

INSPECTION REPORT

Lostock Hall Community Primary School

Preston

LEA area: Lancashire

Unique reference number: 119159

Headteacher: Mr Robin Lane

Reporting inspector: Mr Stafford G. Evans
21217

Dates of inspection: 26th - 29th June 2000

Inspection number: 193444

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 with a nursery class

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Linden Drive
Lostock Hall
Preston
Lancashire
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Appropriate authority: Governing body

Name of chair of governors: Mr K. Leaver

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans	Registered inspector	Design and technology Geography Religious education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi	Lay inspector		Attendance How well does the school care for its pupils? How does the school work in partnership with parents?
Mrs T. Galvin	Team inspector	Under-fives English as an additional language Art Music	Pupils' attitudes, values and personal development Provision for pupils' spiritual, moral, social and cultural development
Mrs A. Dakin	Team inspector	Special educational needs Science History	Assessment
Mr A. Wilson	Team inspector	Mathematics Physical education	How good are curricular and other opportunities?
Mr R. Isaac	Team inspector	English Information technology	Staffing, accommodation and learning resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lostock Hall is a junior and infant school with a nursery class. There are 471 pupils on roll, with 53 part-time nursery children. The school is much bigger than other primary schools. Attainment on entry is broadly average. One hundred and four pupils are identified as having special educational needs. This is average in relation to national figures. Seven pupils have statements of special educational need (in line with the national average).

The school is on a split site. Key Stage 2 pupils are on one site and Key Stage 1 pupils and nursery children on the other. The sites are approximately 400 metres apart and are separated by a busy road. The percentage of pupils entitled to free school meals is below the national average. One per cent of pupils are from ethnic minority backgrounds and less than this speak English as an additional language. This is lower than in most schools.

HOW GOOD THE SCHOOL IS

The school provides good value for money. It has many good features and the strengths of the school significantly outweigh the areas requiring development. Children under five have a good start in school and this is built on well by the time they leave the school at 11 years of age.

What the school does well

- Pupils, by the time they leave the school, achieve well in relation to their prior attainment.
- There is a significant amount of good and better teaching across the school. This positively affects standards.
- Nursery provision is very good.
- Pupils' attitudes to school, their behaviour, relationships and personal development are good.
- The quality and range of learning opportunities are good.
- Provision for pupils' cultural development is very good and good for their spiritual, moral and social development. This has a positive impact on pupils' personal development and the relationships they form with one another.
- There are good links with parents and very good links with the community.
- The headteacher provides very good leadership and is very ably supported by the deputy headteachers, other staff and governors.

What could be improved

- Attainment in writing is below nationally expected standards.
- Despite recent improvements in standards, attainment in information technology is below national expectations by the end of both key stages.
- The behaviour of a significant minority of pupils identified as having special educational needs is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. The improvements made since the last inspection are good. However, there has not been sustained improvement over the whole time because of long absences to the headteacher and members of the senior management team. There has also been a significant turnover of teaching staff over the same period. Both these factors have slowed the rate of improvement, particularly in relation to standards of attainment. Absences have been due to unavoidable illness and maternity leaves. The high number of teachers leaving the school for promotion accounts for the high staff turnover.

The key issues from the last inspection have been addressed successfully. There is now good teaching across the school and the amount of very good or better teaching has increased. The rate at which pupils progress is now consistently good across the school; (key issue 1). The school makes better use of the accommodation and deploys the staff effectively; (key issue 2). The role of the governing body has improved very significantly, another key issue, and is now very good. Standards attained at the time of the last inspection have been maintained. Pupils' attendance rate has increased significantly. Other strengths of the school reported on at the last inspection are still evident. Given fewer teacher absences and changes to teaching staff, the school is very well placed to maintain the improvements and build upon them further.

STANDARDS

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

Performance in:	compared with			
	All schools			*Similar schools
	1997	1998	1999	1999
English	D	C	D	E
Mathematics	C	D	C	C
Science	D	E	C	C

Key

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

Inspection evidence indicates that pupils in Year 6 in 1999 made good progress in relation to their prior attainment. When compared with schools of similar prior attainment based on the end of Key Stage 1 tests, standards are above average (B) in English, mathematics and science. Current inspection evidence also supports these findings for Year 6 pupils at school now.

Inspectors found standards in science to be above the national average, and average in English and mathematics. The weakness in English is pupils' standards in writing.

Standards in information technology are below national expectations. Attainment in religious education is in line with standards recommended in the locally agreed syllabus. Pupils achieve well by the time they are 11 years of age. They attain high standards in art and design and technology

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and generally have good attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is mainly good. There is a very small minority of pupils who behave inappropriately in lessons and sometimes over-boisterously in the playground.
Personal development and relationships	Pupils have good relationships with one another and their personal development is also good.
Attendance	Pupils' attendance is above the national average.

TEACHING AND LEARNING

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

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

Teaching is at least satisfactory in all lessons. It is excellent in two per cent, very good in 24 per cent, good in 43 per cent and satisfactory in 30 per cent. The quality of teaching literacy and numeracy is good. Teaching of pupils with special educational needs in literacy and numeracy is also good. The strengths of the teaching are teachers' knowledge and understanding of the subjects they teach, lesson planning, the use of an appropriate range of teaching methods and the high expectations of what they want pupils to attain. The weakness in the teaching is the management of the behaviour of some pupils with special educational needs. Pupils' learning is good. They show interest and concentration. Most work hard and at a brisk pace. Teaching of information technology is good but pupils' learning is adversely affected by a shortage of computers on which to practise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under-fives is planned well and covers all areas of learning appropriate to children this age. The school provides a good broad range of work that is relevant to pupils in Key Stages 1 and 2. There is an appropriate curriculum in place. However, there is insufficient teaching time at Key Stage 2.
Provision for pupils with special educational needs	There are many good features. However, behaviour targets in individual education plans and those related to personal development are not always specific and measurable or attainable. This makes provision in this area of development for these pupils less secure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A particular strength is the provision for pupils' cultural development.
How well the school cares for its pupils	The school ensures pupils are cared for well. Procedures for child protection are in place. Assessment procedures are effective in identifying pupils' strengths and weaknesses and for monitoring their progress. The school promotes and monitors attendance well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very ably supported by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the strengths and weaknesses of the school and work with the staff in their efforts to improve educational provision.
The school's evaluation of its performance	Staff and governors monitor very closely and evaluate effectively the school's performance. They take effective action to secure improvement. The only weakness is in the effective use of the analysis of gender issues in attainment.
The strategic use of resources	Resources are managed well. The principles of best value are applied well. The surplus budget has been used effectively to maintain a low pupil-teacher ratio in Key Stage 1. The governing body has a good awareness of the declining budget and have clear vision for the future.

The accommodation for Key Stage 2 pupils is cramped. The quality and quantity of learning resources are generally good. The exception is there are not enough computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school enables their children to make good progress.• The teaching is good.• Their children behave well at school.• The school is very easy to approach with concerns.• Staff have high expectations for their children.• The school works closely with parents.• The school is well led and managed.• The provision for their children's personal development is good.	<ul style="list-style-type: none">• Some parents would like homework provision improved.• Some parents feel there are not sufficient extra-curricular activities.• There is concern about the behaviour of some pupils.• A significant number of parents feel they are not well enough informed about their child's progress.

Inspectors support parents' positive views. Inspection evidence indicates that homework provision is satisfactory. There is generally a good level of extra-curricular provision in school. When time permits, there is room for improvement in activities to extend pupils' learning in music and for participation in competitive team games. By far, most pupils behave well. However, the inspection team has identified a very small minority of pupils who behave inappropriately. There is a good quality annual report and formal occasions when parents discuss work with teachers. Teachers are available to meet parents informally to discuss any issues of interest or concern that a parent might have. These arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 Key Stage 2 national tests standards were average in mathematics and science but below average in English. In comparison with similar schools (based on the percentage of pupils entitled to free school meals) standards of attainment were below average in mathematics and science and well below in English. However, when pupils' attainment is compared with schools who have similar prior attainment then standards are above average in English, mathematics and science. Inspection evidence confirms these findings. Taking the four years 1996 to 1999 attainment was below the national average. The trend in standards was broadly in line with the national trend in all three subjects. Over the last four years girls have attained significantly better than the boys have in English. The difference is greater than that found nationally and the gap is not narrowing. National test results are better than at the time of the last inspection.
2. There are reasons why attainment is not even higher when compared with standards at the time of the last inspection despite good teaching and very good leadership. There has been a very significant turnover of teaching staff (approximately 50 per cent) and long-term absences amongst senior teachers. This has adversely affected the quality of educational provision. For example, special educational needs provision was disrupted because the co-ordinator had a full-time teaching commitment. New staff take time to settle into new routines and need time to know pupils well enough to ensure pupils build effectively on knowledge and understanding gained earlier in their school life. They need time to acquaint themselves with the school's curriculum planning to ensure that all pupils receive a similar experience, but one that meets their needs. All this slows the rate at which pupils achieve.
3. Current inspection evidence indicates that by the end of Key Stage 2 standards in science are above average and average in English and mathematics. Literacy and numeracy standards are close to national expectations. The weakness is in writing in which standards are below average. There are insufficient opportunities for pupils to write extended pieces of writing and not enough time is given to teaching English. Standards in spelling and presentation are not high enough.
4. In relation to prior attainment pupils achieve well in mathematics and science by the end of the key stage. They achieve well in English, except in writing. This represents good progress. The good and very good teaching ensures this good progress. The very good leadership of the subject co-ordinators allied to the good teaching has led to improved standards of attainment in science. Standards in mathematics and English are positively affected by the introduction of the National Numeracy and Literacy Strategies and the good leadership provided by the subject co-ordinators.
5. In the 1999 Key Stage 1 national tests, the percentage of pupils attaining nationally expected standards was close to the national average in reading, writing and mathematics. In the teacher assessment for science, results were above average. Standards based on the average points score¹ were average in reading, well below average in writing and below average in mathematics. In comparison with similar schools in 1999 reading was average, mathematics below average and writing well below average. Taking the four years 1996 to 1999 together, standards were well below average in reading, writing and mathematics. Girls attain better than boys in reading and

¹ The average points score provides schools with single statistics to compare overall grades attained by their pupils with grades attained by pupils in other schools.

writing but there is no significant difference in mathematics. The difference in reading is significantly higher than that found nationally but in writing there is no significant difference from that found nationally.

6. Inspection evidence indicates that by the end of Key Stage 1 standards reached by pupils are in line with the national average in reading and mathematics, above average in science but below average in writing. English standards are in line with the national average overall. Standards are similar to those reported on at the time of the last inspection. The good quality of teaching positively affects standards. The successful introduction of the National Numeracy Strategy has helped raise standards in mathematics. Pupils achieve well in relation to their prior attainment. Until the last 18 months the standard of attainment of children at five was below national expectations and children made unsatisfactory progress. This was the trend since the last inspection. The school has addressed this weakness very successfully. Children under five now make good progress and in many aspects of their work they attain above nationally expected standards. This forms a very strong basis for higher standards by the end of Key Stage 1 in the future.
7. Standards in religious education by the end of both key stages are in line with those recommended in the locally agreed syllabus. Pupils achieve well in relation to prior attainment. Standards are similar to those found at the time of the last inspection. At the end of both key stages standards in information technology are below national expectations. The most critical factor affecting pupils' attainment is the shortage of computers on which they can practise their information technology skills.
8. By the end of both key stages pupils attain above national expectations in art and design and technology. They attain nationally expected standards in geography, history, music and physical education. Standards are broadly the same as at the time of the last inspection. They are lower in history in comparison with the very high standards at the time of the last inspection because less time is devoted to the subject now than was the case at the time of the last inspection. Pupils attain well across all subjects in relation to their prior attainment.
9. Children enter the nursery with a broad range of early learning skills and through very good provision they make very good progress. On entry to the reception classes children are achieving broadly in line with expectations for their age across the range of their work. The local education authority's initial assessment of children's achievements confirms this. Whilst teaching remains good, progress slows down in reception. There is good teaching in language and literacy and occasionally in mathematics and creative development. Children make good progress overall in all the areas of their work. By the time they reach the age of five in the reception classes their achievements are above national expectations in language and literacy, mathematics and personal and social development and in line with national expectations in all the other areas of learning. This judgement is made according to the criteria established by the desirable learning outcomes² for this age.
10. The majority of pupils with special educational needs make at least satisfactory progress in literacy and numeracy. Pupils with physical difficulties and those with autism make good progress overall in achieving their targets set in individual education plans. Pupils with specific learning difficulties make satisfactory progress overall in literacy, and some make good progress when parents are involved in their learning. However, there is a significant minority of boys with special educational needs at all stages of the Code of Practice that make unsatisfactory progress in personal and social development,

² These are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

particularly in the area of behaviour. This is not confined to boys who have emotional and behavioural difficulties defined as their main area of difficulty. Pupils make the best progress in withdrawal lessons in small groups, where they work towards targets that are specific and attainable, and therefore can achieve success and gain self-esteem. Good improvements in behaviour are noted when teachers have positively written strategies for dealing with behaviour, such as those in Year 1, for example. Progress in class lessons in personal and social development and literacy and numeracy throughout the school is variable. It is very dependent on the skill the teachers have in linking individual education plans to their whole class teaching and group work and in their ability to manage positively, and consistently, the more challenging behaviour of some pupils.

Pupils' attitudes, values and personal development

11. The pupils' attitudes to the school are good, as they were at the time of the last inspection. Pupils enjoy coming to school and are eager to become involved in most activities. This has a positive effect on their learning. Most parents feel that their children like school.
12. Pupils' attitudes and behaviour in lessons are mainly good in both key stages, and very good in the nursery. Nursery children show high levels of concentration, initiative and independence for their age because this is encouraged by the staff. The children co-operate very well with each other in sharing resources and are courteous to visitors. In a language and literacy lesson in reception, children listened attentively to their teacher and to one another and took turns patiently to speak during the discussion. In a Year 2 art lesson pupils waited quietly for the teacher's instructions before beginning their work in groups. In a Year 6 geography lesson pupils worked co-operatively in pairs, concentrated well and produced a good amount of work in the lesson.
13. Occasionally in lessons where the teacher's behaviour management strategies are not secure the behaviour of a few pupils is unsatisfactory. These pupils have special educational needs and their individual behaviour targets are not precise enough for them to receive the support they require.
14. Across the school pupils show respect for equipment and one another's property. They take a pride in their work and present it neatly when it is used in displays. This attitude is not reflected in their everyday work in books and this could be improved by staff placing a greater emphasis on this.
15. Behaviour in and around the school is mainly good. A significant majority of parents share this view. Pupils' attitudes are calm and friendly in the dining room. Boys and girls and pupils from different ethnic backgrounds get on well with each other. They move around the school in an orderly manner, for example when returning to the classroom at the end of breaktimes. Most pupils play co-operatively together and are kind towards one another at playtimes; for example, they readily include others in their play. However, in both key stages, a minority of boys engage in boisterous play and this is not monitored and checked sufficiently by supervisory and teaching staff. This confirms the views of some parents. Parents were also concerned about bullying but there was no evidence of this during the inspection. Interviews with pupils show that they know what to do if they are bullied and are confident that the teachers would deal with any incidents effectively. Lessons in personal and social education and assemblies provide good opportunities to reinforce the school's policies on behaviour and anti-bullying. There have been no exclusions from the school in the last reporting year.
16. The personal development of the pupils and relationships within the school are good, and in the nursery they are very good. Staff set a good example of caring, friendly behaviour and this fosters the good relationships between pupils and teachers and has a positive

effect on pupils' learning. Most pupils are sensitive to the feelings, values and beliefs of their classmates. This is shown in the way they listen to each other, work well in groups, and support each other's learning. They are willing to show initiative and take on responsibilities; for example, they access their own resources and tidy them away at the end of lessons. Year 6 pupils readily take on duties in the dining room, and around the school, and carry them out well. At playtimes, they show good responsibility and care towards the pupils they are 'twinned' with in Year 3. This 'twinning' system provides good support for pupils and has a positive impact on their personal development. Pupils support extra-curricular activities well and this makes a positive contribution to their personal development, such as the gymnastics and art clubs in Key Stage 1, seasonal sports clubs in Key Stage 2 and the after school care sessions.

17. The school has maintained a high level of attendance since the last inspection. Nearly all pupils arrive punctually at the school and both morning and afternoon sessions start promptly. Registers are marked correctly and procedures for monitoring and checking late arrivals are effective.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching ranges from excellent to satisfactory. It is good overall. The good and better teaching has a positive effect on pupils' learning and the progress they make. Teaching is satisfactory or better in all lessons. It is excellent in two per cent, very good in 24 per cent, good in 43 per cent and satisfactory in 30 per cent of lessons. There is more very good or better teaching (26 per cent compared with 21 per cent) now than compared with the last inspection. Teaching remains a strength of the school and the amount of good or better teaching is higher than that found nationally.
19. The quality of teaching for the under-fives is good. Teaching in the nursery is consistently very good and this promotes children's very good learning. The very good expertise and teamwork of staff underpin this teaching. This is shown in the effective organisation of practical activities, which gain children's interest and motivate them to learn. For example, the nursery teacher taught the initial sound of the letter 'm' by using a shopping basket full of interesting foods, such as a melon and mushrooms. Staff organise the practical activities of all the groups very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show high levels of concentration, initiative and independence for their age because this is encouraged by the staff. Adults have high expectations of what children should achieve, for instance in mathematics children are challenged to find the answer to *one more than* or *less than* 10 when they are putting teddies into a bed. There are very good assessment procedures for tracking children's progress and these are used successfully to plan the next step in children's learning.
20. In reception, good teaching was seen in language and literacy and creative development. Children make good progress over time in language and literacy and mathematics. In these areas teachers' planning identifies clear learning targets for what children should achieve in their work. In the other areas of learning children's progress slows down. This is because the targets in teachers' lesson planning are not always precise enough and the work is not always sufficiently challenging. In one of the mathematics lesson seen, the lack of sufficient resources for a game initially slowed the pace of children's learning.
21. At Key Stage 1 the quality of teaching is good, ranging from excellent to satisfactory. Teaching is good in English, mathematics, science, information technology, religious education, art and physical education. No lessons were observed in design and technology, geography, history or music, so that no judgement is made. The quality of teaching at Key Stage 2 ranges from very good to satisfactory and is good overall.

Teaching at Key Stage 2 is very good in design and technology and good in English, mathematics, science, information technology, religious education, art and geography. Insufficient lessons were observed in history, music and physical education to make a judgement.

22. Across the school, teachers are conscientious and committed, and work hard to plan and prepare lessons. The planning clearly shows what is to be taught and learnt. There is effective use of pupil assessment to ensure that activities are matched to pupils' varying needs and prior attainment. A range of appropriate teaching methods is used. These include whole-class teaching, group and individual work, including practical, investigative and problem solving activities. Time and resources are used efficiently. Teachers generally have secure subject knowledge. The introduction of the National Literacy and Numeracy Strategies is working well. Pupils' behaviour is generally managed effectively. A strength of the teaching is the good relationships between staff and pupils. Support staff are used effectively and make a positive contribution to pupils' learning.
23. The quality of marking is good. All work is marked and in the best practice, either through oral or written feedback to pupils, teachers place an emphasis on what pupils need to do next to improve their work further.
24. The quality of teaching and learning of pupils with special educational needs is satisfactory overall. It is often good in literacy and numeracy where work is set to meet pupils' individual needs and they are well supported and managed, and are able to achieve their goals. A strength of the best teaching is in the way teachers provide opportunities for pupils to work practically, or allow pupils to give oral responses in lessons, or ensure pupils have alternative ways of recording their work. This is particularly noteworthy in science where pupils with special educational needs are better involved in lessons.
25. Praise and rewards and non-confrontational methods are used well by the best teachers to manage behaviour, increase pupils' self-esteem and self-confidence, and to extend effort. However, not all teachers are consistent in their management of pupils with special educational needs. Not all teachers monitor the behaviour and attitudes of pupils to work effectively to see what works and what does not. There is an under-emphasis placed on vocabulary to be learnt by pupils in lessons, and not enough supportive material and display to help pupils read, write and understand it. Information technology is not used well enough to support the learning of pupils with special educational needs, either to record or to consolidate what they know.
26. The following are examples of how good quality teaching positively affects pupils' learning:
 - Nursery children's learning was very good in a lesson developed around the theme of 'porridge for three bears'. There was very good organisation of all the areas and the deployment of adults promoted learning effectively. There was a 'hum' of activity. The teacher's high expectations challenged the children's thinking. Focused questioning by teacher and nursery nurse that provided a high level of intellectual challenge further extended children's learning. Learning by children with special educational needs is supported very well. There is a very good balance between children being encouraged to work independently and skilled intervention by support staff.
 - In a reception class lesson based on the story "Wake up Isabel" the teaching and learning were good. There was good management of the children's behaviour, based on good relationships, high expectations and effective, established rules and routines. The children responded by behaving well, listening attentively and responding

promptly to the teacher's instructions. There was good teaching of basic phonic skills. This ensured children used effectively their phonic skills in the group reading activity.

- The teacher taught well in a science lesson in Year 2 about the conditions woodlice need to survive, and pupils' learning was good. Skilled use of questioning established what pupils already knew. The lesson planning clearly showed what was to be taught and learnt. This remained the focus of the lesson and ensured pupil's learnt what they need to. The good questioning also established the basis for a fair test. There was a good balance between whole class and individual work, including investigative activities.
- In a Year 2 numeracy lesson about *doubling and halving numbers to 10 and finding a quarter of* the teaching and learning were very good. The teacher had a quiet manner that impacted very positively on pupils' behaviour. They listened very carefully and responded with accurate answers after careful consideration. The teacher demonstrated secure subject knowledge in establishing a link between division and fractions. This helped pupils very significantly in the development of their understanding of fractions. Pupils settled very quickly to individual work because activities were well organised and appropriately resourced. Pupils worked with concentration and completed their work quickly and accurately.
- A literacy lesson in Year 6 on the styles and formats of newspaper articles, and on skimming and scanning an article whilst picking out key viewpoints, was well taught and pupils' learning was good. Pupils listened very quietly and carefully to the teacher. The teacher developed the lesson from this secure basis of good behaviour and attitudes with a series of probing questions to extend pupils' thinking. The teacher made sure to choose lower attaining pupils as often as other pupils and gave liberal amounts of praise. This motivated pupils to become increasingly involved in the lesson, and through this increased interest their knowledge and understanding of what was being taught increased significantly. The teacher kept a sharp focus on what needed to be learnt so pupils by the end of the lesson had made good progress.
- A lesson in Year 6 using calculators to solve mathematical problems was very well taught and resulted in very good learning by the pupils. Very skilled questioning involved all pupils. This meant that the higher attainers were challenged appropriately and the pupils with special educational needs answered questions that extended their knowledge but did not exclude them because they were too hard. The teacher ensured pupils used calculators effectively to check their previous day's work. This strategy resulted in pupils developing a very good awareness of their previous learning. There was an excellent learning ethos that impacted very positively on standards. The cornerstone of this ethos was the excellent relationships between teacher and pupils.

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

27. The good curriculum for the under-fives is broad, balanced and relevant to children's needs. It is based securely on the desirable learning outcomes for children of their age and is enhanced by visits in to the community, such as to a farm. The curriculum in the nursery is very good. This is because adults plan interesting and challenging activities for children working with adults and for groups who are working independently. Reception staff plan effectively together to provide the same curriculum opportunities for children in the same year group who are in different classes. There is good curriculum planning for language and literacy and mathematics.
28. The school provides a broad and balanced curriculum in Key Stages 1 and 2. It is of good standard and is enriched by opportunities for older pupils to learn French. It meets all statutory requirements and the requirements of the locally agreed syllabus for religious education. Since the last inspection, the co-ordinator, supported by the headteacher and

senior colleagues, has implemented a comprehensive action plan. Consequently, the school has addressed any issues raised and has maintained the good standards reported. Moreover, it has established good procedures for monitoring and evaluating the quality of the curriculum and is in a strong position to make further improvements. The curriculum for mathematics, art, design and technology and investigative science is good. Provision in all other subjects is under regular review. The breadth and balance of the information communication technology curriculum is unsatisfactory. The school has insufficient hardware and software to ensure that the scheme of work has the required impact on standards achieved throughout the school. The school currently devotes an hour less to lessons in Key Stage 2 than is the case nationally. Additionally, lessons occasionally go on for too long, particularly after morning play in Key Stage 1, taking up time which could be devoted to other subjects.

29. The school's strategy for literacy and for numeracy is good. There is detailed provision for promoting literacy, with a comprehensive policy in place. Numeracy is also promoted effectively, following the policies laid down in the national strategy. Both are carefully planned to ensure consistency across the school. Opportunities to develop numeracy and literacy skills in other subjects are also carefully planned. For example, in science, graphs are used well to illustrate the amounts of rubbish collected in various sites. The physical educational co-ordinator has successfully introduced a '*word of the week*' into lesson planning to develop literacy through the subject. Writing skills are well promoted in religious education where pupils are asked to write at length about miracle stories such as Jesus walking on the Sea of Galilee.
30. The curriculum is enriched through the good provision for personal, social and health education as well as environmental education. Through science, health issues are explored effectively. This includes appropriate drugs education. All pupils have opportunities to explore moral and social issues, particularly through circle time³. Year 6 pupils, for example, openly discussed their apprehension about the approaching transfer to secondary school. The school policy for sex education provides further appropriate opportunities for discussion. Educational visits, including residential opportunities for older pupils, play an important part in developing pupils' social skills and independence. Environmental education is also promoted effectively through these trips, with good links into a number of curricular areas such as science and geography. The school also invites a number of pupils to take part in personal projects designed to develop independence and self-esteem.
31. The provision for pupils with special educational needs is satisfactory overall, although there are some weaknesses in the provision for pupils with language and behavioural needs, and in the planned provision for pupils' personal and social development. Pupils are often organised by ability in literacy and numeracy. In foundation subjects, and in science, pupils are more often organised into mixed ability groups. This allows pupils to integrate with their peers and be included in class work. Pupils are occasionally withdrawn for special help, but this does not unduly affect their access to the curriculum. Targets within individual education plans for literacy and numeracy are improving, and are now on the whole specific, measurable, attainable, relevant and time related. Teachers now write their own targets and review them regularly with key staff. However, communication targets, behaviour targets and those related to pupils' personal development are not always specific and measurable or attainable. This makes provision in this area of development for these pupils less secure. Needs identified in statements are satisfactorily met by the school.

³ During circle time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

32. The provision for extra-curricular activities is good. It includes a range of sports opportunities such as netball, rounders, football, cricket and gymnastics. There are after-school clubs for homework, tabletop games and art, as well as booster classes for literacy and numeracy. The school's curriculum is fully inclusive and promotes equal opportunities.
33. The community makes a very good contribution to pupils' learning. This includes qualified coaching in cricket and football. In addition, there are a number of interesting visitors to the school such as an African artist and local representatives from the local churches. The relationship with partner institutions is also very good. The school has very carefully planned arrangements for ensuring smooth transfer from one stage of education to the next. To this end, there are very positive and effective links with pre-school play groups and with the local high school where Year 6 pupils normally attend a sampler week. Valuable links also exist with local universities and colleges whose students work regularly in the school.
34. The provision for the spiritual, moral and social development of pupils at both key stages, and for children under five, is good. The provision for cultural development is very good. This was an outstanding strength in the last inspection and it continues to be a strength of the school.
35. Pupils are helped and encouraged to develop a spiritual awareness through subjects such as religious education and science. Children under five are provided with good opportunities to show joy and wonder when exploring the world around them, for instance when salt was poured on to ice and reception children watched it crack. Collective worship meets statutory requirements and makes a positive contribution to spiritual development. Time is provided for prayer and reflection, and singing contributes to the feeling of spirituality. Visitors to the school enhance the provision, for instance during the inspection week a local vicar contributed to the assemblies at both key stages. Visits are made to the local church and to places of worship of other faiths, such as a mosque.
36. Across the school moral development is promoted strongly through lessons in personal and social education in which pupils are given the opportunity to discuss and reflect upon their actions. Pupils at both key stages, and children under five, are made aware of the need to take responsibility for their own actions. In a Key Stage 1 assembly a story and poetry were used effectively to provide pupils with opportunities to reflect upon the good and bad actions that can be carried out with hands. In the nursery adults provide very good models of sensitive and caring behaviour which are readily followed by children. Pupils receive rewards for good behaviour and effort, such as stickers and certificates, for instance for the best group of pupils in the dining room. These awards are celebrated in assemblies. There are appropriate sanctions for unacceptable behaviour.
37. Pupils' behaviour in lessons, and around the school, is mainly good. This demonstrates that they are taught to have a clear sense of the difference between right and wrong. Pupils are supervised well on entry to the school after playtimes and they move around the school in an orderly manner. However, staff do not consistently apply the school's behaviour policy. Interviews with pupils show that they know the rules regarding unacceptable behaviour at playtimes. A small minority of boys do not adhere to these rules and their boisterous behaviour is not checked sufficiently by teaching or supervisory staff. The playground has markings for games such as hopscotch, but the variety of equipment for pupils to use at playtimes is limited. For example, during the inspection hoops were available in Key Stage 1 and footballs in Key Stage 2.
38. The provision for social development is good. Pupils of all ages are given many opportunities to practise and develop their social skills, such as speaking and listening,

working in pairs and groups and to take responsibility for their own learning. For instance, in lessons in literacy, music, physical education and science. Lessons for children under five provide children with opportunities to work with different children and adults and promote confidence to take part fully in the life of the school, for instance reception children attend assemblies. Pupils are expected to access their own resources and to tidy them away. They are asked to comment upon the good features in the work of other pupils during lessons and they readily praise the achievement of others, for instance they clap the achievements of other pupils in assembly. Pupils are given responsibilities in the classroom, such as tidying resources away, and around the school. Year 6 pupils are given specific duties in the dining room and around the school, for example in the cloakrooms at playtimes. They are 'twinned' with Year 3 pupils each September when these pupils transfer from the Key Stage 1 to the Key Stage 2 site. The success of this procedure was evident during the inspection week. Pupils across the school spent a day with the teacher who would take them in the next academic year. Prospective Year 6 pupils collected their Year 3 'twins' from the classroom and cared for them well at playtimes. Pupils' sense of citizenship and care for others is fostered through raising funds for charity.

39. Pupils own cultural traditions and the diversity and richness of other cultures are promoted very well through subjects, such as art, geography, history and religious education. Developing pupils' understanding of the multi-ethnic nature of society is a significant part of the curriculum. Displays around the school contribute to pupils' development; for instance on Christian baptism and Hinduism. Pupils study the works of a range of artists; for example, Key Stage 1 pupils study African patterns and Key Stage 2 pupils Aboriginal art, Van Gogh and Monet. Christianity and other faiths are studied in religious education, such as Buddhism and Sikhism. A variety of music from different cultures is used in assemblies. There are educational visits into the community, for instance to an art gallery and to the Sikh Gurdwara in Preston. Visitors to the school also enhance the provision, such as the mounted police who visited the nursery and the stained glass craftsman who worked with Year 6 pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides a secure and enjoyable learning environment for all its pupils. As a result the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. The significant majority of parents agree that their children like to come to school and that they are happy or very happy at the school. The staff successfully settle children into school with a well-established pre-school meeting between teachers and the parents. The school pays good attention to pupils' educational, emotional and medical needs and provides appropriate support.
41. The teachers, support workers and the school administration staff know the children well and are sensitive to their needs, providing suitable opportunities for them to discuss any concerns or problems. Very good care is taken of pupils' medical needs and a caring environment, sensitively supervised by the school administration staff, ensures that sick and vulnerable pupils are adequately cared for in the medical room. The school makes good safety arrangements prior to the educational visits. The staff have good relationships with outside agencies and this enables them to provide good educational and medical support.
42. The personal development of pupils is monitored well by their class teachers and the support staff. The detailed records are maintained in their personal achievement folders. The staff know the children and their families well and constructive relationships are established to develop mutual respect and confidence between parents and the school. Names of the pupils who behave well are displayed on the board and certificates and

recognition is given in the achievement assemblies. Lunchtime supervisors display well-behaved pupils' names on the "table of the week" notice board; this promotes healthy competition among pupils. Parents are provided regular information on pupils' personal development.

43. The school complies with the local child protection policy. This provides clear instructions about action to be taken and agreed inter-agency procedures. Teaching, support and mid-day staff are alert to the issues and there is a properly qualified and nominated child protection person who has received appropriate training. Two deputies have also received training in the child protection matters and mid-day staff are due for refresher training in September 2000. There are good arrangements for first aid and the staff are aware of the procedures in case of an emergency. There are sufficient numbers of qualified first aiders who have received appropriate training.
44. The school is successful in promoting the health and safety and general well being of its pupils. The health and safety policy is in place and is implemented appropriately. There are suitable routines for sickness and more serious injuries. Risk assessments are carried out termly, there are regular safety checks, termly fire drills and appropriate attention to safe practices in lessons. The school nurse visits regularly and good sporting activities encourages pupils' adoption of a healthy lifestyle.
45. Procedures for monitoring attendance and punctuality are good and understood by the parents. Regular contacts with parents/carers are maintained. Administrative systems for promoting punctuality and attendance are good and have been sustained since the last inspection.
46. Good behaviour in the school is promoted through a system of mutually agreed simple classroom rules, which are incorporated in the whole school behaviour policy and strategically displayed around the school. All pupils know that good behaviour will earn them recognition in the school assembly and secure a place at the "table of the week". A system of incentives for good behaviour is effective and the majority of parents and their children understand the hierarchy for incentives and sanctions for inappropriate behaviour. Pupils are aware that unkindness or harassment is not tolerated and children are taught to respect one another.
47. The procedures for assessment are good and the results of assessment are used well to inform planning. The methods for assessment are clear in the draft policy, and provide information about pupils' attainment that could be used to plan for improvement. In almost all subjects medium term planning identifies key learning objectives that are assessed either after each lesson or after a module of work. To help teachers' assessment and aid co-ordinators to monitor the standards and achievements of pupils of differing levels of achievement, there are portfolios of assessed work in almost all subjects across the school. Teachers regularly evaluate how pupils are doing in relation to key learning objectives or against their age, in reading, spelling and mathematics, for example. The results of these tests in English and mathematics are analysed to identify gaps in learning or weaknesses in planning. The school uses optional tests in English and mathematics, although the use of these tests could be extended usefully to science. Results are used to group pupils within classes. Attainment by gender is monitored but the results of the monitoring are not used effectively to target for improvement specific groups of pupils.
48. The progress of pupils in literacy and numeracy is monitored effectively by the teachers, special educational needs co-ordinator, and by the other professionals involved in their care. Pupils are identified early through baseline assessments, and assessment of individual needs usually informs targets set at reviews or in individual education plans.

However, the monitoring of the progress over time of pupils' personal and social development is unsatisfactory as targets related to behaviour and attitudes to work are not always specific, measurable and attainable by pupils. Teachers and assistants who support these pupils do not always have sufficient expertise to manage their behaviour in classes. There is good support and guidance given to teachers of pupils who have been referred to the pupils' referral service. Their progress is well monitored and evaluated because their targets are more specific and are measurable over time. Pupils with language needs, although well monitored over time by the speech and language therapist, do not always have specific enough targets within their individual education plans to ensure their smaller successes in communication can be assessed, monitored, evaluated and celebrated by the school.

49. There are good procedures for assessing the achievements of children under five. Regular assessments are undertaken in lessons in the nursery and reception classes and these are used well to plan the next step in children's learning. An initial assessment of children's achievements is undertaken when children transfer to the reception class. This is used to group children for lessons in language and literacy, and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has successfully maintained good relationships with parents since the last inspection. Almost all parents are satisfied with the quality of education provided and the standards achieved by their children. They recognise that the teaching and behaviour are good and this enables their children to develop positive attitudes to school and make good progress. Most parents feel that they are kept well informed about their children's progress and that pupils' annual reports are good. A significant number of parents feel that the school does not provide an interesting range of extra curricula activities. However, the inspectors noted that the school provides a variety of sporting activities outside the school hours and they are well supported by the pupils.
51. Parents are satisfied that they can approach the school at any time and their suggestions and complaints are dealt with effectively. The inspection findings confirm that there is always someone available in the school to deal with parents' queries.
52. Responses to the parental questionnaires were generally very positive, but one fifth of the parents responding to the questionnaires feel that the school does not keep them informed about their children's progress. However, the inspection evidence indicates that the parents' evenings in the summer and winter are well attended. There are termly newsletters regarding topics for the term, extra-curricular activities and the school events, which keep parents and carers informed about the school's work. There are many other opportunities for informal meetings between parents and teachers both in school and in their homes. Easy access to the administration staff ensures prompt attention to concerns and suggestions and helps resolve problems. A parents' association organises school functions for fund raising and social events, which make a good contribution to the resources and ethos of the school.
53. The school helps parents to take part in their children's learning and offers courses, such as parents as educators and information sessions in numeracy and literacy. The school has published useful guides for parents for supporting their children with literacy and numeracy projects. The reading and homework diaries enable school to communicate with parents on a regular basis. A large number of parents were observed helping children with reading and other activities during the inspection.
54. The information provided to parents is of very good quality. Regular newsletters are sent to the parents/carers informing them about the school events. Parents regularly receive

termly information on the curriculum. The current school prospectus is written in user-friendly language and meets statutory requirements. The governors' annual report to parents for the current year is not available. However, the previous year's report has some statutory omissions such as a list of the governing body's members and their status and the statement on special educational needs.

55. Parents of pupils are involved in annual reviews and their advice is used as a basis of discussion on future targets. Detailed information about pupils' progress is given to parents of pupils with statements of special educational need. Reviews are well recorded to provide the additional information to interested parties who are not able to attend. Parents often comment on the progress their children are making and many parents are involved in supporting their children out of school. Some parents have taken up training provided by the school about special educational needs and there is evidence of many positive comments about the progress that their children make. Information to parents about the special educational needs provision in the policy is in the process of review. The quality of information to parents on the success of the policy could be improved if it had clearer criteria for its success.
56. There are very good induction procedures for new pupils in the school. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support. Parents in early years are encouraged to come in the school and stay with their children for a settling in period. This helps to strengthen the relationship between parent and teachers. There are very good arrangements for children's transfer to the junior site and support for transition to the secondary school is also very good. A significant number of parents have signed the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is very well led by the headteacher who provides clear educational direction and strong, influential and supportive leadership. The deputy headteachers and senior teachers, who together with the headteacher provide a very good senior management team for the school, very ably support him. The senior management team effectively monitors educational provision in school. The only weakness is in the effective use of the analysis of gender issues in attainment. The role of subject co-ordinators is clearly defined and they have a positive influence on standards. They provide expertise, monitor coverage of pupils' work, the quality of teaching and standards of attainment within the subject for which they are responsible. There is a shared commitment within the school to improve and the capacity to succeed. School improvement has not been a sustained continuous process since the last inspection because the leadership has suffered disruption on several occasions. This was due to serious and unavoidable long-term illness of the headteacher. Other senior teachers have also been absent for long periods due to maternity leave. Staff deputising for the absences provided good leadership and stability for the school. However, the very good quality of leadership evident during the inspection has been missed.
58. The special educational needs co-ordinator has a clear educational direction for the needs of individual pupils and the group as a whole. Provision is not as strong as it was at the last inspection due to a number of staff leaving the school for promotion, and the area suffered from a period when it had no co-ordinator. The policy is awaiting review in the light of the new Code of Practice. The register, although up to date, is not easily monitored and evaluated to enable governors to measure the success of the policy effectively. However, the recently appointed co-ordinator has undertaken a full review of the provision and has effected some improvements. The quality and format of individual education plans has improved for literacy and numeracy, and teachers are becoming

more aware of the special educational needs of pupils in their classes through her support. The school has recognised the need for further training on the writing of targets for pupils' personal and social development, and in the management of pupils with more challenging behaviour. The school is not yet using information and communications technology as well as it could effectively to manage and monitor the large amount of information about the targets, needs and provision at the school. It is in the process of putting in place strategies to remedy this shortcoming.

59. The governing body meets regularly and statutory requirements are met. Its meetings are very efficiently and effectively managed. Committees effectively oversee various aspects of school life and designated governors provide valued support, for example in respect of literacy and finance. Governors demonstrate a very good understanding of their roles and work hard to support the school with advice and encouragement. The governing body are involved in strategic planning, decision making and in reviewing and monitoring school developments. They have a very good understanding of strategic financial planning. This is very good practice.
60. The school has appropriate aims and values. Although implicit in the aims, there is no statement referring to a commitment to high attainment. The implementation of the school's stated aims and values is good and they are well supported by parents. There is a positive ethos, which reflects the school's commitment to an effective learning environment, good relationships and equality of opportunity for all pupils. The school's ethos positively affects standards.
61. School development planning is good. It provides in detail areas for development during this year but there is no written plan for long-term development. However, in discussion with the headteacher and governors there is a clear vision for the school. Developments are given appropriate priority, costed and clearly show what improvements are to be made in order to evaluate their success or not. Previous strategic planning is thoroughly reviewed and evaluated and form the basis of the current school development plan. The school development plan is regularly monitored by the senior management team and discussed fully with the governing body.
62. The school allocates its grants for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school's day-to-day administration runs very smoothly, carried out by very efficient and friendly administration staff. New technology is used satisfactorily to support school administration. The few recommendations in the latest audit report have been acted upon. The school gives good value for money.
63. The school is staffed with well-qualified and dedicated teachers. All attend regular in-service training and are encouraged to go on specific courses as a result of very effective professional development interviews and appraisal. Newly qualified teachers are well supported, both by the effective mentoring scheme and the good staffroom ethos. Support assistants are valued and valuable members of staff. The caretaker and ancillary staff work tirelessly to ensure that the school buildings are clean and well maintained. They and the office staff make an important contribution to the smooth running of the school.
64. The accommodation, although often cramped for the numbers in each class, is used well to teach the curriculum. Attractive wall-displays enliven the classrooms and shared areas. These displays celebrate pupils' achievements as well as educating them in aspects of the curriculum. Outside play areas are extensive and the outside playground for children aged under five is an excellent resource. The school libraries are in a satisfactory condition but this resource is limited for the size of the school. Class book

collections are generally valuable and teachers supplement their resources generously with homemade contributions, for example, for use in the Literacy Hour.

65. The school has very good resources in the nursery with a very attractive outdoor play area and a very good library. Resources are adequate in reception, although some furnishings are old and in need of replacement. Teachers have good resources for English, science, design and technology, art, history, geography and religious education. Resources are adequate to teach mathematics, music and physical education. Resources for music, though, are not as good in Key Stage 2 as Key Stage 1 because there are not enough instruments for the number of pupils. Teachers do not have enough computers to teach information technology. Difficulties are caused for individual classes for short periods when equipment has had to be sent away for repair.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The headteacher and staff, in conjunction with the governing body, should (as indicated in the school development plan):

- **raise attainment in writing by the end of both key stages by:**
 - increasing the amount of extended writing in English lessons and other subjects;
 - improving pupils' spelling and their presentation of work;
 - increasing the amount of time available at Key Stage 2 for the teaching of English;
(Paragraphs 1, 3, 6, 28 and 80)
 - **raise attainment in information technology by the end of both key stages by:**
 - continuing with the good practice in school;
 - ensuring pupils have much more frequent access to computers by increasing the number of computers available for pupils to practise their information technology skills;
(Paragraphs 7, 28, 65 and 133 - 142)
 - **improve the personal and social development, particularly in relation to their behaviour, of pupils identified as having special educational needs by:**
 - reviewing the school's behaviour policy and putting in place throughout the school behaviour management strategies for pupils with special educational needs;
 - ensuring each pupil on the register of special educational needs has a target for personal and social development;
 - ensuring each pupil knows what the target is.
(Paragraphs 13, 25, 48 and 58)
67. In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:
- make further use of analysis of gender issues in attainment and behaviour to identify strategies for bringing about improvement in standards;
(Paragraphs 1, 5, 47 and 57)
 - increase the teaching time at Key Stage 2 to the nationally recommended amount.
(Paragraph 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	24	43	30	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)	26.5	471
Number of full-time pupils eligible for free school meals	N/A	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	8	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	29	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	27	28	32
	Girls	27	27	25
	Total	54	55	57
Percentage of pupils At NC Level 2 or above	School	83 (64)	85 (69)	88 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	28	32	35
	Girls	27	24	29
	Total	55	56	64
Percentage of pupils At NC Level 2 or above	School	85 (78)	86 (91)	98 (96)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	28	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	21	28
	Girls	21	22	23
	Total	42	43	51
Percentage of pupils At NC Level 4 or above	School	67 (65)	68 (59)	81 (69)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	22	23
	Girls	23	22	24
	Total	44	44	47
Percentage of pupils At NC Level 4 or above	School	70 (65)	70 (65)	75 (71)
	National	68 (63)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	412
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	30
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	3
Total aggregate hours worked per week	71

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	869,446
Total expenditure	865,278
Expenditure per pupil	1,799
Balance brought forward from previous year	53,024
Balance carried forward to next year	57,192

Results of the survey of parents and carers

Questionnaire return rate 35.9%

Number of questionnaires sent out	523
Number of questionnaires returned	188

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	1	1
My child is making good progress in school.	48	45	6	1	0
Behaviour in the school is good.	39	49	6	3	3
My child gets the right amount of work to do at home.	32	54	12	1	1
The teaching is good.	52	41	3	1	3
I am kept well informed about how my child is getting on.	38	40	18	3	1
I would feel comfortable about approaching the school with questions or a problem.	69	23	5	2	1
The school expects my child to work hard and achieve his or her best.	59	36	2	1	2
The school works closely with parents.	46	39	9	4	2
The school is well led and managed.	50	40	5	2	3
The school is helping my child become mature and responsible.	49	42	3	3	3
The school provides an interesting range of activities outside lessons.	31	46	16	3	4

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

68. The provision for the under-fives is good and it has a significant effect on children's learning and progress. Children enter the nursery with a broad range of social and early learning skills and through very good provision they make very good progress. This is a strength of the school. On entry to the reception classes many children are achieving the level expected for their age across the range of their work. The local education authority's initial assessment of children's achievements confirms this. Across the foundation stage children make good progress overall in all the areas of their work. By the time they reach the age of five many children will attain above expectations for their age in language and literacy, mathematics, and personal and social development. In knowledge and understanding, creative and physical development their attainment is in line with national expectations. This judgement is made according to the criteria established by the desirable learning outcomes for this age group. There are no children who are learning English as an additional language.
69. Most children with special educational needs make good progress towards the targets in their individual education plans through the good support they receive from all staff. However, the few children in reception with behavioural difficulties are not making sufficient progress. The individual targets for them to achieve are not sufficiently precise to enable teachers to give them the targeted support they require. Additionally, they are not always given work which motivates and challenges them.
70. The quality of teaching is good overall. Teaching in the nursery is consistently very good and this has a significant effect on children's learning. The very good expertise and teamwork of staff underpin this teaching. This is shown in the methods and resources adults use to gain children's interest and motivate them to learn. For example, the teacher taught the initial sound of the letter 'm' by using a shopping basket full of interesting foods, such as a melon and mushrooms. Staff organise the practical activities of all the groups very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show high levels of concentration, initiative and independence for their age because this is encouraged by the staff. Adults have high expectations of what children should achieve, for instance in mathematics children are challenged to find the answer to *one more than* or *less than* 10 when they are putting teddies into a bed. There are good assessment procedures for tracking children's progress and these are used successfully to plan the next step in children's learning.
71. In reception good teaching was seen in language and literacy and occasionally in mathematics and creative development. Children make good progress over time in language and literacy and mathematics. In these areas teachers' planning identifies clear learning targets for what children should achieve in their work and the work is challenging yet matched to children's needs. Children make satisfactory progress in other areas of learning where the targets in teachers' lesson plans are less precise.
72. There is good provision in personal and social development. Teaching and support staff work effectively together as a team and are caring, supportive and encouraging, for instance in praising children's achievements. In the nursery adults set a very good example for children to follow. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's very good behaviour, self-esteem and confidence and fosters the development of the very good relationships with adults and each other. Children have good attitudes to their work in reception and their behaviour is good. They co-operate well with each other in pairs and

groups, take care of and share equipment with one another. Children are beginning to take responsibility for their own resources and are developing initiative and independence; for instance, they make choices about the activities they undertake in group work. In the nursery and reception children settle quickly and happily into daily routines, such as registration or milk time. They are developing a good awareness that some actions are right and some are wrong and are learning to care about the world around them.

73. The quality of teaching in language and literacy is good and this has a positive effect on children's learning. The initial assessment of children's achievements in reception is used to group children and this enables teachers to focus clearly on children's needs. Teachers undertake regular assessments and use these to plan future work which is matched to the different needs of the children. In the nursery, children listen with very good attention. Nursery and reception staff place a strong emphasis on extending children's vocabulary in their conversations and questioning of the children. Higher and average attaining children in reception are beginning to speak in phrases and sentences, their vocabulary is increasing and they respond with simple answers when an adult questions them. Lower attaining children have a limited vocabulary for expressing their ideas and experiences.
74. Nursery children know that words and pictures carry meaning and are beginning to enjoy books and stories, such as *Goldilocks and the Three Bears*, and to recognise the sounds of some letters. Children's reading skills are extended well in reception through structured teaching of the early stages of reading. They have a good knowledge of letter sounds and the key words for the reading scheme. Higher attaining children use these skills well to read the new books they encounter. Children of all abilities are familiar with the terms *title* and *author*. Through effective teaching in literacy lessons they are developing a good awareness of capital letters, full stops, speech marks, and reading with expression.
75. Teachers provide good opportunities for independent writing and this has a beneficial effect on children's learning. Nursery children develop early writing skills well through mark making and the formation of some letters when writing their name, for instance when they write their own stories or messages in the writing corner. Through good teaching in reception these skills are extended well. Higher and average attaining children write a few sentences about familiar stories or their experiences using word banks to help them. They are beginning to use simple dictionaries. Lower attaining children write their name and copy a sentence with increasing accuracy. Reception teachers placing a greater emphasis on the presentation of written work could improve the provision further.
76. In mathematics teachers show a good understanding of how young children learn which includes using interesting practical activities and the correct technical vocabulary. In the nursery children make very good progress because of the effective questioning by adults which challenges their thinking, for instance "If we add one more teddy to the bed how many more will there be?" Higher and average attaining children count up to 10 with increasing accuracy. Nursery children are developing a good understanding of terms such as *biggest*, *smallest*, *more than* and *less than*. Reception children complete repeating patterns, and are developing an understanding of an hour as a unit of time. Average and higher attaining children record the addition and subtraction of numbers to 10 accurately. Average attaining children order numbers to 10 and higher attaining children to 20. Lower attaining children record sets of objects up to 10. In the good teaching in reception what the children are to learn is clear in lesson plans and shared with the children. Children's behaviour is managed well and they work with sustained concentration appropriate for their age. When teaching and learning were less effective,

although satisfactory, there were weaknesses in planning and resourcing. A group of eight children were sharing one set of dice and this slowed the pace of their learning initially. Later the teacher noticed this deficiency and provided more resources so that children made satisfactory progress overall.

77. In knowledge and understanding of the world teachers make good use of resources to promote children's interest and learning and this is enhanced by visits into the community, such as to a farm, and visitors, such as the mounted police. Children talk about differences and changes in materials. For example, nursery children talked about the differences in the texture of oats when they made porridge and reception children described what happened to ice when it melted. Children use the mouse with developing accuracy to work computer programs and are becoming familiar with the keyboard and the print function. There is good provision for creative development. Analyses of displays show that children get many opportunities to create their own drawings and paintings. They sing simple songs tunefully, such as *Hickory Dickory Dock*.
78. Children show increasing control and co-ordination when using a range of tools, such as pencils, paintbrushes and scissors, for instance when they draw, write and paint. They show a good awareness of space and each other and satisfactory control and co-ordination of their movements, for instance when running and jumping. In a physical education lesson in the nursery the very good organisation and match of activities to children's needs promoted their very good progress. Children responded very well to the commands of the train whistle and showed a good awareness of space and each other when they moved together like trains to the different stations in the hall. In a reception lesson the teacher made good use of children's demonstrations to illustrate teaching points and this promoted children's good progress in playing small-sided team games. Children made less progress during the lesson introduction because the learning targets and teaching did not focus precisely on extending children's physical skills.
79. The improvement since the last inspection is good. The school has maintained the overall good quality teaching and learning identified in the last inspection. The provision in the nursery has improved from good to very good.

ENGLISH

80. Overall standards are now close to the national average by the end of both key stages. In the 1999 Key Stage 1 National Curriculum tests pupils' attainment in reading was in line with the national average and in writing it was below the national average. In the 1999 Key Stage 2 National Curriculum tests the overall performance of pupils was below the national average. The school has identified standards in writing, in particular, as needing to be improved. It has adopted the National Literacy Strategy in a very positive way for the last two years in order to improve attainments in reading and writing and standards are now beginning to improve as a result. Many pupils are now beginning to make good progress in their learning through both key stages. This is exemplified by the significant rise in standards in Years 3 and 4.
81. Pupils in both key stages show sound listening skills. They usually listen to one another and to their teachers carefully, sometimes intently, and respond appropriately to the instructions they are given. The good behaviour of many pupils makes an important contribution in this regard. In Key Stage 1, some Year 2 pupils sometimes display a good vocabulary and can suggest specific descriptions of writing style such as *ellipsis* and *sarcastic*. Pupils in Key Stage 1 respond well to the encouragement of their teachers in their speaking and listening. They are confident and happy in drama lessons.

82. In Key Stage 2 most pupils extend their vocabulary further. They pronounce words like *Tipperary* and *fascinated*, for instance, and they recognise key words quickly. Pupils adapt their speech to suit formal and informal occasions. For example, pupils sharing poetry in literacy sessions with their peers, show sound standards of presentation by reading clearly and expressively. Teachers provide pupils with some good opportunities to improve their standards in speaking and listening through drama sessions held during the school day as well as after school.
83. Standards in reading are satisfactory in both key stages. Most pupils, including those with less ability, enjoy reading books. Many read carefully, and more able pupils read with good emphasis and awareness of punctuation. Many pupils know the works of different authors and can name three or four. The standard of reading in some classes, such as in Year 2, has dramatically improved over the last year. Here, a majority of pupils, including those with special educational needs, have improved their reading ages by more than a year in nine calendar months.
84. The most enthusiastic pupils in Year 6 are keen readers, they discuss and compare texts and authors, and describe plot and characters with understanding. Pupils with less ability in reading use appropriate strategies such as contextual or picture clues. They have a sound awareness of phonics and read by breaking down words into syllables.
85. Most pupils have satisfactory reference skills. They use simple indexes to locate and use information for their topic work. Older pupils use skimming and scanning techniques to find information in non-fiction books. They talk with understanding about the features of reference books such as glossaries, contents' pages and indices, and explain their purpose.
86. A majority of pupils understand how to use a dictionary to seek out the meaning of words and help with their spelling. They learn new spellings often and teachers test and record their progress regularly. A significant minority, though, is slow in finding words in a dictionary and needs much help. Less able pupils have a limited understanding of the classification of books in libraries or of how to search for particular books.
87. Standards of presentation are unsatisfactory. Throughout the school pupils improve upon their standards in handwriting to perfect a neat, regular, style of cursive writing in their handwriting books. Often, though, these same pupils then write untidily and irregularly in their literacy folders. By the end of Key Stage 1, for example, few pupils join their letters and in this standards are below average.
88. Standards in writing are adequate by the end of Key Stage 2. A minority of pupils write stories, and poems, which show individuality and demonstrate their ability to handle the conventions of writing effectively. These pupils, for example, write in complete sentences, use capital letters and full stops. Higher attaining pupils use inverted commas to denote speech effectively in their writing and set out their writing in paragraphs. Although some pupils use personal writing to savour events and feelings and share them with their readers, the overall standards are not as high as they might be.
89. Older pupils attain good standards in poetry writing. This work shows what is possible in a developing literary style with an imaginative vocabulary and good use of figurative language. They learn how to employ metaphors to heighten and colour language, and later they use alliteration effectively. Standards in literacy are average, overall, in other subjects. Where, occasionally, they are above average, an emerging literacy and growing maturity is evident, for example in poetry on Henry VIII.

90. Most pupils are able to draft and redraft their writing. They are taught the importance of using adjectives and adverbs to give their writing interest and vitality. Pupils in Year 6 develop their ability to think critically, in challenging work, which contrasts the styles of redtop and broadsheet newspapers. Some pupils have written good critiques of poetry such as *If*, *The Ancient Mariner* and *Dulce Et Decorum Est*, and pupils write their *Haiku* poems and stories well.
91. In withdrawal groups, pupils with special educational needs concentrate on improving their use of English in order to help them to understand other subjects better. The school's provision for such pupils is effective in enabling them to improve their standards.
92. The quality of teaching is good in both key stages. Teachers encourage pupils to evaluate their written and spoken work and that of their peers through, for example, paired discussions and group reading. Teachers use fine writing from a good range of authors and playwrights to inspire their pupils. The teaching of literacy is good throughout the school and the pupils' literacy folders are active, working documents. Teachers ensure that pupils evaluate the achievements made in lessons by holding useful plenary sessions at the end.
93. Teachers do not always help pupils to extend their vocabulary enough with effective use of subject specific language across the curriculum. When, rarely, teaching is less effective, it is because the poor behaviour of a few pupils is allowed to impede the learning of many. In some classes teachers use worksheets too often as a means of matching tasks to the prior attainments of individuals.
94. In Year 2 and Year 6, teachers' assessment of pupils' work for the national tests is accurate when compared to the pupils' test results. Teachers use a very good range of methods to assess pupils' progress including reading tests, class record sheets, analysis of national test results, optional national tests throughout Key Stage 2, spelling tests and records of achievement. Throughout the school, teachers' marking is helpful. Pupils are able to improve the standard of their written work because teachers identify weaknesses sensitively and set detailed, individual targets for improvement.
95. Pupils' attitudes to learning are keen and eager. Their behaviour in lessons is often good, and this plays a very important part in creating a positive ethos for learning. They write that they *co-operate with other people by sharing ideas and playing with them in the playground*.
96. The subject is led efficiently by two able co-ordinators, who plan, monitor, evaluate and guide the work of the school well. They have set up a good system of monitoring in which exemplar lessons are taught in every year group as well as those observed by teachers from other schools. The links between the school and the authority to develop the teaching of literacy have been fruitful. The long and short term planning for English is detailed, relevant and easy to use. It is one of the key factors underpinning the effectiveness of literacy teaching. Another important factor is the consistency with which teachers write up carefully considered evaluations of each lesson they teach.
97. Classroom assistants provide effective support in classes throughout the school. The headteacher and his deputies also become involved in helping class teachers, for example by helping groups and individuals in literacy sessions and by creating a third teaching group within year groups.
98. Arrangements to improve pupils' research skills or to enhance independent learning through using computers in English or through regular use of the Internet are very limited because the school is not yet connected or networked.

MATHEMATICS

99. Standards in mathematics are in line with the national average at both key stages and the school has maintained the standards reported in the last inspection.
100. Since the last inspection, the school has implemented the National Numeracy Strategy. This has been successful and is having a positive impact on the quality of planning and teaching in the subject. As a result of this improvement in provision, pupils in both key stages make good progress, particularly in the use and application of mathematics, in relation to their prior attainment. Pupils with special educational needs and those for whom English is an additional language also make good progress in the majority of lessons. On a small number of occasions, pupils with behaviour and emotional difficulties in Key Stage 1 do not receive appropriate support and their progress could be better.
101. By the end of Key Stage 1, about four-fifths of pupils recognise simple fractions such as halves and quarters. They have sound mental calculation skills for their age and use these competently to add and subtract numbers up to 20 or beyond. They are developing a clear understanding of place value and of the concept of odd and even numbers. A significant minority of higher attaining pupils offer clear explanations for their answers. A Year 2 pupil, for example, reasoned that 73 would not divide exactly into 4 because 73 is an odd number and 4 is even. By the end of Key Stage 2, the vast majority of pupils use calculators efficiently and about a quarter use the memory key accurately to solve more complex problems. Most have a sound knowledge of the relationship between fractions and explain clearly, for instance, that two thirds is the equivalent of four sixths. When multiplying or dividing two- and three-digit numbers, including decimals, they estimate answers by rounding up or down before applying formal methods of calculation. In lessons, about a third of pupils apply their knowledge of number well and explain their reasoning clearly, reflecting above average attainment.
102. Pupils respond well in lessons and generally work at good pace. Behaviour is generally good; pupils remain on task and show good concentration. They are keen to contribute to discussions and settle quickly to their work. Their attitude to numeracy lessons is sometimes very good and the response was excellent in one Year 6 lesson. A small minority lose concentration when lessons are slow or become uncooperative if not closely supervised.
103. The teaching of mathematics is good overall in both key stages and there was no unsatisfactory teaching. It is good or better in three-quarters of lessons and very good in almost a third. A strength of the teaching throughout the school is the consistent application of the National Numeracy Strategy. Teachers have worked hard to gain familiarity with its components and requirements. The mental arithmetic component is taught effectively over the school with examples of well-paced and balanced lessons seen in each key stage. Teachers have high expectations of pupils' mental and written work. They insist that pupils explain how they arrive at their answers and on the use of mathematical vocabulary. To this extent, the subject makes a good contribution to the development of speaking and listening skills. It also increases pupils' own awareness of their learning and is a major factor in the good progress achieved throughout the school.
104. Medium and short-term planning is very good. It ensures that teachers plan work for pupils of all abilities and includes clear strategies for assessing their success in reaching or exceeding attainment targets. Individual lessons are well organised and sharply focused. In a Year 1 sampler lesson, the teacher had high expectations of behaviour supported by very good strategies for enabling the class to sequence numbers correctly. As a result, pupils concentrated hard for the whole lesson and achieved good results.

105. Relationships are good and in a Year 6 lesson seen they were excellent. Pupils had a mature attitude to their work on calculators and were intent only on producing their best efforts for their teacher, for whom they had great respect. This led to high levels of co-operation and work rate and very good progress by the end of the lesson. Teaching is occasionally less effective when introductory sessions or sometimes entire lessons go on for too long. This results in restlessness or loss of concentration and ultimately slower progress. All teachers mark work conscientiously and know individual pupils' strengths and weaknesses well.
106. The subject is very well led by two enthusiastic co-ordinators. They have ensured that the National Numeracy Strategy is firmly established and is beginning to have a strong impact on standards. There are a number of strategies in place for assessing and evaluating progress and the school is in a strong position to raise standards further.

SCIENCE

107. On the basis of the inspection findings, attainment in science is above average at the end of both key stages. The very good leadership of the science co-ordinators has maintained the high standards seen at the last inspection. They have ensured that new teachers have a clear understanding of what is to be taught in the year. They have improved the provision for investigative science by providing very good guidelines for lessons and providing exemplar lessons. They monitor the achievements of pupils in science very well throughout the school by collecting and moderating samples of work from pupils of differing abilities and ages groups at the end of each year. These assessments have led to changes in the long-term plans to ensure all areas of science are taught in the year, and that gaps in learning are remedied by the time pupils reach Year 6. This new matrix for planning is improving standards year by year. Consequently, the majority of pupils make good progress in their investigative skills, and pupils' scientific knowledge is now broad and secure by the time they leave the school.
108. The teaching of science is now good, and much improved since the last inspection when teaching was found to be sound. All lessons seen were either good or better, whereas at the last inspection only half were good. A significant strength of the teaching is the high expectations teachers have for pupils to make progress in their investigative work. This is challenging the higher attaining pupils throughout the school. Higher attaining pupils by the end of Key Stage 1 make good suggestions of what they want to investigate about woodlice, which are followed up by the teacher well, and lead to investigations into whether woodlice like dark and damp places to live, for example. All pupils make predictions and carry out these investigations carefully with support from their more able peers and the teachers. Lower attaining pupils observe what happens well and record their observations carefully through their drawings. Higher attaining pupils record using labelled diagrams.
109. Teachers have good subject knowledge and this is shown in the way they question pupils in order to move them on in their reasoning about scientific investigations. By the end of Year 4 almost three-quarters of pupils understand how to make a fair friction test, and explain that objects move faster on a smoother surface because there is less friction, for example.
110. Teachers give good opportunities for pupils to use their literacy and numeracy skills in science. Pupils use reference books to research the meanings of *sedimentary*, *igneous* and *metamorphic* when studying the permeability of rocks in Year 5, for example. There is a strong emphasis on recording work in graphic form as pupils move through the school that gives pupils the opportunity to build on and use their data handling skills. Teachers give good explanations and support them with enlarged examples of different

methods of recording in Year 6. As a result, pupils come to clearer understanding of the disadvantages and advantages of each format shown. Most are able to choose from pie charts, bar graphs, scatter graphs, pictograms and line graphs, and use them to record their individual investigations on the growth of daisies in the local environment. A few pupils choose to use information technology to display their results systematically and clearly. However, not all teachers are confident in this area and some work in the sample showed misconceptions by the teachers on what type of graphic format to use to record and display information correctly.

111. The behaviour of pupils is generally well managed in science through setting work to meet individual needs and enthusiastic teaching. Parents at the meeting said their children enjoyed science lessons, and this was found to be so during the inspection. Parents support the learning and behaviour of pupils in Year 1 well by supervising group investigations in lessons. The majority of pupils are keen and interested in the work provided and try hard in lessons. However, there were examples where teachers found it difficult to ensure all boys with special educational needs listened to their explanations and instructions, and these pupils did not always work to their full potential, particularly when it came to recording work.

ART

112. Pupils' work is above that expected for their age in both key stages. They make good progress in their learning, including most pupils with special educational needs and pupils who are learning English as an additional language. Evidence was gained from the lessons seen, discussions with teachers, pupils' work in sketchbooks, on display and in photographs. Observational skills, drawing, and three-dimensional work are taught well. This has a positive effect on pupils' learning.
113. The quality of teaching in the lessons seen was satisfactory. In one lesson it was very good and in one lesson it was good. A good feature in all the lessons is the use of good quality resources, for instance for observational drawing, or the work of famous artists. This gains pupils' interest and motivates them to learn. In a very good Year 6 lesson this was combined with effective teaching of light and shade and this led to pupils producing good quality drawings. Pupils were enthused and drew with great care to produce realistic pictures, which were of a good standard. Discussion with these pupils show that they have a good knowledge of famous artists and the techniques they used, such as Monet and Van Gogh. Year 5 pupils produce detailed sketches of a bicycle and effective pictures in the style of Monet. Teachers are enthusiastic about the subject and this is conveyed to pupils who show enjoyment, interest and pride in their work.
114. Key Stage 1 pupils produce attractive African patterns in pastels and crayon. Art is linked well to work in other subjects. For example, Year 2 pupils looked closely at the work of the Spanish architect Antoni Gaudi and used a variety of materials to produce detailed patterns on their clay models. This was linked to their work in geography. Year 4 pupils used a variety of fabrics in their collage pictures, linked to their work on the Tudors in history.
115. In most of the lessons seen teachers manage pupils' behaviour well. This is underpinned by the good relationships between teachers and pupils and amongst pupils, and by clearly established classroom rules and routines. However, in a Year 4 lesson the pace of the work and pupils' learning was slowed down because the teacher had to deal with the unsatisfactory behaviour of a significant minority of pupils, including some pupils with special educational needs.

116. Work on display shows that pupils are given an interesting range of experiences, including three-dimensional work such as sculpture. Some Key Stage 1 pupils benefit from attending the art club. The curriculum is enriched by visits, such as the Year 6 visit to an art gallery, and visitors, such as the visitor to Year 2 who worked with the pupils on patterns in African art. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, for instance through the work on famous artists and the opportunities provided for pupils to work together in pairs and groups. Numeracy and literacy are used well, for instance through work on pattern and shape, and through pupils writing about their pictures. Although, they occasionally word process their writing and use a drawing program, the number of computers and software programs are not sufficient to support pupils' work in art.
117. Leadership and management of the subject are very good. The co-ordinator monitors teaching and learning well and provides effective support and guidance to staff. This has a positive effect on teaching and pupils' learning. Standards were judged to be very good in the last inspection and they are now good. However, since then the school has effectively implemented the National Literacy and Numeracy Strategies and there is less curriculum time available for art.

DESIGN AND TECHNOLOGY

118. Pupils' attainment by the end of both key stages is above national expectations. Pupils, including those with special educational needs, make good progress. The high standards of the last inspection have been maintained.
119. At Key Stage 1, pupils order their work, choose tools and materials with purpose and use simple finishing techniques to improve products as demonstrated when making glove puppets which they had designed and made. Pupils measure, mark out and cut fabric, card and paper using scissors, with increasing accuracy. They sew accurately and correctly using binca. Their work on "folding books" is of a good standard. When pupils design they use both pictures and labels to show what they are going to make. Good links with information technology are evident in their design work for "Joseph's coat".
120. At Key Stage 2, Year 3 pupils before designing and making their own sandwiches, demonstrated the value of disassembling a product in order to evaluate its suitability. Pupils evaluate and record their findings effectively. Pupils explain and talk about with confidence what they have done. Year 3 "pop-up books" are made to a high standard. Their planning, designing and evaluation process is completed to a good standard. In Year 4 work on designing a product to use a light with a purpose, pupils produced designs to a high standard. The completed products are also of a good standard. The good progress made by pupils with special educational needs is exemplified by the fishing rod with a torch attachment. This is an ingenious idea that was made to a good standard. Textile technology work is completed to a high standard. Year 5 designs for money containers are good quality. Pupils demonstrate good sewing skills when making the purses and wallets. Their written evaluations provide an effective link with literacy. In Year 6, their slippers are made to a high standard and the planning for a fairground ride is again of a good standard.
121. Pupils work hard in design and technology lessons with obvious enjoyment and enthusiasm for the subject. They handle tools and share materials and equipment sensibly. Their behaviour in lessons is good. Pupils work well together both co-operatively and collaboratively.
122. No lessons were observed at Key Stage 1. The quality of teaching at Key Stage 2 is good. Lessons are well planned and organised and appropriately resourced. Teachers

intervene in pupils' learning to provide guidance and to ensure pupils keep working. Pupils' previous learning is used effectively to develop their skills and understanding. Teachers demonstrate secure subject knowledge so they answer pupils' questions accurately and provide expertise to extend pupils' learning. The subject is well led by the co-ordinator who ensures design and technology continues to have a high profile within the school.

GEOGRAPHY

123. By the end of both key stages pupils attain standards expected for their age. Pupils, including those with special educational needs, make good progress in relation to their prior attainment.
124. At Key Stage 1, pupils study their own locality. They look at maps of the British Isles and Europe. Many label the main geographical features. They study a contrasting locality when completing work about Blackpool. Their work about Spain is of good quality. Their learning about Spain is enhanced by the use of a wide range of resources.
125. At Key Stage 2, pupils make good use of fieldwork in their study of the locality. They record their findings of the shop-use study by using information technology. Pupils in Year 3 use maps and atlases correctly. They have a good understanding of settlements. They draw a local map and complete their own key to the map. The higher attainers design their own symbols. The lower attainers understand what a symbol is and they make good progress with this aspect of the work. This is because the work set by the teacher meets the varying needs of pupils. Year 4 pupils produce good work on the contrasting locality of St. Lucia. They make good comparisons between Lostock Hall and St. Lucia. Year 5's geography work is of a consistently good standard. Teachers use effectively pupils' previous learning to develop understanding of topics. Work is presented imaginatively and is appropriately challenging. This resulted in good quality work about Chembakoli. Their work, as part of an environmental theme, on litter is of particularly good quality. Their analysis of a traffic survey demonstrated pupils' ability to explain trends with clear and reasoned opinions. Year 6 pupils identify features of Britain that are human, for example football teams and theme parks, and physical, such as weather and mountains. They interpret maps and symbols to answer geographical questions on population, climate and industry. The good quality work comes from the high expectations of what teachers want pupils to know and understand.
126. Pupils enjoy geography lessons. They show a willingness to answer questions and demonstrate their level of learning. They take pride in having their work praised and displayed within the classroom or general areas of the school. They listen carefully and show respect for the views and opinions of others.
127. Geography teaching is good. Teachers have good subject knowledge, are enthusiastic, plan lessons well and keep a brisk pace going. They involve pupils effectively through questions and discussions and expand well on points that arise. Teachers make particularly good use of resources to interest pupils in a topic. They have high expectations of what they want pupils to know and understand. The subject is led well by a co-ordinator who has a firm grasp of standards in the subject and a clear idea of how to raise standards further.

HISTORY

128. Judgements are made on the basis of sampling pupils' work, talking to the co-ordinator and observation of one lesson. History skills, knowledge and understanding are in line with those expected at both key stages, and pupils of all abilities are achieving

satisfactorily in relation to their prior attainment. Achievements are not as high as they were at the last inspection because less time is now spent on the subject since the implementation of the literacy and numeracy hours. However, the co-ordinator provides good guidance to teachers about what they should teach, and how they can combine their work with geography, numeracy, information technology and literacy teaching, to make the best use of the time allocated. She monitors the achievements of pupils in history very well throughout the school by collecting and moderating samples of work from pupils of differing abilities and age groups at the end of each year. Exemplar lessons taken by the co-ordinator have helped to build up teachers' skills and knowledge of the subject.

129. Teaching is good overall. A strength of the teaching is in the way resources are used to make lessons interesting and exciting. This encourages pupils to use a range of sources to find out about people and events in the past and to compare them with other periods of time. Good quality photographs, books and artefacts, some of which are borrowed from library loan services, information technology software and visits to museums are used well as sources of information for pupils. This enables pupils in Year 3 to talk about what they know about the Roman period and to formulate questions about what they would like to find out. Pupils look carefully at miniature oil lamps and water carriers, and photographs of buildings, soldiers, jewellery and scent bottles, and come to an understanding that there are some similarities and differences in people's lives then and now. The use of these resources encourages interest and enthusiasm for the subject; behaviour was therefore very good in the lesson seen and all pupils and the teacher worked together in harmony.
130. Teachers are knowledgeable about history and about the levels expected of pupils of different ages and abilities in the National Curriculum. They use lessons well to assess what pupils know before beginning topics and use this information when planning future work. They are careful to ensure all pupils work at their full potential in the time allocated for the subject. History is particularly well taught to pupils with special educational needs. Good attention is given to their literacy levels, and teachers ensure pupils can show what they know in the subject by providing different methods of recording their work. Careful discussion with them about any new technical vocabulary ensures they understand. This moves pupils on, improves their attitudes to the subject and raises their self-esteem. As a result, pupils with special educational needs in Year 2 sort out pictures depicting Roman times and present day into different sets with enthusiasm, and talk about the similarities and differences between them with confidence. Teachers challenge the higher attaining pupils so that within the time allocated they can achieve their full potential in the subject, and build on their ability to answer questions and write reports about what they know. All pupils have a good awareness of what they have learnt in lessons. Higher attaining pupils talk and write confidently about Romans being alive at the time of Jesus, that they came from Italy to England and built roads here.
131. Information technology resources, where they are available, are being used well to bring the subject alive, to develop spiritual, moral, social and cultural understanding, and to practise and learn basic skills. For example, teachers in Year 5 encouraged pupils to use their information technology and data handling skills to present information clearly using pie charts and bar graphs, and reflect on what the information tells them. Consequently pupils use their skills to show the rise in the number of women going out to work between 1921 and 1981, work out the percentage of women working in 1921 and 1981 and compare the results. After reflection they reason that women wanted more money and independence after the Second World War. However, there are less opportunities given for reflection and reasoning than other elements of history. The co-ordinator has recognised this during her monitoring and has planned to encourage teachers to show how they will question pupils to extend reasoning skills in their planning. Opportunities for

independent research are encouraged, as pupils get older, with pupils in Year 5 using a range of resources and combining information to produce an extended piece about the structure of the Egyptian civilisation, for example.

132. There are few opportunities in evidence for pupils to think and write creatively in history, with very few examples of empathetic writing, for example. The best opportunities being noted in Year 6 where pupils were given the opportunity to write diaries and letters about their imagined time as an evacuee and life in the Blitz. There are good opportunities for writing reports and leaflets about the different periods of time and for role-play during Roman and Victorian Days held at the school.

INFORMATION TECHNOLOGY

133. Attainment is below national expectations by the end of both key stages. Pupils in both key stages are provided with some opportunities to use a computer in their work and they use these eagerly, often supported by the teacher or assistants. These opportunities, though, have been insufficient and their rates of learning are unsatisfactory.
134. In Key Stage 1, pupils use the computer mouse to move the pointer on the screen and to click on various icons. They experiment with the space bar and the keyboard but lack fluency with these peripherals. They have completed some sound work using a simplified word-processing program and in generating computer graphics. Pupils have begun to understand the sequencing of instructions.
135. Pupils have experienced some use of information technology throughout the school in varying degrees, depending on the quality of the computer in their classroom, how recently it has been installed and how often they have been able to use it.
136. In Key Stage 2, pupils reproduce their work using a word-processing or a desktop publishing program, but do not show fluency with either. Some useful work has been done using sensors. Many pupils do not use spreadsheets often to model or record data or to simulate events. They do not have a good understanding of how to build a database or how to search it for information using agreed criteria.
137. Pupils identified as having special educational needs make slow progress relative to their abilities through both key stages. Teachers demonstrate how pupils can use encyclopaedia databases held on CD-ROM to search for information about the human body. The pupils do not then have access to enough computers to practise their skills and consolidate their learning.
138. Pupils' attitudes to learning and their behaviour are good in both key stages. They listen attentively to instructions, concentrate well, react with enthusiasm and handle resources with care.
139. The overall quality of teaching in both key stages is good with aspects of very good teaching in Key Stage 2. A minority of teachers have studied or are studying for postgraduate qualifications in information technology. The school has plans to increase in-service education and training for all teachers next year after the stocks of hardware have been improved. Despite the good teaching, standards are below national expectations because many pupils do not have regular access to up-to-date computers.
140. The information technology policy and scheme of work provide a focus upon the development of skills and the growth of the subject. The scheme of work, modelled on the nationally recommended scheme, is satisfactory in underpinning a broad curriculum.

141. The procedures for assessment are unsatisfactory. Although teachers evaluate what their pupils have learned in information technology, the records kept of these vary in detail from class to class. The information technology co-ordinator keeps a portfolio of pupils' work, which indicates to some extent how much or how little progress classes have made and what they have been taught. This portfolio is a helpful idea but is not yet substantial enough to inform teaching. Pupils do not yet have the opportunity to evaluate formally their own progress, although they maintain a record of their work on disk.
142. The co-ordinator for information technology leads the subject well. She positively affects standards. However, hardware resources are unsatisfactory in that often 35 pupils will have only one computer for their use. In some areas, such as reception, children have to use computers that are very old and long past the end of their useful working life. Software resources are adequate, except that research or e-mail work is impossible because the school has no access to the Internet. The school has made a number of unsuccessful bids for information technology funding but now hopes to improve resources in the near future. Computers with CD-ROM facilities are occasionally used by pupils to good effect but are not sufficiently accessible for individual research.

MUSIC

143. During the inspection it was possible to observe only one lesson in Key Stage 2. Further evidence was gained from discussion with the co-ordinator and observations of assemblies and part of a lesson in Key Stage 1. This evidence shows that in both key stages pupils are achieving in line with expectations for their age. In the one lesson seen pupils' learning was good, including those pupils with special educational needs. There were no pupils who were learning English as an additional language. Across the school the standard of singing is satisfactory. There are no extra-curricular activities.
144. Year 2 pupils select suitable percussion instruments to accompany a song and play them with satisfactory control and a developing awareness of tempo and rhythm. Pupils continue to extend their skills soundly in Key Stage 2. In a Year 3 lesson the teacher's good monitoring, support and organisation of the group work promoted pupils' good progress in composing a simple accompaniment to a poem. Pupils worked very well together in groups, for instance they decided who was to play an instrument and discussed their compositions amicably. They practised and improved their performance.
145. In the one lesson seen teaching was good. The resources were well chosen to gain pupils' interest, promote concentration and motivate them to learn. For example, the pupils enjoyed listening to the tape of *Macavity* from the musical *Cats*; they listened attentively and identified some of the instruments being played, such as piano and cymbal. The good pace of the lesson was maintained through the variety of activities provided, for example listening to taped music, reading a poem from the overhead projector and group work. The teacher had high expectations of pupils' behaviour, for instance she expected them to follow explanations and instructions carefully and to work co-operatively in the group work; they responded well and worked with interest and enthusiasm. These factors led to pupils making good progress in listening to the performance of others and in using percussion instruments to create their own musical compositions. At this key stage, the school does not have a sufficient quantity and range of instruments for all pupils to have an instrument when the whole class is composing. Pupils have to take turns to use an instrument. In this lesson the lack of resources initially affected the motivation of the few pupils who did not have an instrument and were expected to use body parts, such as tapping their hands.
146. The teacher and support assistant supported pupils with special educational needs effectively in the group work and this enabled these pupils to succeed in their work.

There were no pupils with English as an additional language in this lesson. Literacy and numeracy are promoted well, for instance through following the words of a poem on the overhead projector and through work on rhythm and beat. Across the school information technology is not used to support pupils' learning sufficiently.

147. Leadership and management of the subject are effective. This is achieved through the good support and advice to staff, and good monitoring of teaching and learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for instance through the range of music used in lessons and assemblies and the opportunities for pupils to work together in group work. The last inspection identified the need for a greater emphasis on pupils using musical instruments and satisfactory progress has been made in this area.

PHYSICAL EDUCATION

148. The school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. All pupils have opportunities for swimming lessons and by the time they leave the school the majority are competent swimmers.
149. Standards are in line with the national expectation by the end of Key Stage 1. In Key Stage 2, it was not possible to see lessons involving Year 6 classes due to the organisation of the timetable during the inspection week. However, observation of a country dance demonstration by a Year 6 class and of Years 5 and 6 pupils during after-school clubs suggests that they achieve standards expected for pupils of their age by the end of Key Stage 2. The school has maintained the standards reported in the last inspection.
150. By the end of Key Stage 1, pupils demonstrate adequate skill with a racquet, holding it correctly and using it to control or direct a ball. In dance lessons, they use a limited amount of space safely and imaginatively to perform a sequence of movements in response to music. A significant minority incorporate dramatic expression into their performance, for example when interpreting the flow of water. The majority match their movement and gestures closely to the rhythm of the music. A small minority are more inhibited and run out of ideas more quickly than others.
151. In Key Stage 2, pupils in Year 3 develop their ability to throw, catch and strike a ball and begin to apply these skills in team games such as rounders and cricket. The majority recognise the need for rules, play small-sided games without the need for adult supervision and are developing a sense of fair play. Older pupils are given opportunities to learn traditional dances and perform these with confidence. They develop a sense of teamwork through competitive sports and residential trips to Eden Valley and Hothersall Lodge for adventure activities.
152. Three physical education lessons were seen, two of which were satisfactory and one which was good. Teachers set a good example by dressing correctly for lessons and this has a positive impact on pupils' attitudes. They begin lessons with an appropriate warm-up session and take opportunities to remind pupils of the benefits of physical exercise. Scrutiny of teachers' planning indicates that in gymnastics lessons, pupils are given activities which are based on their previous performance and this helps to build their self-confidence. They are also given responsibility from an early age for setting out and storing equipment. There is a good scheme in place, which enables teachers to plan a wide range of imaginative and interesting activities. The co-ordinator has carried out exemplar lessons which ensure that colleagues have a consistent approach to teaching

the subject. Teachers use praise effectively, are quick to recognise good performers and use these to set high standards for others to follow. Teaching is less effective where groups of pupils are too far away from the teacher to be closely monitored. This restricts the standards which can be achieved and occasionally leads to a relaxation in concentration and effort. However, the interesting activities which teachers provide during lessons and in after-school clubs produce a positive response. The vast majority of pupils behave well and have a good attitude to all aspects of physical education.

RELIGIOUS EDUCATION

153. The previous report found that pupils' attainment was satisfactory at both key stages. The finding of the present inspection is that attainment is satisfactory with some good features. These include a good knowledge of Christianity by pupils and meaningful comparison of similar aspects of different religious traditions. Other positive features are the good incorporation of all pupils into discussions on contemporary issues such as Karma and the effects of one's behaviour on other people. In lessons observed during the inspection pupils' attainment was in line with recommendations of the locally agreed syllabus.
154. At Key Stage 1 pupils' work shows a range of knowledge and activities, including the Last Supper and the Resurrection. Their studies of other religions are of good quality, for example the story of Ganesha and Siddhatha and the swan. Teachers link effectively pupils' work to everyday situations. Good use is made of the story "The lion and the jackal" to the important concept of saying sorry.
155. At Key Stage 2 in Year 3 a good link with literacy is made in the extended writing of the Christmas story. This reflected high expectations of what the teachers wanted pupils to do. In Year 4 pupils completed good quality work on the theme "Leading lights". Teachers use the theme well to develop the importance of having good role models. Pupils retell the story of "Krishna and the Serpent King" with good understanding of how good triumphs over evil. In Year 5's work on the Torah and the Five Books of Moses, pupils show a good understanding of another religion and its beliefs. In Year 6 work there is an appropriate emphasis on reflection. This is illustrated effectively in their work entitled "My story so far".
156. Pupils enjoy religious education lessons. They are genuinely interested in learning about others' beliefs and practices. They listen carefully to the teacher and each other and show respect for ideas and beliefs which are not their own. They are eager to enter into discussion and put forward their own opinions. Attitudes and behaviour are generally good.
157. The quality of teaching is good. Skilled questioning draws thoughtful and knowledgeable answers from pupils. For example, during a visit to a local church, Year 1 pupils answered questions about the use of the font. There is good use of text to sustain pupils' interest, for example to identify why the disciples trusted Jesus. Teachers' knowledge is secure and lessons have a good balance of information and activities. Learning objectives are clear and shared with the pupils. Teachers' planning is good. They receive good support from the subject co-ordinator who leads the development of the subject well. There is full coverage of the topics in the locally agreed syllabus. The pupils' learning is greatly enhanced by visits to local places of worship of various religions.