging pupils to use a more expressive and expansive vocabulary in class and group discussions across the curriculum, through debates and through the use of role play and drama activities (*paragraphs 1, 2, 4, 17, 70, 93*);
- ensuring that opportunities are consistently provided in all classes for pupils to write for a wide range of audiences and purposes and the necessary skills are systematically taught to enable pupils to write creative, expressive and extended pieces of writing (*paragraphs 2 and 73*);
- ensuring that opportunities are provided and seized to develop pupils' writing skills in other areas of the curriculum (*paragraphs 73 and 90*).

**2) raise standards in information and communication technology at the end of Key Stage 1 by:**

- making sure that all the necessary skills and knowledge across all elements of the subject are taught in a systematic and direct manner (*paragraphs 6 and 114*);
- making sure that pupils are given every opportunity to use computers to support their learning across all subjects of the curriculum (*paragraphs 6, 19, 71, 95, 106, 114*);
- providing good quality in-service training that improves the knowledge, skills and expertise of staff that are not at a high enough level (*paragraphs 21, 49, 118*).

**3) improve the quality of teaching at Key Stage 1 by ensuring that the work that is set for the higher attaining pupils is sufficiently challenging and meets the needs of the individual pupils so that they consistently make the strides in their learning of which they are capable.**

*(paragraphs 3, 15, 69, 76, 84)*

**4) improve the procedures for monitoring the effectiveness of the school by:**

- providing a more effective role for co-ordinators in monitoring, supporting and evaluating the quality of teaching and learning across the school, including the regular scrutiny of teachers' planning and pupils' work (*paragraphs 48, 77, 85, 96, 101, 107, 113, 118, 123*);
- ensuring that the senior management team continues to observe lessons on a regular basis (*paragraph 48*);
- ensuring that all governors play an active role in holding the school to account for the quality of education it provides (*paragraph 52*).

In addition the school should consider including the following minor areas for improvement in its action plan:

- the marking of pupils' work (*paragraphs 23, 76, 84, 106, 111*).

- developing assessment procedures for the foundation subjects and making sharper use of test and assessment data (*paragraphs 42, 48, 85, 101, 113*).
- continuing to improve the quality of accommodation to make more suitable library facilities and an adequate enclosed outdoor play area for children in the Foundation Stage (*paragraphs 57, 58, 61, 66, 71*).
- continuing to examine ways in which the quality of information that is provided for parents, particularly relating to pupils' attainment and progress, can be improved (*paragraph 46*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	9	41	32	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)		134
Number of full-time pupils eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	9	10	10
	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	67(74)	78(74)	83(74)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	10	10	9
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	78(78)	83(78)	83(96)
	National	84(82)	88(86)	88(87)

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

Omissions relating to the number of boys are intentional due to the fact that the number of boys in this particular year group was less than 10.

### 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	11	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	8
	Girls			
	Total	10	11	14
Percentage of pupils at NC level 4 or above	School	56(62)	61(71)	78(62)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls			
	Total	9	10	14
Percentage of pupils at NC level 4 or above	School	50(62)	56(71)	72(62)
	National	70(68)	72(69)	79(75)

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

Omissions relating to the number of girls are intentional due to the fact that the number of boys in this particular year group was less than 10.



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	120
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	22
Average class size	24.6

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

Total number of education support staff	4
Total aggregate hours worked per week	59

#### **Qualified teachers and support staff: nursery**

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

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

Number of pupils per FTE adult	
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
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	£
Total income	246185
Total expenditure	238515
Expenditure per pupil	1729
Balance brought forward from previous year	18180
Balance carried forward to next year	25850

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

### **Questionnaire return rate**

Number of questionnaires sent out	134
Number of questionnaires returned	40

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	2	0	4
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	34	51	15	0	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	35	51	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	35	47	10	6	2
The school is well led and managed.	71	25	4	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	55	27	12	0	6

## **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**

60. The Foundation Stage is a strength of the school. The attainment for the majority of children on entry to the Reception class is below the national average particularly in language and mathematical development. As a result of the consistently good teaching in the Foundation Stage children make good progress in their first year at school particularly in personal, social and emotional development and in their knowledge and understanding of the world. By the time they reach the end of the Foundation stage, most children will attain the expected early learning goals in all aspects of their learning and exceed them in their personal, social and emotional development and in their knowledge and understanding of the world. They are confident in their relationships with their classmates, teachers and other adults and participate eagerly in the many activities planned for them by the teacher. They listen attentively and concentrate and persevere well with their tasks, both in and out of their classrooms. They work conscientiously individually, or as members of a small group, and demonstrate very good behaviour in a supervised or unsupervised situation.
61. Teaching and support staff co-operate very well to provide a safe, secure and very caring environment for the school's youngest pupils. They have worked together very successfully to plan and implement a broad and balanced curriculum which is geared to the nationally recommended Early Learning Goals. At the time of the last inspection report the planning of the curriculum was not linked appropriately to the desirable learning outcomes and as such the school has made good improvements in the curriculum planning for children in this stage of their education. High expectations of children's performance, allied to constant praise and encouragement from all staff, enable the children to develop confidence and a feeling of security. Very good liaison is encouraged and achieved between the Reception teacher and the senior management team. Baseline assessment is carried out in an appropriate manner and the information is then used to guide and inform curriculum planning so that the needs of individual children are met. Day to day monitoring of pupils' progress and ability is carried out well and the teacher and support staff note all aspects of social and academic development. Accommodation and resources at the Foundation Stage are satisfactory overall but there is no designated outside secure play area which limits children's experience of large play equipment and prevents their physical development from being even stronger.

### **Personal, Social and Emotional Development**

62. Children in the Foundation stage make good progress in their personal and social development in their first year in school. Most are confident and establish very effective relationships with their classmates, teachers and other adults. They are polite and respectful and show sensitivity to the feelings of others as is apparent in whole class sessions and whole school assemblies. Children concentrate well and are eager to explore any new learning. They work well as part of a group, or independently, and are willing to take turns and share fairly. These children are mature for their age. They are beginning to demonstrate independence in dressing and personal hygiene and select activities with confidence. They initiate ideas, especially in their imaginative work in art. The vast majority of children of this age have developed a good understanding of what is right and wrong and they treat their

school environment with care. The good and at times very good quality of teaching actively encourages independent learning and makes a significant contribution to children's progress. All staff relate very well to the children and this has a very positive impact on the quality of learning.

### **Communication, Language and Literacy**

63. The children are on target to achieve the early learning goals in this area of their learning by the end of the Foundation Stage and children make good progress. Children listen to each other and the class teacher with interest. They respond well to answering questions. Children listen well to stories and are keen to discuss the plot of these and give simple reasons for what they think of the book. Children are developing a secure understanding of books knowing that they contain words that make up sentences to tell a story. Higher attaining children are able to ask questions to gain information and most children take account of what others have to say. Children are interested in words around the room. Able children are beginning to write three letter words unaided and make good, phonetically plausible attempts at longer words. There is good teaching and early writing strategies, phonics and handwriting techniques are developed effectively. There are opportunities to write for a purpose as seen in the children's work linked to insects. Teaching actively promotes the importance of listening to one another and regular opportunities are provided for children to take part in imaginative play. The children are encouraged to take reading books home regularly. Children are encouraged to select library books of their choice to take home. Good use is made of support staff to discuss these with children as they are booked out.

### **Mathematical Development**

64. By the end of the Foundation Stage, children have attained skills in numeracy and mathematics generally in line with the early learning goals, and have made good progress. The children use mathematical language satisfactorily and describe and sort everyday items and simple two-dimensional shapes. They are introduced to a good range of number rhymes and songs to develop their counting skills and recognise and use numbers to ten and beyond. They understand concepts such as 'bigger than', 'smaller than' and 'one more'. By the end of the Foundation Stage some children count up to 10 and beyond and use their numeracy skills to perform simple addition and subtraction sums. They understand and record numbers through the well planned practical activities and are beginning to develop the ability to solve simple problems, for example, in finding missing numbers. The good quality teaching, which allows children to learn through lots of practical, experimental activities, enthuses the children and makes learning fun. Staff encourage children to use positional language and are already getting children to explore different ways of solving simple problems. The good quality of interaction between children and adults together with the direct teaching of specific numeracy skills has a most positive impact on learning.

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

65. Children enter school with a basic general knowledge and by the time that they enter Year 1 most children are on target to exceed the recommended Early Learning Goals. The quality of teaching is good and as a result all children make good progress. The teacher provides a good range of activities to help children make sense of the world. Activities are based on first hand experience and actively encourage children to investigate, observe and predict. Staff are skilful in the manner in which they

encourage children to explain how things work and why they happen. The children are encouraged to use their senses and develop an appropriate language. Children investigate fruits by using their sense of smell to identify them. They are beginning to develop a sense of being a designer as they plan to decorate their biscuits in preparation for a visit from children of a similar age from a neighbouring school. Children build and construct different objects using a range of materials and readily select the resource that they need. Children use the computer with increasing confidence and benefit from good quality guidance and direct teaching. The good teaching enables children, through first hand experiences, to gain a good awareness of their locality and the attractive and less attractive features. Children develop a good sense of chronology by looking at their own lives and that of their extended families. Work on " My Body" gives the children an insight into how their body changes as they get older. The arrangements for visits from children from a local school with a high percentage of ethnic minority children provide a golden and invaluable opportunity to develop children's awareness of cultures and traditions other than their own. The activities that were planned for the visit enabled the children to have great fun and all children were totally relaxed in one another's company. Visits and visitors to the school successfully enhance the curriculum. Major events are celebrated and this gives children a good understanding of how other people celebrate different times of the year.

### **Physical Development**

66. The teaching in this area of learning is satisfactory and children of all abilities make satisfactory progress in their physical development, moving well in any physical exercise and showing increasing control and co-ordination in their movements, especially when running and jumping. Most are able to hop. They show an increasing awareness of space and use equipment safely and sensibly. Staff support and challenge children well. They encourage them to think about their movements and how they can improve. Through the use of demonstration and the direct teaching of physical skills the level of children's performance improves. Staff are keen to use opportunities to enhance children's personal and social development and because of this children move from the classroom to the hall quickly and quietly and all dress and undress independently. They show a sound capability to demonstrate a variety of movements and their willingness to talk about their own and others' skills is well advanced. Children of all abilities handle tools and materials well when engaged in creative activities. They show confidence in handling construction kits and malleable materials like plasticine and clay. The teacher encourages the children to be imaginative in their physical play and activities and at an early age to evaluate their own level of performance. The children respond well to this. Given the level of accommodation the staff do well to promote children's physical development in such a positive way. The lack of a suitable outside play area and large play equipment prevents progress and attainment being stronger in this area of learning.

### **Creative Development**

67. Attainment is in line with the Early Learning Goals for children on entry into Year 1. The quality of teaching is good and children make good progress. The children are given early opportunities to explore colour in painting and texture through clay. Children use appropriate styles and colours to produce attractive and interesting paintings. Teachers properly emphasise the importance of planning out activities before children commence on their activities. For example, before making decorated biscuits the children had to record their ideas on paper. This was effective because it

provided them with the opportunity to evaluate the finished product and to explore and discuss how it could be improved the next time. There are examples of good teaching in music where the children are encouraged to be imaginative and creative. Good management strategies ensure that all children are involved and all are gaining in confidence because of the praise and encouragement which builds up their self-image and esteem effectively. The majority of children clap in time and sing well with the piano accompaniment. They know that percussion instruments are hit or shaken and that different instruments make different sounds. Staff capitalise on the role play opportunities which do much to improve children's language skills as well as adding to the quality of relationships which are already a strong and important feature in the Foundation Stage.

## ENGLISH

68. On the basis of the National Curriculum tests in 2000, pupils' attainment at the end of Key Stage 2 was well below the national average and well below the attainment levels in similar schools. Attainment levels at the end of Key Stage 1, based on the result of national tests, was well below average in reading and writing when compared to all schools and very low in reading and well below average in writing when comparisons are made with similar schools. Although there is still room for improvement, inspection findings paint a more positive picture. Inspection findings show that at the end of Key Stage 1 standards in reading and listening are at an average level but are below average in writing and speaking. A similar picture emerges at the end of Key Stage 2. The good and on occasions very good quality of teaching at Key Stage 2, together with the very positive attitudes to work that pupils have means that pupils of all abilities at this key stage are presently making good progress. This is supported by the fact that the unconfirmed national test results for 2001 show that the percentage of pupils achieving and importantly exceeding the level expected of 11-year-olds is higher than it has been in previous years. Evidence also indicates that this trend of improvement is set to continue in subsequent years
69. At Key Stage 1 the Year 2 pupils are not all taught in the same class. Whilst in one class these pupils benefit from good quality teaching that ensures that the needs of all pupils are met, this is not consistently the case in the other class. While teaching here is satisfactory there are occasions when the tasks that are set are not sufficiently challenging for the higher attaining pupils and this stops their learning from being stronger. Progress overall therefore at Key Stage 1 is satisfactory with progress for the higher attaining pupils being stronger in one class than the other. The fluctuation in results over a period of time at the end of both key stages is further compounded by the relatively high pupil mobility that is a feature of the school and the rise and fall in the percentage of pupils that have special educational needs within each year group. The school is well aware of the shortcomings in the subject and has put in place procedures to ensure that writing skills are taught in a progressive and systematic manner and that opportunities are seized upon to develop pupils' speaking skills in all areas of the curriculum. The school has worked hard to improve provision and pupils' learning since the last inspection and has done so in a satisfactory manner. The effective implementation of the National Literacy Strategy is proving to be a valuable asset, particularly at Key Stage 2. The school shows a determination to improve standards and to tackle the weaknesses in teaching. This indicates that the school is well placed to continue to develop and improve in this area of the curriculum.

70. At the end of both key stages, pupils' listening skills are at an average level. The reading of "big books" in literacy sessions at Key Stage 1 contributes well to this, as do the opportunities for pupils to listen to their classmates reading aloud their work at the end of lessons. The vast majority of pupils across the school listen to their teachers and one another well and follow instructions in an appropriate manner. The older pupils in the school listen to the views and opinions of others and take these comments on board before making their own responses. The way in which pupils get on well with their work after a whole class introduction to a lesson shows that they have taken on board what is required of them. Speaking skills however are below average at the end of both key stages. At Key Stage 1 pupils are keen to ask and answer questions but few speak with an expressive or expansive vocabulary or are able to organise their thoughts and views in a concise manner. Progress is further hindered when teaching does not do enough to get pupils to expand their answers or to justify their views and opinions. Teachers work hard at Key Stage 2 to encourage pupils to discuss a wide range of issues, such as why people in history acted as they did, the effects of poverty or pollution, or simply to analyse text within a literacy lesson. But despite the constant prompting many pupils find it difficult, because of their limited vocabulary, to put forward a persuasive argument or point of view. Teachers recognise that pupils' speaking skills can be developed in other areas of the curriculum by for example, evaluating their work in design and technology, appraising a piece of music or a painting and discussing issues that carry a moral perspective in geography. The exploitation of these opportunities together with more opportunities at Key Stage 1 for role-play activities and drama activities at Key Stage 2 are strategies the school is adopting to improve standards in speaking.
71. At the end of both key stages reading standards are at an average level and pupils acquire the necessary skills at a satisfactory rate. By the end of Key Stage 1 pupils enjoy reading and having books and other literature read to them. They follow the text in an appropriate manner when it is read to them as part of their literacy lessons. Pupils use a satisfactory range of strategies to help them when they come across unfamiliar words or phrases. Pupils are introduced to the works of different authors and to fiction and non-fiction texts. Pupils are aware of terms such as contents and index with the higher attaining pupils able to use them to locate information at speed. Although many pupils read with a secure degree of accuracy and fluency too few pupils read with a high degree of expression or recognise how correct interpretation of punctuation can really help text spring to life. Pupils develop further reading skills well at Key Stage 2. Good teaching ensures that pupils continue to be introduced to many forms of literature including poetry and the work of Shakespeare. Pupils read with appropriate understanding and have a satisfactory knowledge of authors. Many locate information quickly with the higher attaining pupils having developed higher order reading skills and the ability to read beyond the literal level. Many pupils' reading skills are sufficiently fluent with the higher attainers changing the tempo of what they have read, by using their knowledge and understanding of the importance of reading with suitable intonation and expression. Pupils do use reference books to find information and most of them have mastered how to use a glossary and index at speed to locate information. The siting of the library in the corridor makes it difficult for pupils to work independently and in comfort in developing their research skills. Compensating for this in part is the good use that some teachers make at this key stage in accessing the Internet which enables pupils to explore information on web pages which enhances pupils' study and research skills. Other evidence indicates that computers are used by pupils to edit and draft their work. However not enough use is made of computers in all Key Stage 1 classes to enhance pupils' writing, research or computer skills.

72. Standards in writing are below average at the end of both key stages. At Key Stage 1 pupils are provided with a satisfactory range of writing for different purposes that include for example, writing about Christmas from a reindeer's point of view, instructions on how to make a cake, writing a letter and the re-telling of pupils' own experiences. Appropriate attention is paid to the development of pupils' phonic skills and awareness but there are weaknesses in the quality of pupils' spelling. This is because not enough pupils are aware of the different strategies that are available to help them with their spelling. Pupils use capital letters and full stops and other basic forms of punctuation but few pupils are able to write in depth or use a written style or vocabulary that hooks and maintains the attention of the reader. There are some good examples of writing skills being directly taught to pupils and this together with the provision of a framework to support the structure of writing impacts significantly on pupils' learning and the progress that they make. However this good practice is not as consistent as it could be. On occasions the stimulus for writing is not exciting or stimulating, there are not enough opportunities to write for a range of purposes, not enough attention is paid to the development of specific skills and the level of expectation is simply not high enough. This hinders pupils' learning.
73. A good range of writing opportunities is provided at Key Stage 2 and pupils are currently making good progress although standards are below average at the present time. Opportunities are often exciting and interesting and include the re-writing of "Little Red Riding Hood" with different characters and settings, asking pupils to justify a top footballer's salary, the writing of exotic recipes, the writing of a crime mystery, and an imagined visit by Macbeth to the school. The emphasis of the teaching is geared to providing the pupils with the skills to complete the work successfully. Such teaching is starting to have a greater impact on the standards that are achieved but at present too few pupils' written work is sustained or sufficiently developed into longer pieces of imaginative, creative or factual writing. The pupils' somewhat limited vocabulary further hinders their progress in this regard because pupils' work is not dynamic or expressive enough to really grab the attention of the reader. The school is well aware of these shortcomings. Improved monitoring procedures and the ensuring that over time and throughout the school the necessary skills of writing are taught in a rigorous manner should ensure that standards continue to improve. Pupils at this key stage present their work in a satisfactory manner with some pupils reaching high levels of presentational standards. On occasions pupils make some simple spelling mistakes that detract from the overall quality of the work. Teaching at Key Stage 2 and in some classes at Key Stage 1 enhances pupils' writing skills in other subjects of the curriculum. In history for example pupils had to write about the advantages and disadvantages of nationalisation and of capital punishment, in geography to explain the difference in rural and urban settlements and in religious education to re-tell stories from the Bible. This good practice needs to be more consistent across the school as at times there is an over-reliance on worksheets that restrict pupils' writing development.
74. The attitudes shown by all pupils are good and often very good for the older pupils in the school. They enjoy their work and the standard of behaviour in lessons is good. Most pupils take a pride in their work and are keen to do well. The school is increasingly setting individual targets for pupils and these act as a spur to the pupils who then try and rise to the challenge. Occasionally pupils are a little passive in question and answer sessions despite the highly enthusiastic and good-humoured attempts by the teacher in cajoling and generating appropriate responses. This response by the pupils is not an act of disobedience but more likely reflects a lack of



self-confidence on the part of some pupils. In the teaching for pupils in Years 5 and 6 the teacher operates a "buddy" system where pupils approach classmates if they are experiencing difficulties. This is very successful as it helps to enhance pupils' personal and social development as well as freeing the teacher up to deal with a specific group of pupils he may be working with. At the end of the lesson the pupils are fully aware that the teacher will check on how successful their guidance has been. The attitudes displayed by pupils with special educational needs are also good. Although the presentation of the individual education plans is not of a high quality the targets contained within them are often challenging but achievable. The progress that the pupils make is directly linked to the quality of teaching. When teachers take good note of the targets and incorporate them into their planning objectives and in turn their teaching, the pupils make good progress and take a full and active part in all lessons. The school provides a good level of support for these pupils and pupils show appropriate levels of respect and courtesy. Support staff make a valuable and valued contribution to pupils' learning. They work well with the teaching staff and add considerably to the effective learning environment that is prevalent within most classes.

75. The quality of teaching is satisfactory with some good practice at Key Stage 1 and good with some very good practice at Key Stage 2. Teaching has improved since the time of the last inspection. The school has introduced the National Literacy Strategy in an effective manner and the more this is becoming embedded in school practice then the greater the impact is being felt on standards. Where teaching is good there are a number of common features. The introduction to lessons is lively and text is read with a high level of enthusiasm that immediately captures the interest and attention of the pupils. Satisfactory attention is given to the development of phonic awareness and reading skills at Key Stage 1 but in some teaching there is not enough emphasis on the development of specific writing skills. This hinders learning. Teachers throughout the school generally manage pupils well but occasionally teachers do not use a wide enough range of behaviour management strategies when dealing with inappropriate behaviour. On the other hand there are excellent examples of teachers for the younger and oldest pupils at Key Stage 2 using humour and very effective strategies that keep the attention of the pupils throughout the lesson. Throughout the school the session at the end of the lesson is used well to assess what has been learned and the information is often used to guide and inform future planning.
76. Teaching is good where the lesson objectives are shared with the pupils as this enables them to take a more active role in their own learning. The calm and focused approach to teaching displayed for the younger pupils at Key Stage 2 results in clear explanations that the pupils quickly pick up on and then can immediately get on with their work when they go into smaller group activities, without the need for constant adult help and guidance. The best teaching is for the oldest pupils in school. Here planning is excellent and pays great detail to pupils' previous knowledge and sets high expectations that consistently challenge pupils of all abilities. The teacher makes very good use of re-cap strategies to assess pupils' present level of understanding and sets time deadlines that help the lesson to zip along. The teacher's direct teaching into groups is focused and significantly enhances pupils' learning. Lessons are taught with a real sense of fun and enthusiasm that capture the interest of the pupils. The quality of relationships is exemplary and the pupils have implicit trust that they can approach the teacher with any difficulties. The marking of pupils' work in this class is an excellent example of how marking can be used to improve pupils' level of performance or to build up pupils' self esteem by clearly stating why a piece of work is

of a good standard. This good practice needs to be disseminated across the school because in other classes marking is not as effective as it could be. When teaching is not as effective as it could be at Key Stage 1 and occasionally at Key Stage 2 the work is not challenging enough for the higher attainers or the tasks that are set lack a sense of fun, excitement or vibrancy that capture the imagination of the pupils.

77. The co-ordinator has only had responsibility for managing the subject for a short period of time. However, in this time she has gained a good grasp of the strengths and areas for development. She has carried out lesson observations and provided informal feedback to colleagues. In addition to this, the headteacher and the LEA advisor have carried out lesson observations where more formal feedback has been provided. The school is to provide more opportunities for the co-ordinator to monitor teaching and learning across the school and there is to be a greater emphasis placed on the scrutiny of pupils' work. Both these initiatives are expected to have a greater impact on standards, as there is a need to disseminate the good and at times very good practice that exists in the school and to tackle the weaknesses in writing and speaking standards. The headteacher currently carries out an analysis of test and assessment data and sets targets for improvement. The co-ordinator and headteacher are to work more closely together to further refine this process so that the whole exercise of data analysis can be put to greatest effect to help raise standards. In view of the improving standards the school is to review the targets that it has set itself for literacy for the next year. The commitment and determination to raising standards shown within the school suggests that this is an appropriate move.

## **MATHEMATICS**

78. Inspection findings show that by the end of both key stages attainment is in line with the national average. These findings are similar to the previous inspection but do not reflect the standards attained by the Key Stage 1 and Key Stage 2 pupils in the Year 2000 national tests which were well below the national average and at least well below the attainment levels found in similar schools. The unconfirmed results from the national tests for 2001 show further signs of improvement with a larger percentage of pupils exceeding the level expected of 11-year-olds. Inspection evidence clearly indicates that the standards at the end of Key Stage 2 are set to rise again in 2001. The differences between test results and inspection findings can be partly explained by the fluctuating number of pupils with special educational needs and the relatively high level of pupil mobility. Another factor is that this is an improving school. The quality of teaching has improved and the successful implementation of the National Numeracy Strategy is having a positive impact on raising standards. The school recognises that there is still work to be done to improve standards and teaching and in turn the progress that some pupils make. The quality of teaching at Key Stage 2 is good and for the oldest pupils very good and on occasions excellent. At Key Stage 1 there is some good practice but overall it is satisfactory because on occasions not enough challenge is provided for some of the Year 2 pupils. The progress that pupils of all abilities are making at Key Stage 2 is good. At Key Stage 1 it is satisfactory and good when the quality of teaching ensures that tasks are sufficiently challenging.
79. By the end of Key Stage 1 pupils have a secure understanding of number, shape space and measures and in handling data. Pupils are increasingly speeding up their mental calculations through their regular participation in the mental agility activities that are a feature of most lessons. The progress made by some of the pupils at Key Stage 1 is not as rapid as that of some others but even so these pupils are keen to

answer questions and show their potential to make progress. When being taught about doubling and halving and comparing this with multiplying and dividing by two, higher attaining pupils complete their calculations quickly and correctly. One pupil gave an immediate answer when challenged to double eighty. Others soon realised the problems caused by halving odd numbers and their teacher used this opportunity to remind them of the work they have previously done about fractions. During the same lesson teaching was not as effective when lower attaining pupils became confused when the numbers in the calculations they were asked to do were set out wrongly. The worksheet they used required them to double numbers when the intention was for the numbers to be halved. However, these pupils are quick to recognise patterns and sequences connecting the numbers they use in their calculations.

80. Most pupils at Key Stage 1 present their work neatly and this helps their understanding of place value when they record numbers in columns correctly. They are beginning to apply their mathematical knowledge appropriately when using money, when measuring and when interpreting the mathematical data they have recorded. For example, when recording pupils' hobbies and interests on a frequency chart they are able to say which activity attracts the most interest and which attracts the least interest. Pupils name common two-dimensional shapes and most recognise distinguishing properties such as the number of sides and angles. Pupils are not as confident or successful in transferring their number knowledge to help them solve problems. At times this is simply down to a lack of opportunities being provided. However when teaching opportunities are provided the pupils are increasingly recognising that there are different ways to solve problems by using different methods. When such solutions are shared the learning of the whole class is enhanced,
81. Pupils, including those with special educational needs, are making good progress at Key Stage 2. The growing impact of the National Numeracy Strategy together with the quality of teaching are making a significant contribution to the quality of pupils' learning at this key stage. The work set for them is matched well to their abilities and provides them with challenges that test their mathematical abilities appropriately. They are enthusiastic learners and relish these challenges. Many younger pupils are beginning to see the links between fractions and decimals. For instance, one pupil after saying twenty-five divided by ten is two remainder five quickly pointed out that this is also two and a half or two point five. By the end of the key stage most pupils know and apply their knowledge of tables effectively. Pupils learn and practise a variety of methods to solve number problems. They respond rapidly and correctly when challenged to explain what fraction twenty centimetres is of one metre. During mental and oral mathematics, pupils in this age group solve problems using money to levels close to those expected for their age. For example, they work out correctly how much change would be given from twenty pounds following the purchase of five items costing two pounds and ninety-nine pence each. Pupils read information from graphs and pie charts. Pupils' knowledge of shapes and their properties is secure and they measure angles, and the area and perimeter of regular and irregular shapes with a reasonable degree of accuracy. Pupils are becoming more adept at problem solving activities but there is still room for improvement in this area of mathematics as well as a need to develop pupils' mathematical vocabulary.
82. Throughout the school pupils never display less than positive attitudes to the subject and at Key Stage 2 the attitudes are often very good. All pupils listen attentively, work hard and try to produce their best efforts on every occasion. They enjoy mathematics and work with enthusiasm. They react eagerly to new challenges and are particularly

fired up at the start of the lessons during the quick fire mental arithmetic questions. This enthusiasm often continues into the rest of the lesson. The pupils respond well when they are set individual targets because it gives them an opportunity to take a greater responsibility for their learning. Many older pupils are sufficiently confident to address the whole class when they explain how they have found their answers. Some teachers operate a 'buddy' system during lessons. This means pupils share problems and check their answers with each other. This system does much to enhance pupils' understanding of mathematics and to develop pupils' self confidence and esteem. Overall the good and very good attitudes to learning, together with the very good behaviour that is a feature of many lessons make an important and significant contribution to the quality of learning.

83. The quality of teaching is never less than satisfactory at Key Stage 1 and good with some excellent practice at Key Stage 2. The teachers' organisation and management of pupils are good. Good use is made of support staff to ensure that pupils with special educational needs make advances in their learning. Most lessons are characterised by a structure that includes a whole class mental activity, group work and a summary session. This works effectively. Teachers throughout the school ensure their pupils are fully aware of what they are supposed to be learning. The learning objectives for lessons are shared at the start and pupils often write them down. Towards the end of lessons teachers return to this feature and successfully help pupils to understand the progress they have made and how they might improve further. This makes a significant contribution to the good progress made by many pupils and helps teachers to assess this progress.
84. Older pupils approach their work in mathematics with increasing confidence. This is a result of the excellent teaching they receive. Their teacher ensures pupils of all abilities are involved fully in the mental and oral part of their lessons. The positive support they receive ensures pupils are confident to give answers. They are eager learners who are not afraid to make mistakes. When they do make errors this is turned to advantage and becomes a point for discussion, enabling everyone to develop their understanding and make progress. The weakness in teaching at Key Stage 1 is that on occasions there is simply not enough challenge provided for a small number of the higher attaining pupils. Tasks set are a little mundane and do not enthuse or stretch these pupils. When this is the case the pupils do not make the strides in their learning of which they are clearly capable. Marking of work for the older pupils in school is very good and clearly outlines what pupils need to do to improve. Pupils take on board the comments and their learning advances. This good practice needs to be disseminated across the school because in some instances marking does little to advance learning. Some good examples were seen during the inspection of pupils' enhancing their numeracy skills in other areas of the curriculum and through the use of computers. Again this practice is not as consistent across the whole school as it should be to have its biggest possible impact on standards.
85. The co-ordinator manages the subject in an effective manner and has a good grasp of the areas that need to be developed within the subject. She has rightly identified the need to improve pupils' mathematical vocabulary and to continue to implement initiatives that will help to improve pupils' problem solving skills. She has had the opportunity to monitor teaching across the school but not enough emphasis has been placed on the scrutiny of pupils' work as a tool to help improve standards. The headteacher carries out an analysis of test and assessment data that is then shared with the co-ordinator and ultimately the rest of the staff. The headteacher has already

pinpointed the need for the co-ordinator to play a more active role in this procedure so that together they can make the whole process even more rigorous and effective.

## SCIENCE

86. The test results at the end of both key stages in 2000 show that standards in science are well below the national average overall. Standards against similar schools at the end of Key Stage 2 were in the bottom 5% of schools nationally. The figures however do not tell the full story. This is an improving school where standards in science are rising. Inspection evidence indicates that standards are currently broadly in line with national expectations at the end of both key stages. These findings are supported by the unconfirmed test results of 2001, which show that the school is achieving its best results for four years for pupils when they leave school. The percentage of pupils exceeding the level expected of 11-year-olds is again higher than in recent years. The difference in test results and inspection findings can be explained by the fluctuating number of pupils with special educational needs, high pupil mobility, good quality teaching at Key Stage 2, positive attitudes of pupils and a rigorous revision programme to help pupils tackle the tests. Pupils of all abilities are making good progress at Key Stage 2 and satisfactory progress at Key Stage 1. Differences in the rate of progress are directly linked to the quality of teaching. The previous inspection reported standards to be in line with national expectations at the end of Key Stage 1, and below at the end of Key Stage 2. The school has put a great deal of effort into the development of the subject and this has had a positive impact on the quality of work seen in pupils' books and in what pupils know and understand. Overall the school has made satisfactory improvement since the time of the last inspection.
87. By the end of Key Stage 1, pupils make and carefully record observations, using a range of different methods including drawings, tables, block graphs and simple diagrams. They understand and are able to construct a circuit and explain clearly what items in the home need electricity in order to work; they know the difference between pushing and pulling and identify the main sources of light effectively knowing how light can be both man made or natural. They identify external parts of the body, identify effectively the five senses and recognise the difference between living and non-living things. More able pupils in Key Stage 1 devise their own fair test to find out and make lists of what floats on water and make sensible lists of the resources needed to carry out the experiment. By the end of Key Stage 1, pupils group materials, sensibly record results over a period of time, sort according to properties, and are developing an understanding of and are starting to make predictions as to the likely result and course of their investigations. As a result, the majority of children, including those with special educational needs, are aware of how to make a test fair. The weakness is that pupils do not have a good scientific vocabulary to help them explain clearly the work that they are completing.
88. By the time pupils leave the school, they effectively classify and explain the differences between certain solids, liquids and gases. They plan an activity, make predictions and revisit those predictions after an experiment. Pupils use tables to draw graphs accurately and explain what is needed for a healthy, balanced diet. Higher attaining pupils have a clear understanding of the main functions of the heart and how it operates. Most pupils identify major organs. High attaining pupils extract information from books and magazines to produce a list of what to do, and not to do, to maintain a healthy heart. Pupils continue to make good progress in their understanding of 'forces' and are aware of and give a clear explanation of terms such

as 'friction' or 'gravity'. Year 6 pupils understand that heating some materials can cause them to change. Pupils have a satisfactory knowledge and understanding of living things and talk confidently about the factors needed for growth. Pupils develop their investigative skills at an appropriate rate and these are then put to the test in different scientific investigations. The weaknesses are that pupils do not have a well-developed scientific vocabulary and are not always confident in using their scientific knowledge in explaining why things happen as they do in their practical and investigative work.

89. The pupils enjoy their work in science, particularly when they take part in practical work. Although pupils are confident and willing to talk about the work they have done they do not always use an appropriate scientific vocabulary. Pupils throughout the school work well together. Pupils readily share resources and show a willingness to put out and return equipment after use. The scrutiny of pupils' work shows that many pupils take a pride in their work and are keen to take on board comments that teachers make in books that outline areas for improvement. Not all teachers mark pupils' work in a manner that helps pupils to move on. The very good behaviour shown by pupils and the very good attitudes to work that they have make an important contribution to the good progress that pupils of all abilities make as they move through the school
90. Teaching is satisfactory at Key Stage 1 with some good practice, and good at Key Stage 2 with some excellent practice. Where teaching was excellent, planning, organisation and management and questioning were of the highest order. The teacher understands how to excite, interest and motivate the pupils. The teacher constantly prompted the pupils to try and reason out why things happened as they did and consequently the whole class became involved in developing a deeper understanding of reversible and irreversible change. Most teachers display appropriate subject knowledge and encourage the pupils to develop appropriate scientific vocabulary when discussing aspects of the lesson even though they are not always successful. End of lesson sessions are used well to recap on the main points and this gives teachers a good understanding of what pupils have learned, or what difficulty they may have encountered in their learning. A good balance is struck between practical activities, imparting of scientific knowledge and time to record findings. Pupils participate well in practical activities. The teachers are keen to stress the importance of health and safety, and as a consequence all pupils use equipment sensibly and enthusiastically. Pupils collaborate well as seen with younger pupils labelling pictures and diagrams of plants, and the oldest pupils in their work linked to heating. Although there are some good examples at both key stages of the subject being used to enhance pupils' writing skills and the use of computers, this good practice is not consistent and at times the use of worksheets hinders the development of pupils' writing skills.
91. The subject has been led in an effective manner and although there has been some monitoring of teaching and learning across the school this is to be increased when the subject is a priority area on the school development plan. The headteacher analyses test results in the subject and the information gleaned has been successfully used to set targets for improvement and to raise standards. This process is to be further refined to help improve standards further. Resources are satisfactory and good use is made of the school grounds and the local environment to enhance pupils' learning.

## ART AND DESIGN

92. Standards in art and design are in line with national expectations at the end of both key stages. Due to the satisfactory quality of teaching and the positive attitudes that pupils display, pupils of all abilities make satisfactory gains in their knowledge and skill as they move through the school. Standards and provision have been maintained since the time of the last inspection.
93. At Key Stage 1 the pupils show satisfactory ability to draw for different purposes and recognise that by using different types of pencils they can produce different effects. They work with a range of materials, tools and techniques and produce finished pieces of two and three dimensional work to a satisfactory standard. Pupils are encouraged to mix tertiary colours and to experiment with differing hues and colours. Pupils show a satisfactory level of printing skill and make one colour press prints on fabric, paper and card. The teaching encourages pupils to look for pattern, colour and texture in the natural world that surrounds them and they respond to this in an appropriate manner. Pupils carry out observational drawings to a satisfactory standard. The wide range of materials that the pupils are asked to work with produces an enthusiastic response. Discussion with the pupils shows that they really enjoy the subject and are always willing to have a go, knowing that their work will be valued. The weaker element of the subject is that pupils are not confident in appraising and evaluating their own work, that of classmates or of famous artists. They are restricted in this by a lack of an adequate or expressive vocabulary. Nonetheless pupils are eager to talk about the work that they have completed, take a pride in what they have accomplished and are ready to learn from their mistakes. These very positive attitudes contribute much to the quality of learning and to the progress that they make.
94. The pupils continue to make steady progress at Key Stage 2 and by the time that they leave school pupils have acquired a satisfactory range and level of artistic skills and knowledge. Discussions with pupils show that they continue to enjoy taking part in lessons and recognise that art can be used to convey a range of feelings and emotions and to make sense of them in a personal way in their own creative work. Teaching tries to use art as a vehicle for pupils' moral development by discussing how artists and craftspeople represent moral issues in their work, for example Picasso's condemnation of warfare in his painting "Guernica." Pupils have a satisfactory level of knowledge of famous artists such as Van Gogh, Monet, and Lowry and know the individual names of paintings such as "The Ambassador" and "The Poppy Field." By the age of 11 pupils make sketches using different media. They design and make multi colour screen prints. By using a wash and ink or paint they produce pieces of work that have a range of colour tones. Finished pieces of work are of a satisfactory standard. Pupils have the ability to use the techniques of famous artists without simply copying famous pieces of work. Pupils produce collages and work with textiles and use materials such as clay as a sculpting medium. Observational drawings and paintings are at a satisfactory level. There are examples of pupils trying out different techniques before committing their ideas and techniques to paper, but this good practice is not as consistent as it could be. Again pupils are always ready to listen to constructive comments to help improve their work and this impacts positively on their learning.
95. The quality of teaching over time is satisfactory. This is because the manner in which the curriculum is planned means that there is a well-planned out format for the direct teaching of elements of art being taught alongside techniques. The emphasis of

colour, pattern and texture using drawing, painting, printing, ceramics and textiles results in pupils receiving a good range of artistic experiences. Appropriate emphasis is given to three-dimensional work. Opportunities are used to enhance pupils' skills in other subjects such as history and design and technology. Although the scheme of work makes good and pertinent references as to how computers can be used as a tool for extending artistic skills and knowledge little evidence is available to suggest that such opportunities are seized upon in a consistent manner at Key Stage 1.

96. The subject has appropriate documentation and resources to support pupils' learning. The school makes good use of the local environment as a learning resource. The school is to be commended on the way in which it seeks out and directly plans for ways in which pupils' spiritual, moral, social and cultural development could be enhanced through the subject and has rightly identified the need to broaden pupils' perspective in this respect by visiting more art galleries and other places of artistic worth and interest. The co-ordinator has played an effective role in developing the subject since the last inspection, but has had little opportunity to monitor, evaluate and support teaching and learning across the school. The school is aware of this shortcoming and when the subject is identified as a priority on the school development plan such opportunities are to be provided. This alongside the development of systems and strategies to more formally assess and track pupils' progress will help to develop the subject further and improve the quality of pupils' learning.

## **DESIGN AND TECHNOLOGY**

97. Pupils achieve standards in line with national expectations at the end of both key stages. Pupils of all abilities make satisfactory progress. This shows a good improvement from the time of the last inspection when standards were judged to be below average at the end of Key Stage 2. The co-ordinator set about ensuring that all elements of the subject were covered in sufficient depth and that exciting stimuli for different topics were provided. Documentation to support teaching and learning in the subject is now closely based around national guidance and sheets are available to support teaching of specific skills and techniques. Teaching is at least satisfactory and pupils enjoy taking part in the subject. The pupils show high levels of concentration and motivation when they are working on tasks that challenge and enthuse them. An example of this was seen in a lesson where pupils were designing and making creatures to fit in with their work on minibeasts. The pupils worked for a long period of time totally engrossed in what they were doing. They were keen to be original in their work, take on board constructive comments from the teacher and at the same time support one another if things did not work according to plan. All of these factors enhanced the learning environment prevalent in the classroom and illustrated well how the subject is used in the school to further develop pupils' personal and social skills.
98. By the end of Key Stage 1, through their work on making puppets using textiles, the pupils learn the importance of designing and of the need to ensure that materials are joined in an appropriate manner. Pupils are given the opportunity to discuss how their work could be improved further. When making caterpillars the emphasis is on different joins and on which materials and fixings work better than others. This results in pupils gaining a satisfactory understanding of how different materials and fixings are better suited for a particular purpose than others. Pupils learn about food technology through activities such as making sandwiches and look at the importance of the ingredients in helping to provide a healthy diet. Pupils are provided with



opportunities to work with construction kits such as Lego, quadro or bauspiel. Learning could be enhanced in this work by consistently providing more challenging build and design tasks rather than simply building models where the pupils have the full range of the kits available.

99. Pupils continue to acquire skills at a satisfactory rate at Key Stage 2. The older pupils designed and made slippers and experimented with a variety of joinings and fixings. Some pupils were asked to design slippers for "grandma" and in doing so examine what may be needed for such slippers as opposed to slippers for young children. The finished products were of a satisfactory standard with some good examples. Younger pupils design and make minibeasts. Their designs show a good degree of originality and use a variety of materials and fixings. Pupils have a secure grasp of the need to evaluate their work and are ready to take what they have learned to their next project and in doing so improve the quality of the finished product. Through their work on designing and building a model playground the pupils have gained satisfactory knowledge of the importance of the materials used in actual play equipment and how the different component parts move. This is then reflected in their own constructions which show that pupils have used their knowledge carefully and have chosen suitable materials, basic structures and joining methods. Further work in food technology shows that pupils have gained a good grasp of the importance of appearance, texture, smell and taste in making food look attractive. Throughout the school pupils fully understand the importance of health and safety or hygiene implications in all their work and are given careful consideration when completing their tasks and activities.
100. The quality of teaching is satisfactory overall with some good practice at Key Stage 2. Teaching is at its best where teachers have a real enthusiasm for the subject, which is communicated to the pupils. In these instances pupils are encouraged to make choices and decisions about their work, and this promotes good levels of creativity, and helps the pupils to be more adventurous in their learning. The teachers prompt the pupils to find and try things out for themselves rather than simply providing the solution to a problem the pupils may be encountering. Good use is made of adult help that is available and the fact that adults are briefed before the lesson starts means that pupils receive the same level of support or prompting regardless of which adult or support assistant they approach. A strength of the good teaching is the manner in which specific skills are directly taught and this enables pupils to become more proficient in handling tools and joining materials. Where teaching is less effective pupils' skills are not always extended because of the limitations of the tasks that are set. In most instances, good emphasis is placed on the designing element of the subject, and pupils are encouraged to plan their work, and to compare their finished models against their original design. This is good practice and enhances pupils' learning.
101. The co-ordinator leads the subject well. He has played a pivotal role in improving provision and standards since the time of the last inspection. He has a good grasp of the strengths and areas for development within the subject and is rightly keen to develop sharper assessment procedures and to use the subject as a means of extending pupils' literacy skills. Some good examples were seen of computers being used to support and enhance pupils' learning in the subject but this good practice is more prevalent at Key Stage 2 than it is at Key Stage 1. The co-ordinator has had some limited opportunities to monitor and support teaching and learning in classes other than his own and has provided good quality in-service training for colleagues. Further monitoring is to take place when the subject is a priority on the school

development plan. Resources are satisfactory and good use is made of the locality, for example playgrounds, to support pupils' learning.

## **GEOGRAPHY**

102. By the end of both key stages attainment in geography is at an expected level with some strong features at the end of Key Stage 1. Pupils of all abilities are making satisfactory progress over time with progress within lessons being good when the quality of teaching is of a good standard. The standards and provision in the subject have improved well since the time of the last inspection. This is due to the fact that the quality of teaching has improved and that the quality of documentation to support teaching and learning in the subject has improved. It follows national guidance together with additions provided by the school. This ensures that pupils' prior attainment is built on and that all elements of the subject are covered in sufficient depth. This adds much to the quality of pupils' learning.
103. At Key Stage 1 pupils have undertaken a significant amount of work in geography. Much of this is of good quality, revealing levels of knowledge and understanding that exceed those expected for their ages. This is based on the good subject knowledge of their teacher. The pupils make notes about what they see on their journeys to schools and compare their findings with photographic evidence to see what has changed, recording their journeys accurately on simple maps. They undertake surveys, using questionnaires they have designed, asking why people have made journeys, such as visits to the post office and their parents journeys to work. Their awareness of where they live in relation to other parts of the British Isles is less secure. They have a satisfactory awareness of basic geographical features and are developing an appropriate geographical vocabulary.
104. By the end of Key Stage 2 the knowledge of older pupils about how settlements evolve is close to that expected for their age. The pupils are able to comment on changes that have taken place and how the development of settlements is affected by the availability of natural resources, potential for industry and transport infrastructures. They also make informed suggestions about how settlements might change in the future in response to very skilful questioning by their teacher. The knowledge and understanding of older pupils are developing well with regard to their abilities to gather, record and present geographical information. Their knowledge about features of their own locality is very good. However, their understanding of locations in Europe and the wider world is less secure. The pupils have a secure understanding of how different climates impact on the landscape and the differences between rural and urban areas. Through their work on comparing and contrasting locations they get an awareness of how some parts of the country are more suited than others for tourism. They locate rivers, mountain ranges and other features on maps and use simple grid references to locate places. The subject is often used well to alert pupils to issues that may have a moral dilemma such as poverty and pollution.
105. The pupils have very good attitudes to the subject and are keen to find out more about the world in which they live. Pupils enjoy their lessons and are ready to contribute to question and answer sessions even if at times they have some difficulty in carefully articulating their answers. This is overcome by teaching that deals with pupils in a very sensitive manner and careful questioning that brings pupils of all abilities into the discussion. This results in pupils sharing ideas and showing respect for the views and opinions of others. Behaviour in lessons is often of a very good

standard. All these factors have a very positive impact on the quality of pupils' learning and the progress that pupils make.

106. The quality of teaching is satisfactory overall with some good practice at both key stages. Planning over time and in the short term ensures that pupils receive a broad and balanced diet of geographical knowledge and skills. Lesson objectives are shared with the pupils and this enables them to be fully aware of what it is they are to learn. Reference is made to these objectives throughout the lesson and at the end when the teachers check if the objectives have been met. Teaching is at its best when a failure to meet or an exceeding of the objectives is then used to modify future lessons. This impacts most positively on pupils' learning. In a very good lesson on how settlements change that was taught for pupils in Years 5 and 6, the teacher used re-cap and incisive questioning at the start of the lesson to assess what pupils already knew before making pertinent teaching points. A main strength of the teaching is that teachers use every opportunity to enhance pupils' geographical knowledge and skills. Teachers often have good subject knowledge themselves and provide the pupils with a string of interesting pieces of information or facts and figures that enthuse and motivate the pupils. The marking of pupils' work is often of a good standard because it clearly outlines why a piece of work is good or what a pupil needs to do to improve. However this practice is not always as good as it could be. The manner in which some teachers use the subject to enhance pupils' literacy and computer skills is good but not consistent in all classes.
107. The subject co-ordinator has worked effectively to ensure that coverage of the required curriculum is good. She has also led developments that enhance the provision considerably. Visits to local rivers, field trips to the estuary of the River Ribble, the Lake District, Blackpool and the foundation of links with the 'Ground Work' organisation. This latter initiative enables pupils to make an outstanding contribution to the improvement of their environment by renovating a piece of derelict land. However, there are few opportunities to monitor the quality of teaching and learning across the school and arrangements to assess pupil's attainment and progress do not yet give sufficient consideration to the recommended National Curriculum levels. However, both these areas have been identified as areas for improvement when the subject is a priority on the school development plan.

## **HISTORY**

108. Standards have been maintained in history since the end of the last inspection. Pupils of all abilities are making satisfactory progress and their attainment is in line with national expectations at the end of both key stages.
109. In Key Stage 1, pupils are beginning to develop an appropriate sense of chronology seen to good effect in the work linked to the employment of children in factories and mines in olden times. They know that historical information can be found in books and that photographs and artefacts are important sources of historical evidence. The pupils have learned about the significance of the Gunpowder Plot and understand phrases such as 'long ago', 'the past', and 'artefacts', as seen in their work on toys then and now. They show in their study of 'Babies to Adults' a growing understanding of the changes that take place over time.
110. Pupils' knowledge is taken forward in a satisfactory manner in Key Stage 2. By the end of the key stage the pupils have a secure knowledge of the periods of history

they have studied. The pupils recognise the advantages and disadvantages of life in times past as illustrated in the work on transport through the ages. The pupils appreciate how their time in school is so very different from the education received by Victorian children. Good use is made of primary historical evidence such as artefacts and documents as a source of information, and pupils are aware of the intrinsic value of such evidence. Older pupils understand the difference between primary and secondary evidence. By the end of the key stage, pupils express mature opinions concerning the impact of historical events, such as the Second World War on present day life in Britain. Pupils are showing an appropriate insight into what it was like for children to grow up during the war. Pupils show a mature understanding of events, people and places, seen to good effect in their historical studies of Roman roads and Hadrians Wall. In the work observed and scrutinised, pupils demonstrate a good understanding of life in Britain since 1930. Some older Key Stage 2 pupils have appropriate opportunities to carry out independent historical research, as seen in their work linked to the study of Ancient Greece and The Roman invasion.

111. Marking at both key stages is not always used effectively to outline what pupils need to do to improve but on the other hand there are some excellent examples of marking. Where this is the case pupils are only too willing to act on the guidance and there is an improvement in their work. Pupils enjoy taking part in history lessons, particularly when they are given the opportunities to act as historical investigators and enquirers.
112. The quality of teaching is satisfactory overall. Teachers plan lessons carefully with clear learning objectives, which form the basis of ongoing assessment of pupils' progress and achievement. Teachers are enthusiastic and secure in their knowledge of the subject. Curriculum coverage is satisfactory within and between the key stages. Skills that are to be taught as pupils move through the school are clearly identified in teachers' planning. Some teachers make appropriate use of opportunities to display pupils' work as a learning resource as well as being aesthetically pleasing. During the inspection some good examples were seen of the subject being used as a means of extending pupils' literacy skills. For example the older pupils were asked to write about the advantages and disadvantages of nationalisation and at another time capital punishment. The pupils responded well to the challenge. Other examples were seen of pupils undertaking independent study and research. This is good practice because it enhances pupils' learning.
113. Few opportunities have been provided for the co-ordinator to monitor teaching and learning either through lesson observation or the regular scrutiny of pupils' work. These are areas for development when the subject is a priority area on the development plan together with the drawing up of more formal assessment procedures. Resources are at a satisfactory level and good use is made of the local environment and church to support and enhance pupils' learning in this area of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. By the time pupils leave the school their attainment is close to that expected for their age. However although a small number of pupils at the end of Key Stage 1 achieve well attainment for the majority is below average. This is because not all the pupils at this key stage are taught the full range of skills and because not enough opportunities are provided for them to use computers to support their work in other areas of the

curriculum. Given this fact pupils of all abilities at Key Stage 2 are making good progress and are achieving well. While some pupils at Key Stage 1 are making good progress others are making unsatisfactory progress. This difference is directly linked to differences in the quality of teaching and provision. The overall standards attained by the time pupils are eleven are similar to those at the time of the previous inspection.

115. Not all pupils at Key Stage 1 are being provided with enough opportunities to build on the good provision made during the Foundation Stage of their education. These pupils do have access to painting and drawing programs and use CD Roms, such as The Children's Encyclopaedia, for finding things out. However, these opportunities are too far apart for pupils to retain the knowledge and understanding they have gained and many are unable to recall the work they have done on the computer. Other seven-year-olds have used 'e mail' to send messages to pupils in other schools and to each other. They do this with great enthusiasm. These pupils also make good use of the opportunities provided by their teacher to use computers during their literacy lessons and this contributes positively to the standards they achieve in spelling and grammar and to enhancing their computer skills. While some pupils know how to save and print their work this is not consistent. A minority of pupils talk knowledgeably about the role that computers play in the wider world using language such as web sites and servers. This is the exception rather than the norm. Little evidence was seen of pupils using any form of control technology. Where pupils are experiencing difficulty it is because the teacher has provided little direct teaching to further their learning. This is as a result of a lack of teacher's, knowledge, expertise and confidence. Despite this fact it is clear that when provided with opportunities to work on the computer pupils do so with a real sense of enthusiasm. They concentrate well and work together well productively with the higher attaining pupils only too ready to help a classmate that is struggling. Where teaching is satisfactory and at times good at this key stage, the teacher has secure subject knowledge and uses this well, and knows when to provide direct teaching input and when to allow the pupils to explore and investigate for themselves. Teaching is also good when opportunities are capitalised on to use computers to support pupils' learning in other areas of the curriculum. In these instances the use of computers and incisive teaching extends and challenges pupils' learning rather than simply consolidating it.
116. Teaching and learning at Key Stage 2 are good and pupils make good progress. The quality of teaching ensures that all elements of the subject are being covered in sufficient depth. Again there is a good mix of direct teaching and good support and guidance. Pupils are encouraged to use computers on lots of occasions to support their learning. Computers are often used for editing and drafting pupils' work and are seen by pupils and teachers alike as a valuable learning aid. The management of pupils is always good and the level of expectation high. The pupils invariably rise to the challenge and clearly love working on the computers and do so with enthusiasm, concentration and perseverance. As a result of the good quality of teaching and learning and the very positive attitudes of the pupils many pupils, by the end of the key stage, use computers competently for a range of purposes. For example, during the inspection one pupil immediately used the Internet when challenged to find out what DC stands for in Washington DC.
117. The abilities of higher attaining pupils are developed well. They are quick to access work they have stored on the computer or on 'floppy' discs. They also use CD ROM's for research purposes and to locate information they need for other subjects. In history they use them to answer their questions about the Egyptians, the Romans and the great explorers. When doing this they responded knowledgeably to the questions

posed by their teacher, evaluating the quality of the CD-ROM and making good suggestions for how it might be improved. This illustrates their good knowledge of the advantages and disadvantages of this form of communication. They often follow their research by presenting their findings on 'PowerPoint'. They also use spreadsheets and data handling programs appropriately. For example, they used them to record the progress of teams during last winters European football championships. The pupils use logo and the higher attainers show a satisfactory awareness of how to write a sequence of instructions to produce a desired effect. Pupils have a good understanding of the Internet, electronic mail and the uses of computers in the wider world.

118. The subject co-ordinator provides good support for his colleagues and this contributes to increased confidence amongst teachers. He is knowledgeable and enthusiastic and shows a great desire to move the school on and to improve standards. However, he has not had sufficient opportunities to improve standards at Key Stage 1 but is aware of the areas of weakness. This is to be addressed in the next academic year, as the subject is a designated priority area. When this happens the school will be well placed to ensure continued improvement in the provision for this subject. The ratio of computers to pupils is good and significant additional training for teachers is planned along with more funding allocated for the purchase of resources.

## **MUSIC**

119. Pupils make satisfactory progress in music in Key Stage 1 and good progress in Key Stage 2. They attain standards above those expected for pupils of the same age in Key Stage 2 and satisfactory standards in Key Stage 1. This indicates an improvement in standards in Key Stage 2 to those reported in the last inspection.
120. By the end of Key Stage 1, pupils use their voices expressively in singing, changing the mood of their song as their teacher suggests. They sing in tune with piano accompaniment and recognise rhythm and dynamics. Pupils are given regular opportunities to develop an appropriate knowledge of composers and instruments. In a Year 2 class, pupils recognised and identified the difference between long, medium and short sounds with confidence. The pupils were quick to offer opinions on the different sounds that could be made by wooden and metal instruments. These pupils are encouraged to listen to music and as a result, identify different musical instruments with confidence. They copy and clap a simple rhythm pattern and sing enthusiastically. Pupils collaborate well in their musical endeavours at Key Stage 1. They share instruments well, listen to other groups and contribute ideas for improvement.
121. Pupils in Key Stage 2 make good progress and at the end of the key stage their attainment is above that expected for their age. Pupils have a good sense of rhythm. They are developing an awareness of standard notation to represent music and are able to clap a rhythm to given notes. In Years 5 and 6, pupils make good progress. By the end of the key stage pupils develop a good musical vocabulary. Pupils name famous composers, such as Chopin, Bach, Mozart and Handel and are able to identify the music attributed to particular composers, such as Handel's Water Music. They are also familiar with more modern music, such as Cats, Phantom of the Opera and Gilbert and Sullivan. Visits to places such as the Howarth Art Gallery enhance their knowledge of and interest in music. Many are able to identify instruments in

music which they listen to. Pupils talk enthusiastically and are able to name pieces of music, which they listen to during assemblies. They confidently express how it makes them feel. Older pupils can identify how lyrics can be used to show mood and have a clear understanding of how to analyse songs to identify how they are compiled and structured. Many are able to compile their own lyrics to suitable music. They are aware of some of the ingredients in the pop song they studied such as chorus, repetition, echo and fading.

122. The quality of teaching overall is satisfactory at Key Stage 1 and good with excellent practice at Key Stage 2. In an excellent lesson for the oldest pupils in school, the lesson had clear learning objectives and all pupils had good opportunities to participate. The teaching was highly competent and enthusiastic. The pupils responded very well and clearly enjoyed their music making. At Key Stage 2 the pupils get every opportunity to experience all aspects of the music curriculum and this significantly enhances pupils' musical knowledge and skills. Pupils are encouraged to be creative, to appraise different pieces of music and the quality of the teaching breeds a confidence in the pupils that enhances their performance skills. Lessons throughout the school are well organised and well resourced which helps to bring a sense of occasion to lessons. The school provides good range of extra-curricular musical activities and tuition, which further enhances pupils' learning. In addition many pupils are given the opportunity to take part in musical productions that are staged for parents and the wider community. These are very well attended and much appreciated. There is little doubt that the pupils thoroughly enjoy their music lessons and activities. They join in with great enthusiasm, behave very well and fully appreciate the work of their classmates. Music plays an important part in the spiritual and cultural development of pupils.
123. The co-ordinator is a very knowledgeable and musically talented leader of the subject. Although he has had few opportunities to monitor and support teaching and learning across the school, his involvement in extra-curricular activities, productions and assemblies has equipped him with a very good grasp of where the subject is and areas for development when the subject is a named area of priority on the school development plan. These are to include devising procedures to track pupils' progress as they move through the school and to look into further ways of extending music as a tool for the cultural development of pupils.

## **PHYSICAL EDUCATION**

124. Because of time-tabling arrangements it was not possible to observe the full range of physical activities included in the curriculum. Evidence indicates that standards are at an expected level at the end of both key stages with above average standards being achieved in gymnastics at the end of Key Stage 1 and above average standards in ball skills and swimming at the end of Key Stage 2. Pupils of all abilities are making at least satisfactory and often good progress as they move through the school. This is directly linked to the good quality of teaching, the great enthusiasm that pupils have for physical activity and the good range of extra-curricular activities that the school provides. The standards evident at the time of the last inspection have been maintained and in some instances improved and evidence indicates that the school is well placed to continue to improve in this area of the curriculum.
125. By the end of key Stage 1 pupils achieve above average standards in gymnastics. During lessons they sustain their effort and most show good control in the

movements and balances they perform. Many of the shapes they make are imaginative and their movements dynamic. They make good use of the opportunities provided by their teachers to link movements and shapes into sequences effectively. Pupils do this by making good use of the floor space and of the gymnastics apparatus. This helps them to consolidate and improve the skills they have acquired. Their understanding and appreciation of their own work and that of other members of the class is enhanced by regular opportunities to observe and evaluate. When this happens pupils make sensible and helpful comments in response to their teacher's questions. The teaching makes a significant contribution to the quality of work the pupils produce. The direct teaching of skills, and the opportunity to practise and refine movements adds to the overall quality of learning. The effective use of demonstration results in the performance level of the whole class being improved. The pupils thoroughly enjoy taking part in lessons and do so with a sense of adventure and originality. They concentrate very well and behaviour is of a high standard – all factors that help to make lessons fun but effective.

126. Although no formal whole class lessons were observed at Key Stage 2 observation of extra-curricular activities, which are very well attended indicate that pupils have acquired good ball skills and throw and catch with ease. Batting skills are of a good standard and pupils show a good awareness of the rules of striking games in which they field well. Pupils are competitive but at the same time recognise the concept of fair play. Pupils at this key stage enter into the activities with great gusto but play fairly. They co-operate very well together and respond in a very positive manner to the very good quality of coaching that is provided for them. The quality of coaching is such that there is an improvement in performance over the course of the sessions. The extra-curricular activities that are provided include cricket, football, rounders, netball, and cross country running and provide many opportunities to extend pupils' personal and social skills as well as their physical ones. Planning shows that over the year pupils throughout the school experience all elements of the curriculum and provision includes an annual visit to an outdoor pursuits centre for the older pupils. This is supplemented by orienteering on the school site. Pupils swim regularly and by the time that pupils leave school many are able to swim well beyond 25 metres, which indicates that standards are above average.
127. The co-ordinator leads the subject with boundless energy and while he has little opportunity to monitor teaching and learning across the school his involvement in the many extra-curricular activities and the school's regular participation in inter-school competitions provides many informal opportunities to assess standards, provision and learning. Resources are satisfactory. Although the school has limited hard surfaced play areas it has a large grassed area which is put to great use whenever possible.