

INSPECTION REPORT

MOSSGATE PRIMARY SCHOOL

Heysham

LEA area: Lancashire

Unique reference number:130262

Headteacher: Ms. A.C. Lawler

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 8th – 11th January 2001

Inspection number: 193678

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Kingsway Heysham Morecambe
Postcode:	LA3 2EE
Telephone number:	01524 850736
Fax number:	01524 850737
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Gauld
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23101	Mr B Tyrer	Registered inspector	Mathematics Art and Design Music Equal opportunities	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further? Pupils' attitudes values & personal development How well is the school led and managed?
19366	Mr W Walker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29263	Mrs F Clarke	Team inspector	Science Information & communication technology Design and technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
19709	Mrs J Fisher	Team inspector	English Geography History Religious Education Foundation Stage	How well are pupils taught?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Cheshire
SK8 1BB

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The Registrar
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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 198 pupils on roll of whom 97 are girls and 101 are boys. The school is smaller than other primary schools. The school has an almost totally white population. Thirty five per cent of pupils are eligible for free school meals and this is higher than the national average. The proportion of pupils on the school's register of special educational needs is well above the national average at 41 per cent and the proportion of pupils having statements of special educational needs is above the national average. The attainment of pupils on entry to the reception year is below what might be expected nationally.

HOW GOOD THE SCHOOL IS

This is a school with a good level of effectiveness because standards at the end of Key Stage 1 have improved consistently. The quality of education is good and teaching and learning are very good and have improved since the last inspection. The leadership and management of the school are very good and this has helped the school to address the key issues of the last inspection in a methodical and successful way. Taking standards, pupil costs and the quality of education that the school provides into consideration it is judged that the school is providing good value for money.

What the school does well

- Teaching and learning are very good.
- The leadership and management of the school are very good.
- The attitudes and behaviour of pupils are very good.
- Links with parents cause them to have excellent views of the school.
- The care the school takes of its pupils is very good.

What could be improved

- Standards in attainment in English, mathematics and science for pupils aged 11.
- Attendance.
- Pupils' library skills.
- Resources for children's physical development in the Foundation Stage.
- The budget surplus should be reduced.

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 1997 and since that time has made good improvement. The quality of teaching has improved particularly so in the foundation stage. Those good aspects noted in the previous report have been sustained and the leadership and management of the school are now very good. The key issues from the previous inspection have been successfully addressed. The curriculum has been improved as have learning resources with the exception of large outdoor equipment for the foundation stage. The quality of teaching is now very good. Schemes of work are now firmly in place for all subjects and the requirement to teach the National Curriculum and religious education is now being met. The school now has very good systems for assessing and recording attainment for setting future targets. The school has been successful in raising standards in information technology, art, geography, and science at Key Stage 1 and in design and technology at Key Stage 2.

STANDARDS

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

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

Standards at the end of Key Stage 2 in national tests in 2000 are very low in mathematics and science and well below average in English. Inspection shows an improvement so that English is below average and mathematics and science are well below. Inspection shows that attainment at the end of Key Stage 1 is now in line with national averages and that there has been an improving trend that is better than the national trend in reading writing and mathematics. The trend at Key Stage 2 is broadly in line with the national trend. Targets which are realistically based on good data and which are attainable have been set. Very good teaching and learning is reported during the inspection yet the progress made by pupils is not reflected in better levels of attainment. This is because the school has a very high turnover in pupil numbers and a very high proportion of pupils with special educational needs. Attendance is below average and there is a high proportion of pupils who are eligible for free school meals. The school does not compare favourably with schools judged to be similar on a free school meals basis because no account is taken of the other factors that have been outlined.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good- pupils enjoy coming to school.
Behaviour, in and out of classrooms	Very Good – pupils are helpful, cooperative and caring.
Personal development and relationships	Good – pupils are good at taking on responsibility.
Attendance	Unsatisfactory despite very good provision by the school for its improvement.

TEACHING AND LEARNING

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

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

The quality of teaching English and mathematics is very good and because of this, pupils' learning is very good. Teaching was satisfactory in 96 per cent of lessons. It was good in 31 per cent of lessons and very good in a further 40 per cent. Nine per cent of lessons were excellent and four per cent were unsatisfactory. The skills of numeracy and literacy are well taught and the school is making a good job of meeting the differing needs of all its pupils. Pupils are keen to come to school and they behave well at all times. They understand what their teachers want from them and because relationships are very good the pupils are keen to take part in the lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – there has been a marked improvement since the last inspection.
Provision for pupils with special educational needs	Good – the provision is well organised and effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good – the school offers a wide range of opportunities.
How well the school cares for its pupils	The school takes very good care of its pupils.

The partnership with the great majority of parents is very fruitful but there are still some who are responsible for the low attendance rates. Parents have a very high opinion of the school and make good contributions to pupils' learning. The curriculum is good and the school offers a good range of extra-curricular activity as well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – the headteacher has been very effective in providing the school with an excellent ethos.
How well the governors fulfil their responsibilities	Very well – they are able to take a strategic view of the school and make a positive contribution to its development.
The school's evaluation of its performance	Very effective – the school is able to set accurate and attainable targets based on accurate data which remain valid as long as the school roll remains stable.
The strategic use of resources	Generally good but with the need to use the budget surplus.

The accommodation is of a very high standard and it is very well maintained. As a result pupils clearly value it and treat it with the greatest respect. Staffing is adequate in number and resources are generally good with the exception of large outdoor equipment in the foundation stage and also the range of dictionaries available and materials for mapping. The school is able to show that it actively and effectively applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like school.• That their children are making good progress.• That the teaching is good.• That the school expects their children to work hard.• That the school is helping their children to mature.	<ul style="list-style-type: none">• There are no significant points raised by parents in this category.

The response from the parent questionnaire was overwhelmingly supportive of the school. The lowest favourable response to the 12 questions asked through the questionnaire was one in which 92 per cent of respondents expressed satisfaction. The inspection team endorses and agrees with those aspects that parents find pleasing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Children enter the Reception year with levels of attainment in speaking and listening which are broadly average but with skills in other areas of the curriculum that are generally below what might be expected nationally. Many have experienced other provision prior to joining the school. None are currently from homes where English is a second language. These children have made good progress and the majority is on target to achieve the early learning goals in communication language and literacy, knowledge and understanding of the world, creative development and physical development. They are likely to exceed the targets for personal and social development and to fall short of them in mathematics. There has been a marked improvement since the last inspection in the provision for and teaching of children in the foundation stage and as a result inspection shows that they have made good progress.
- 2 The attainment of pupils in national tests in 2000 at the end of Key Stage 1 for pupils aged seven showed that attainment in reading, writing and mathematics was well below the national average and was below the average for similar schools based on the eligibility for free school meals. The attainment of pupils over time since 1996 shows steady gains in all subjects and trends that are rising faster than the national trend. Inspection shows that this trend has continued and there is a marked difference between the results of the last national tests and what was observed during the inspection. Attainment of pupils in reading, writing, mathematics and science is now thought to be in line with national averages.
- 3 The attainment in national tests for pupils age 11 at the end of Key Stage 2 in 2000 shows levels of attainment that were very low in Science and mathematics and well below the average in English. This performance was below that of similar schools in English and was well below in mathematics and science. The trend over time is much more uneven. There is a general upward trend in English and mathematics from a low point in 1997 with a decline in 2000. Figures for science do not show the same pattern other than to indicate a recent high spot in 1999. The trend over time for all three subjects is broadly in line with the national trend. Inspection shows that there is a slight improvement over the figures for 2000 in that attainment in English is now below average and attainment in mathematics and science is well below. The school sets targets for individual pupils and has produced targets for attainment at the end of Key Stage 2. These targets are attainable and realistic but only so with the understanding that they can very quickly become inappropriate because of changing circumstances.
- 4 There are clear discrepancies between standards seen at the end of Key Stage 1 and Key Stage 2. When considering the very good quality teaching and learning seen across the school and the very good attitudes of pupils and the very good levels of management and leadership they need to be explained. The school opened from new five years ago and has expanded ever since. At the time of the last inspection there were 142 pupils on roll. This number has now risen to 196, a rise of over 30 per cent. As numbers have increased individual class sizes have grown so that there is no longer the need to teach pupils in mixed age classes as was the case in 1997. The teaching staff grew with the growing school and there has been substantial staffing change since the last inspection. Only two teachers remain from that time and there is a new headteacher and deputy headteacher. The school continues to have very high numbers of pupils with special educational needs and also caters for children from

Traveller backgrounds. Most importantly the school roll is highly volatile with approximately 15 per cent turnover each year. Year 6 contains no pupils who entered the school when it opened. Attendance rates continue to be unsatisfactory and whilst the school has very good procedures in place to monitor and improve them the only sign of these measures being effective to date is in the reduction of rates of unauthorised absence. There is evidence to suggest that as the school has now almost reached capacity and that it has established itself within the community the roll will stabilise.

- 5 The attainment of Key Stage 1 pupils shows an improvement and is based on increased stability arising from the changes that have been outlined. The process for pupils at Key Stage 2 must inevitably take longer. The incidence of high numbers of pupils with special needs further complicates the expectation of gradual or continuous improvement as the numbers of these pupils in each class varies greatly. The school does not compare favourably with other schools of a similar type because similar schools are designated on a free meal basis only and other factors like high percentages of special needs and high turnover rates are not taken into consideration. It must be remembered that the teaching and learning in this school are very good but that other circumstances are currently preventing that from being reflected in better standards at Key Stage 2.
- 6 At the end of Key Stage 1 many pupils speak in well-formed sentences. They read to the class with confidence and listen well to teachers and their classmates. The higher attainers read with confidence and fluency and introduce expression when reading aloud. Average attainers show that they are able to use their knowledge of phonics to word build and all pupils are able to gather clues from illustrations. They know something about books and can generally explain the role of the author and illustrator. Pupils are benefiting from a systematic literacy plan and average pupils are writing short simple sentences in Year 1. In Year 2 they use basic punctuation to write short stories. Spelling shows an increasing awareness of spelling patterns but on occasion simple words are misspelled. Pupils write well although lower attaining pupils do not show the same consistency as the rest.
- 7 At Key Stage 2 pupils are able to sustain lengthy conversations and give lucid accounts and explanations of their thinking. They are also able to use specialist vocabulary and terms from different areas of the curriculum. Most read with good expression and can identify key elements of character and plot. Whilst the majority of pupils have good attitudes towards reading and change their books regularly they do not have library skills that are sufficiently well developed to enable them to use a library for their own independent needs. Pupils are planning, drafting and editing their work much more successfully than before. There are good opportunities for them to produce pieces of extended writing and they write for many different reasons and purposes. Whilst higher attaining pupils use grammatically complex sentences the average and lower attainers show that their use of punctuation is less secure and effective. Written work is generally well presented.
- 8 The National Literacy Strategy and National Numeracy Strategy have both been effectively introduced and are well used in support of other areas of the curriculum. The introduction of these initiatives has had a good impact on standards and on the quality of teaching and learning.
- 9 Attainment in religious education is in line with expectations of the Locally Agreed Syllabus for pupils at the end of both key stages and attainment in information and communication technology is also in line with national expectations at the end of both key stages.

- 10 Pupils In Year 2 are able to deal with addition and subtraction to a hundred. They solve simple word problems, tell time to the half-hour and have begun to use standards systems of measurement. In science they undertake simple experiments and draw sensible conclusions from their findings. They have knowledge of the parts of plants and the requirements plants have for survival. In religious education they have a satisfactory knowledge and understanding of Christianity and they also know about and respect the feelings and values of those whose faiths are different. In information and communication technology they are able to use word processing skills to edit a document. They can load, save and retrieve data and have experience of using the Internet as a means of exchanging ideas and opinions.
- 11 Pupils at the end of Key Stage 2 are able to simplify fractions and convert them to decimals. They have experience of data handling and can interpret different types of graphs and diagrams. In science they are able to describe effectively how the circulatory system works. They are able to organise their own work and provide data recording sheets to meet the needs of their experiments. In religious education they have a much broader and more in depth understanding of major world faiths. They translate into action the charitable and caring aspects of many faiths in their relationships with one another and in the way they respond to the needs of others whether it be locally nationally or internationally. In information and communication technology they are able to demonstrate skills in use of control mechanisms through the planning and sequencing of a set of traffic lights through a computer. They are able to look critically at the school's website and the websites of others.
- 12 The attainment of pupils at Key Stage 1 is in line with expectations in all other foundation subjects as it is for pupils at the end of Key Stage 2 with the exception of art, music and geography which are below expectations.
- 13 There was no evidence of significant differences in the learning that takes place between girls and boys. Pupils of differing levels of attainment progress as well as each other and pupils with special educational needs make good progress against the targets set for them in their individual education plans.

Pupils' attitudes, values and personal development

- 14 Pupils are very enthusiastic about school. The parent questionnaire reports that all children like school. Inspection shows that there are many ways in which pupils confirm this to be the case. The school is a welcoming place and teachers provide interesting lessons and out of school activities to supplement the curriculum. Because of this pupils' participation in their own learning is very good. Because care is taken to provide them with a very attractive school environment the pupils show that they value this by treating it with the greatest care. The building is now about five years old and is in pristine condition. There is no evidence of it ever having been abused by pupils. The pupils value their school and treat it with respect.
- 15 The behaviour of pupils is very good. Some pupils are recognised by being on the school's register for special educational needs as having emotional or behavioural difficulties but despite this they try very hard to behave in an appropriate manner. Pupils are able to behave well because the staff, as a whole have the highest expectations of pupils and pupils know and understand why there are these expectations. The school has recorded no incidents of exclusion in the last twelve months and neither are there any incidents of racist behaviour on record. Not a single incident of unsatisfactory behaviour was recorded during the inspection. Pupils were observed in lessons, in the playground, at the beginning and end of the school day, at

lunch and as they moved around the school. Parents confirm that they believe behaviour to be good. Exercise books and all other equipment are treated with care and respect and, as with the fabric of the building itself, show no signs of abuse or vandalism.

- 16 Pupils show that they are willing and able to accept responsibility and act in a mature way. The oldest pupils act as counsellors and provide very valuable service and comfort to younger ones. Other pupils assume responsibilities for operating music systems and overhead projectors at times such as assemblies. They assist in the dining hall and show that they are aware of the presence of others in the way in which they hold doors open or offer to help in situations where help is needed. They are particularly careful and caring with pupils with special needs and this is the case in lessons and at other times. A Year 2 class was seen to take on the responsibility of putting out and replacing equipment for a physical education lesson in a very efficient and impressive way. When asked to work in groups or pairs they do so in a way that reflects their growing maturity.
- 17 Relationships are strong and pupils are sensitive to the needs, values and beliefs of others. They show this in the ways in which they listen carefully when someone is speaking, be it teacher or pupil, and in the way in which they appraise and value the efforts of others. Because of the very positive ethos of the school pupils find themselves appreciating and sustaining a school atmosphere that whilst pleasant and relaxed is also purposeful and determined.
- 18 Attendance registers are kept accurately. The great majority of pupils arrive at school in good time and for the majority, attendance is good. However the annual rate of attendance, influenced by ill health and the transient nature of some families, is below the national average.

HOW WELL ARE PUPILS TAUGHT?

- 19 A key issue from the previous inspection was the need to improve the quality of teaching. Overall, the quality of teaching has improved and the quality of teaching and learning across the school is now very good. Four per cent of teaching was unsatisfactory but 80 per cent of the teaching was good or better and 9 per cent was excellent, showing an increase in the amount of good or better teaching. Teaching in the Foundation Stage is now satisfactory. This is because of the very good, clear educational direction of the head teacher; the excellent contribution of the management staff to the school's monitoring, evaluation and development of teaching; and the shared commitment to improvement and capacity to succeed. The school has prioritised appropriately and addressed very effectively the issue raised in the previous inspection.

- 20 The National Literacy and Numeracy Strategies provide structures for teaching and learning and have given teachers confidence as they plan and work together. Improvements in the performance of the pupils in numeracy and literacy can be attributed to the implementation of carefully structured and well-organised lessons in which good quality direct teaching is a feature. Teachers have secure knowledge and ensure that lessons are taught in a lively and challenging manner. They place particular emphasis on the development of writing, spelling and phonics, and other basic skills in literacy and quick mental recall in mathematics. Literacy and numeracy make good contributions to other areas of the curriculum and teachers are adept at utilising and reinforcing pupils' skills and knowledge in this way.
- 21 The teaching of English is very good throughout the school with an isolated example of unsatisfactory teaching. Two lessons were excellent. The gains pupils make in their learning reflect the quality of the teaching. There are very good opportunities for pupils' learning in reading, writing and handwriting. Teachers are very effective in ensuring that pupils are interested in their work and sustain their efforts by appropriate discussions and 'teacher talk' and a range of activities, which are well matched to their abilities. There was only one lesson in which pupils became restless due to the balance of activities being inappropriate.
- 22 The teaching of mathematics is very good. One lesson was excellent. The quality of the teaching is reflected in the gains that pupils make in their learning. A feature of many very good and excellent lessons is the way in which the teachers expect high standards in work and behaviour from pupils of all abilities. An example of this could be seen in a Year 6 mathematics lesson where pupils were challenged to explain their reasoning and were further challenged to assess whether or not they had achieved their objectives. This was a class with a high number of pupils with a wide range of special needs.
- 23 Throughout the school the teaching of science is never less than satisfactory and is good overall. Teachers make good, appropriate use of relevant strategies to teach and interest the pupils. The planning is exemplary and because of this pupils in a Year 2 lesson were highly motivated to discover how a simple circuit worked through a process of trial and error. Teachers give good clear explanations to pupils' questions and lower attaining pupils are well supported in their learning.
- 24 Teaching in information and communication technology was not fulfilling the requirements at the previous inspection. Teachers have worked hard and effectively at addressing this aspect of their work and there is evidence of some very good teaching. Teachers provide pupils with many opportunities to use their information and communication technology skills in a wide range of subjects with the result that they are, for example, able to access web pages and compare them with those of the school. Opportunities for pupils have increased since the previous inspection. Word processing skills are used, in history, literacy and mathematics to extend pupils' knowledge. Pupils access the Internet to research into Ancient Egypt for example. Purchase of resources including a digital camera has raised the profile of information and communication technology and the enthusiasm of the pupils. Significant improvements have been made.
- 25 The quality of teaching in the foundation stage is satisfactory. Very good use is made of the assessment procedures when children enter school in order to support the work of individual children. The children are grouped according to the results of these assessments. As a result, the teacher is able to focus on specific work well matched to pupils' individual needs. There are very good relationships between the adults and the children. They adjust well to school life, are well settled and develop confidence

day-by-day.

- 26 The teaching of pupils with special educational needs is good. Activities are well matched to ability within groups in the classroom. The special educational needs co-ordinator and other support staff play an important role in the school's provision for special educational needs. Support staff are used in a flexible and varied manner enabling effective support for pupils with special needs. The management of the very few pupils with emotional and behavioural needs is generally consistent and expectations are reinforced.
- 27 Pupils receive effective support and their work is generally matched to their needs. Careful assessment ensures that pupils receive suitable teaching from support assistants and teachers, particularly those pupils with a statement of educational need. Pupils are supported, in groups or individually and sometimes out of the classroom by an education support worker. Some pupils receive effective individual support from learning assistants.
- 28 The quality of learning seen during the inspection is very good and reflects the teaching. Whilst teaching is the main contributor to the very good learning that takes place learning is also inextricably linked to the high quality environment, the curriculum and the way in which the school is led and managed. Parental attitudes are clearly supportive of the learning process as well. Pupils' response to the carefully planned and presented lessons is very good and they respond well to their teachers' expectations of high levels of involvement, effort and behaviour. Consequently they are actively engaged in their learning and when pupils are given the opportunity to work independently, they do so in a sensible way.

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

- 29 The last report indicated that the school did not meet the requirement to teach the National Curriculum in information and communication technology and that pupils had been prevented from developing skills that could assist their learning in a range of subjects. This concern formed the basis of a key issue in the report. The situation has been remedied.
- 30 The school now provides a good range of activities that cover all subjects and is relevant to the age and interest of all pupils. It reflects the aims of the school in promoting pupils' intellectual, physical and personal development. It provides a good framework for successful teaching and learning and pupils are well prepared for the next stage of their education. Statutory requirements to teach the subjects of the National Curriculum and religious education are met.
- 31 There has been a very good improvement in provision for information and communication technology. The subject is taught throughout the school and pupils have regular access to a satisfactory number of computers.
- 32 At the time of the last report the curriculum for children under the age of five was unsatisfactory in a number of aspects and as a consequence the attainment and progress of the children was restricted. This concern also formed the basis of a key issue in the report. Planning and provision for the Foundation Stage now ensures that the areas of learning, apart from physical development, receive appropriate coverage with priority given to the development of communication, language and literacy. A lack of large outdoor equipment prevents some aspects of the curriculum for physical

development being implemented.

- 33 An appropriate allocation of time is given to all subjects. The staff have worked effectively to implement the guidance for both literacy and numeracy in order to ensure that pupils build effectively on their previous learning in English and mathematics. These initiatives have a positive effect on the quality of educational provision. Throughout the school the development of pupils' literacy and numeracy skills is strongly emphasised and sufficient time is allocated to develop pupils' performance in these key skills.
- 34 Subjects are taught separately. Teachers are successful in identifying links between subjects and provide pupils with opportunities to apply their skills across the curriculum. There is a very good balance between activities to increase pupils' knowledge and understanding and those which develop pupils' skills.
- 35 Opportunities to develop numeracy skills are planned in other areas of the curriculum such as design and technology where pupils draw upon their knowledge of measurement and shape. Teaching in many subjects makes a positive contribution to the development of literacy skills. In history, for example, pupils write letters that might have been sent home by evacuees or soldiers on the battlefield during World War II.
- 36 Teachers make good use of information technology in all areas of the curriculum. Cross-curricular links are identified each week in lesson plans. For example in geography a digital camera is used to record information from visits and programmes on the computer support work in literacy and numeracy. During the inspection pupils joined in an Internet debate on the positive and negative aspects of a motorway link from Heysham to the M6.
- 37 The school has developed good policies in all subjects. It is making good progress in reviewing its schemes of work in response to the revised National Curriculum. These give good guidance to teachers on what is to be taught to particular year groups and set expectations that are appropriate for the pupils.
- 38 The quality of planning throughout the school is very good. The class teachers plan the work for year groups. Discussion with colleagues and careful monitoring of these plans by curriculum and subject co-ordinators ensures that the provision for pupils throughout the school is consistent and that pupils build successfully on their previous learning.
- 39 The school provides a good programme for personal, health and social development based on the guidance within the National Curriculum. Much of it is very well delivered by an education support worker employed by the school. Due attention is given to substance abuse and there is an appropriate sex education policy. Visitors to the school provide pupils with important information regarding health and personal safety, for example representatives from the fire and rail services. The school also has a sports week with an emphasis on fitness and health. This has an input from the local leisure services and a local college and includes talks on dental health.

- 40 The school's aims and objectives for special needs are set out in the school's policy statement. The school maintains an appropriate register of special educational needs, complies with the national code of practice and meets statutory obligations. The organisation of the curriculum for pupils with special educational needs is well coordinated. The pupils are very well integrated within their class and receive most of their support there. Detailed individual education plans, which describe the school's strategies for supporting pupils' progress towards the clearly stated and appropriate targets, are drawn up for all pupils requiring them. The provision has a positive effect on the pupils' good progress.
- 41 The provision for extra-curricular activities is good. Staff in the school give their time generously to provide regular lunchtime and after school activities. Pupils speak enthusiastically about setting up their own web site in the information and communication technology club. They enjoy taking part in other activities out of school time such as football, chess, gymnastics, book club, art and drama.
- 42 Good links with the community support and enhance pupils' learning. The school has benefited from a link with a local Methodist Church. The minister has talked to pupils in assemblies and the church was used as part of a study on church buildings. Trips within the locality support pupils' work in all areas of the curriculum. These include places such as Lancaster to visit the Judges' Lodgings and Maritime Museum and to Morecambe to study a seaside area as well as to places further afield such as Grizedale Forest.
- 43 There are effective links with the large number of pre-school establishments which some children attend before coming to the school and with the local secondary schools to which pupils will transfer. The school provides work experience opportunities for older secondary pupils. It has close links with local nursery nurse and teacher training institutions and accepts their students into the school. Effective arrangements are in place to facilitate transfer and all pupil records are passed on to the receiving school.
- 44 Pupils in Years 4 and 5 benefit from a residential visit to a centre in the Lake District which extends the curriculum, develops their social skills and promotes their access to more adventurous activities. Pupils expressed their enjoyment of orienteering and pond dipping. They also enjoyed the challenge of preparing soup without the aid of modern equipment.
- 45 The schools overall provision for pupils' spiritual, moral, social and cultural development is good. Provision has been maintained since the last inspection. This results in good levels of harmony and very good relationships throughout the school.
- 46 The schools provision for pupils' spiritual development is good. Teachers present acts of collective worship which are well prepared, offer opportunities for stillness and reflection and enable pupils to consider a wide range of themes. Pupils are helped to develop spiritual awareness in many areas of the curriculum particularly in religious education. During the inspection, groups of pupils were observed being encouraged to think about their own uniqueness and that of others: how special this is and how it can be celebrated and nurtured. Through the use of a Muslim prayer mat, a teacher encouraged a reflective awareness of the nature of prayer. An appreciation of the wonder of the natural world is evoked when pupils write about the special things that they would not want to be without such as people, animals and flowers. Pupils write about how we could make the world a better place to live in. Pupils have responded thoughtfully when encouraged to reflect on ways of improving our world. Opportunities are provided in lessons for pupils to handle religious artefacts.

- 47 Provision for pupils' moral development is very good and is firmly rooted in the aims of the school. Pupils are involved in drawing up school rules and so they are fully aware of what is acceptable and what is not. Rules for behaviour have been established in consultation with the pupils. The school helps pupils to develop an understanding of what is appropriate behaviour through the effective and consistent implementation of the behaviour policy. Respect for others and positive caring relationships are central to the school's ethos and adults provide models of sensitive and caring behaviour, which are readily followed by the pupils. Each week there is an assembly to celebrate and reward good behaviour and achievements. This activity successfully promotes values such as caring or the importance of trying hard. Opportunities are provided for pupils to reflect on moral dilemmas. For instance in English, pupils read stories from different countries and cultures and discuss issues such as racism, bias and stereotyping. Opportunities to consider the needs of people less fortunate than themselves are provided and pupils contribute generously, for example to the 'Operation Christmas Child' appeal.
- 48 Provision for pupils' social development is very good. Teachers ensure that pupils are provided with responsibilities such as preparing the hall for assemblies and tidying the classroom. In all lessons, group and paired work is well organised to promote collaborative and co-operative skills. Pupils from Year 6 train as counsellors and after training make a very good contribution to the harmonious atmosphere in the playground, through encouraging positive attitudes amongst younger pupils and dealing with minor problems which may occur. The residential visit encourages independence through pupils taking part in adventurous pursuits and develops relationships through social interaction outside the school day. Opportunities are provided for pupils to represent the school in competitive sport. Links with a local home for the elderly helps to promote responsible citizenship. Pupils entertain the residents at Christmas and other times during the year and give them gifts at harvest-time. Some pupils spoke enthusiastically about going to the home to plant bulbs in the garden and how the residents appreciated this. Citizenship is also developed when pupils support charities such as a children's hospital and a special baby care unit.
- 49 Provision for cultural development is satisfactory. It is promoted effectively through the curriculum which includes an interesting range of educational visits linked to pupils' work. There are regular visits to museums, art galleries and places of geographical and historical interest. Pupils study the work of a range of artists and learn about and listen to the work of various composers. Through studies in history and geography, pupils are developing an understanding of the ways in which earlier societies like the Ancient Egyptians or the Victorians have influenced our lives today. The main religious festivals of Christianity are celebrated and pupils learn about the values and beliefs of others when studying different faiths such as Judaism and Islam.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 50 The school continues to provide a very caring and sympathetic environment for all its pupils. The good practice found at the time of the previous inspection in ensuring the welfare and guidance of pupils is still present. The headteacher and staff have very successfully addressed the shortcomings which had been identified in the assessment and recording procedures; these are now of high quality. The school's educational and personal support and guidance is effective in creating a good environment for learning.
- 51 The very good relationships found throughout the school help to create an atmosphere of mutual trust and understanding. Teachers know their pupils very well and always have their best interests at heart. They make themselves readily available to listen to any concerns and to provide help and support. Teachers are ably supported by the education support worker and other members of staff. The school is particularly sensitive to the needs of the more vulnerable pupils and works closely with parents, carers and other responsible agencies to ensure that individual needs are met. Governors have a responsible attitude to health and safety and there are good procedures in place to maintain a safe environment for all members of the school community. The school makes good use of its personal, social and health education programme to build self-confidence and encourage independence amongst the pupils. Child protection arrangements comply fully with locally agreed procedures.
- 52 The behaviour policy has been very effective in establishing a climate of very good behaviour. All members of staff are familiar with its tenets and implement it consistently across the school. It is seen to be of particular benefit in the classroom where there is minimal disruption to lessons. Pupils are given every opportunity to become familiar with the rules and to recognise the high standards that are expected of them. The school makes clear its intolerance of oppressive behaviour and leads pupils to respect beliefs and cultures different to their own. The clarity of the policy and the consistency of the application contribute much to the civilised environment in the school.
- 53 The head teacher places much emphasis on the importance of regular and prompt attendance. She is committed to raising standards in this area. Patterns of attendance and punctuality are monitored closely and any unauthorised absence is followed up immediately. The school is working closely with the local education authority in this matter and plans are advanced to introduce a range of incentives to encourage pupils and to raise the profile of attendance in the minds of their parents.
- 54 The arrangements for assessing, recording and reporting on pupils' attainment and progress are very good. The school has worked hard over the last three years to develop the procedures in place at the time of the previous inspection and to extend them by making provision for all subjects in the National Curriculum. The new policy is clear and rigorous and it has been implemented systematically throughout the school. Baseline assessments for children entering the Reception class are used appropriately to identify their varied needs and enable the staff to focus effectively on developing personal and social skills. The staff work closely as a team and they take full account of parental perceptions. As pupils move through the school, teachers and other staff make continuing assessments, based on day to day work. They mark work constructively so that strengths and weaknesses are identified and targets for improvement are shared with pupils. Assessments in English and mathematics are particularly detailed and rigorous but less formal assessments are made across all curricular areas and the results are used very effectively to inform lesson planning. The results of both statutory and optional standardised tests are analysed with care so

that teachers can evaluate pupils' progress from year to year. This procedure helps to raise standards as it enables teachers to set realistic and challenging targets for individuals and groups of pupils, based on past performance. It also serves to highlight pupils who would benefit from extra help.

- 55 Pupils with special educational needs benefit from well-established procedures which meet the national Code of Practice. The school works closely with parents and outside agencies to provide a good quality of education for these pupils. The provision meets statutory requirements for pupils with statements of special need and there are clear processes for identifying pupils experiencing difficulties. Individual education plans contain appropriate short-term targets that are linked to suitable strategies. Plans are reviewed appropriately each half term.
- 56 The school supports pupils with special educational needs through its established procedures for the identification, tracking and monitoring of progress and the teaching support it provides. It successfully maintains most pupils at the lower stages of the Code of Practice for special educational needs without having to proceed to formal assessment for a statement. There are effective links with outside agencies and this makes a positive contribution to the quality of education for these pupils. In a similar way there are good links with, and support from, the Traveller Education Consortium.
- 57 A strength of the pastoral support within the school is the consistency with which it is applied. All the staff at Mossgate are familiar with the policies and show great sensitivity to the pastoral needs of those in their care. A very constructive role is played by the education support worker who provides counselling and support particularly for the more vulnerable children and liaises effectively with families. Personal development, behaviour and attendance are monitored with the same attention to detail that is found in the case of academic subjects. A very clear picture is built up, and recorded, of each pupil's strengths and weaknesses. This enables the school to focus clearly on individual needs and provide the academic or personal support best calculated to improve performance and raise achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 58 The school enjoys a very high reputation with parents. The head teacher and staff have worked hard to develop the sound links that were found at the time of the previous inspection. Through the questionnaire and at their meeting with the inspectors parents have now expressed near unanimous support for the school, with no significant level of criticism in any aspect of the school's provision. The inspection evidence supports these very positive views of parents.
- 59 Parents are kept appropriately informed of the provision being made if their child has special educational needs. They are informed by the school of progress and are invited to annual reviews where their views are taken into account.
- 60 The head teacher and staff have a clear commitment to building a partnership with parents. They welcome them warmly into the school building, make themselves available to discuss any concerns or problems which parents may have and share with them information and guidance which may contribute to their children's higher attainment. Parents are very well informed about the school. They are consulted about the school's development plan and they respond well, knowing that their views will be taken into account. There are clear lines of communication and the school's well-presented documentation helps to ensure that parents are aware of procedures, events and developments at the school. Annual reports on pupils are of high quality

and a fitting reflection of the school's detailed assessment and recording procedures. They tell parents clearly about their children's work, how well they are doing and how they can improve. Many parents and pupils take advantage of the opportunity offered to comment on the reports, providing further information to include in the individual portfolios. The home/school contract was well received, having been produced in consultation with parents.

- 61 Homework is well structured and used effectively to reinforce classroom learning. Parents also have opportunities to learn about the curriculum through letters and by attending sessions held in school on, for example, "Family Literacy" or "Parents as Educators". The education support worker plays a valuable role in liaising with parents to improve punctuality and attendance or to speak informally about the problems pupils face in coping with the day-to-day stresses of family and school life. There is a real sense in the school of shared responsibility in the education of children. The wide and imaginative range of strategies employed by the school to consult and communicate with parents makes a positive contribution to pupils' learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 The leadership of the school is very good. The headteacher, governors and all staff share a vision and sense of common purpose that is very effectively translated into action so that the school has many aspects that are very good and some that are excellent. There has been a good improvement since the last inspection which has in part been influenced by the changing and developing circumstances of this growing school but more importantly by the ability of the headteacher to see what needs to be done and then to do it most effectively.
- 63 The headteacher has been in post for a little over two years, and during this time has put excellent management structures and operating systems in place. As a result the school is in a strong position as it continues to tackle and improve the raising of attainment where pupil turnover is as much as 15 per cent a year and the number of pupils with special educational needs is much higher than the national average.
- 64 Whilst standards have improved over time, for example at the end of Key Stage 2, results tend to be very much tied to the composition, needs and ability of individual classes. Inspection shows that the quality of teaching is very good and that in lessons pupils are making very good progress. Because a substantial proportion of the pupils are not there for long enough this good teaching does not translate into results that even compare favourably with schools deemed similar on the basis of having similar entitlement to free school meals. Pupils' absence from school at the time of national tests in 2000 had a direct and adverse effect on overall levels of attainment.
- 65 The headteacher has managed the growth and development of the school very well. Teaching is well organised and the quality of planning is very good. Teaching is very well supported by high quality monitoring and subsequent evaluation of classroom activity. There is a large number of pupils with special educational needs and the school does a good job in meeting these needs. Some pupils on the special needs register are there because they have emotional or behavioural difficulties as well as having learning difficulties. This is not an easy school to teach in because of the demanding needs of the pupils and the volatility of the school roll.
- 66 The headteacher has created an excellent ethos. There is an excellent commitment on the part of all staff to succeed. Excellent delegation enables the very best contributions to be made. Co-ordinators very effectively carry out their responsibilities and their input and enthusiasm make a high quality contribution to very good levels of teaching that

were observed during the inspection. An example of the commitment to quality can be seen in the recent appointment of a very well qualified deputy headteacher, the school preferring to wait two terms and not to appoint until a suitable candidate could be found. The deputy headteacher has quickly and very efficiently settled into her role. There are sensible plans to extend her role and responsibilities. The headteacher provides and is responsible for quality in all areas of school life. An example of the commitment to raising standards can be seen in the recently introduced procedures for target setting for individual pupils and for small groups.

- 67 The co-ordinator for special needs provides good leadership, helps to organise the writing of the individual education plans in consultation with teachers, monitors these plans and organises regular reviews. The administrative procedures for special educational needs are good and comply with statutory requirements. The governing body is well informed about special needs provision.
- 68 Allocation of staff to pupils with special educational needs is satisfactory. The co-ordinator ensures that teachers and support staff receive in-service training focused specifically, but not exclusively, on raising the attainment of those pupils with special educational needs in English and mathematics.
- 69 Part of the reason for the effectiveness of staff lies in the care that is taken with their individual development. There are very good procedures for reviewing performance, identifying training needs and setting targets. The culture of involving everyone in the decision making process and giving them a voice that is heard is one which encourages participation and willingness.
- 70 The planning which shows how the school has set its priorities for change and improvement is to be found in a very well produced document and the process by which it is drawn up shows the school's commitment to inclusivity. Opinion was sampled from staff governors, parents and pupils from which a very comprehensive and articulate document was produced. The budget was then allocated accordingly.
- 71 Despite this very good practice the school had failed, until recently, to address the issue of a very large budget surplus which had built up since the time of opening. Attempts had been made through prudent budgeting to spend the money. However, through a series of happy accidents, circumstances either changed, as in the case of a very sudden and sharp rise in admission numbers to the reception class, or funding set aside, for example for building or maintenance work was subsequently provided from elsewhere. The school has now committed a substantial amount of that surplus and is considering a range of options which will take the school forward and reduce the rest of the surplus to an acceptable level. There is a very great need to see that this is done so that those pupils in school at the present time benefit directly and that this benefit is reflected in the standards that they achieve.

- 72 The school is committed to inclusivity and shows this in several ways. The individual performances of pupils are rigorously monitored. Targets are set for them and these are regularly updated. Pupils with special needs are well provided for and their access to the full curriculum confirms this. The school serves a number of traveller children and with the support of the local authority makes good provision for their needs. The school has an effective approach to equal opportunity which is based on a good understanding of the issues involved and its effectiveness can be seen in the way the school operates as a harmonious community.
- 73 The governing body is making a very good contribution to the running of the school. Governors have a range of skills and talents which enable them to ask searching questions and to supply solutions. They are well aware of the priorities of the school as they had a constructive part in framing them and they are equally well aware of the progress that is being made in their realisation. They are very committed and very effective in fulfilling their statutory duties.
- 74 The school budget – with the exception of the surplus- is effectively deployed and the budget is effectively monitored. Good systems exist for financial management and the practice of seeking best value is well established.
- 75 There are very good levels of support for newly qualified teachers and for teachers who are new to the school. The school is well placed to support initial teacher training and others seeking to gain school related qualifications.
- 76 The building and grounds are of a very good quality. They are very well maintained. There is an adequate number of staff and they each in their own way make a very good contribution to the smooth running of the school. Resources are generally satisfactory with some shortcomings most notably in the provision of large play equipment for children in the foundation stage but also in mapping materials in geography and the range of dictionaries that are available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77 The headteacher, senior management team and governing body should improve standards further by:-

- (1) Continuing to maintain the high standards of provision for English, mathematics and science outlined in the report and closely reviewing and monitoring the effectiveness of the recently introduced procedures for performance review and target setting in those subjects (paragraphs 3,4, 65, 95, 112, 121, 122)
- (2) Sustaining full use of the school's procedures for improving attendance with a particular view to ensuring the good attendance of pupils at the time of national tests (paragraphs 4, 18, 57, 61, 64, 95)
- (3) Designing a programme of study that will develop pupils' library skills (paragraph 102)
- (4) Providing better large outdoor resources for children in the foundation stage (paragraphs 78, 80,)
- (5) Devising a plan that, within two years will bring the school's unacceptably large budget surplus down to a reasonable level (paragraph 71, 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

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

33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	40	31	16	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		198
Number of full-time pupils eligible for free school meals		62

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		80

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	9	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	21	17
Percentage of pupils at NC level 2 or above	School	55 (67)	68 (63)	55(81)
	National	84(82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	25	25
Percentage of pupils at NC level 2 or above	School	61 (56)	81 (74)	81 (59)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	12	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	7	10
Percentage of pupils at NC level 4 or above	School	50 (64)	33 (36)	48 (50)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	48 (55)	52 (48)	52 (50)
	National	70 (68)	72 (69)	80 (75)

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

NB Data is omitted from the sections relating to the performance of boys and girls because of the low number of girls in the

Key Stage 1 cohort and the low number of boys in the Key Stage 2 cohort

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	194
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	213

FTE means full-time equivalent.

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.

Financial information

Financial year	99/2000
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	£
Total income	360,394
Total expenditure	349,874
Expenditure per pupil	1,938
Balance brought forward from previous year	79,955
Balance carried forward to next year	90,475

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	74	24	1	0	0
My child gets the right amount of work to do at home.	56	36	9	0	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	73	24	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	87	9	1	0	3
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	80	17	0	0	3
The school is well led and managed.	84	13	0	0	3
The school is helping my child become mature and responsible.	79	20	1	0	0
The school provides an interesting range of activities outside lessons.	73	23	0	1	3

OPART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 78 There have been improvements in all areas of the Foundation Stage since the last inspection. The school has built on the good practice that existed and the provision in most areas of learning is now satisfactory and in personal and social development it is good. This is because of the very good quality of the new curriculum for children in the foundation stage and its successful implementation. The teaching seen during the inspection was satisfactory and other evidence shown in records and work indicate that pupils have made good gains in their learning since they entered school. This is shown in the very good planning and assessment procedures and relationships, which exist between the staff and the children. The school has put in place the recommendations following the previous inspection but is conscious of the need to develop the provision and organisation for the development of children's gross motor skills, particularly large outdoor equipment, the provision for which is unsatisfactory.
- 79 Thirty places are available in the reception class and children are admitted in the year in which they are five. At the time of the inspection there were 27 children attending full-time.
- 80 Initial assessment records show that the majority of children under five enter school with average speaking and listening skills, and with a wide spread of ability in other areas. Children achieve well in all areas of learning. The good provision that has been made for children since joining the reception class makes it likely that by the time that they are ready to start in Year 1, the majority will attain the Early Learning Goals in communication, language and literacy, knowledge and understanding of the world, creative development and physical development, and are likely to be below in their mathematical development. They are on course to exceed these goals in personal, social, and emotional development. Very good assessment procedures are in place to plan suitable programmes of work and set targets for development, which are reported to parents.

Personal, social and emotional development.

- 81 The right emphasis is given to the personal, social and emotional needs of young children. The majority of children enter the reception class with below average skills in personal and social development. By the time they leave the reception class they are exceeding the early learning goals in this area. This very good achievement reflects the skilful teaching they have received. Children are constantly encouraged to feel confident about what they can achieve, form good relationships, look after themselves responsibly and behave very well. They have positive attitudes towards their learning and enjoy coming to school. Children take responsibility for personal hygiene, work independently and learn the importance of taking turns and sharing construction equipment such as building blocks, fairly. They listen attentively to familiar adults, concentrate very well on tasks such as reading and mathematics and show self-restraint when and where appropriate, for example, when waiting to go into assembly.

- 82 The quality of teaching is good. The adults provide very good role models, treat each other and the children with courtesy and respect and the children respond well. There are well-established, ordered routines which offer security, such as the daily return and renewal of 'homework' reading books, tidying up the home corner and returning toys after play. Lunchtime and group activities such as role-play in the home corner provide good group experiences when children talk to one another confidently and learn social skills. Appropriate resources are suitably placed and easily available for use to aid children's developing independence. Children's work is thoroughly assessed and regular observations take place to assess progress in personal, social and educational development.

Communication, language and literacy.

- 83 By the time the children enter Year 1, most are on course to achieve the Early Learning Goals expected for this area of learning. This improvement is because of previous good teaching and the National Literacy Strategy support that underpins all classroom activities in the reception class. Children interact well with others, speak confidently, and take turns in conversation. They listen attentively to stories, including taped stories, for an appropriate length of time and enjoy hearing stories such as 'Houses and Homes'. The teacher uses talk to good effect and uses communication skills effectively. For example, they are given opportunities to express their likes and dislikes for the outside play area. They listen carefully to one another and speak confidently, in the role of 'mum', 'dad', or 'policeman'.
- 84 Children get off to an early start in the acquisition of communication, language and literacy skills and make good gains in their learning because of the teaching in reading, writing and hand writing skills. Elements of the Literacy Strategy are used well by the staff. Children enjoy looking at, and selecting books from the reading corner. Most know that print carries meaning and can talk in general terms about the stories, but others have less developed recall skills. Progress is good and the reception class builds satisfactorily on previously acquired phonic skills. Many children name sounds in words that they use frequently, and confidently 'have a go' when writing initial sounds and labels for the home corner. Supplies of paper, pencils, pens and crayons are available and children readily use them. A commercial reading scheme is used well to introduce children to reading activities, such as 'shared reading', recognition of letter sounds and punctuation skills. Teaching builds successfully on previous literacy skills acquired. For example, a few higher ability children are able to predict what the end of a short story will be and they use simple capital letters, full stops and spaces in their writings. They are beginning to use speech bubbles to record conversation, such as 'Hello' and recognise an index. Other children read and write labels for the '3 Bears' House', with support. A few are at the very early stage of writing. Activities are usually matched well to the children's attainment. However, in one lesson, the letter sound blending was too long and proved too difficult for the majority of the children and their interest was lost. Writing is promoted well, but on occasions the handwriting task is too advanced for some children's skills. A few higher ability children write short simple sentences independently such as 'I can swim with my mum' with recognisable spelling, but others need support. Resources are good and are used well by staff. Adult support given to children and to the teacher is good. Assessment is very good and is used very well to record children's work. Books are attractive and well displayed. Computers are used to enhance reading skills, and children enjoy such opportunities.

Mathematical Development

- 85 Most children are on course to make good gains in their learning. The children make satisfactory gains in their learning in counting, calculating, shape, space and measurement. Some children are on course to meet or exceed the standards expected for this age. Many children are likely to be below the expected level by the time they are six years of age in spite of the previous good teaching and the National Numeracy Strategy support that underpins all classroom activities in the reception class. Children develop mathematical skills through satisfactory use of practical activities, number rhymes, games and songs such as '1,2,3,4,5'. Very good planning indicates that adults help children to see mathematics all around them and encourage them to use their developing understanding to become problem solvers and thinkers. However, during the inspection the classroom provision was limited. The '3 Pigs' House' was not equipped sufficiently to allow children to develop their mathematical skills, for example, to set a table for the required number of cutlery and crockery correctly. The adult focus during the inspection was on counting and ordering numbers to 10. Intended provision was good, such as the plastic number cubes hidden in the coloured water that the children had to find and identify, but gains in pupils' learning were unsatisfactory due to the lack of adult intervention to take the learning forward. Records show that many children can count to 10, and a few to 20 and beyond. They can identify one more than, and one less than, numbers to 5 and some children numbers to 10. Children identify basic shapes, match and draw around circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes. They use arbitrary measurement in their work, such as 'hand spans'. Mathematical vocabulary is used satisfactorily and number books are used to reinforce their learning. Children explore capacity through sand and water play.
- 86 Teaching is satisfactory. The children acquire a sense of the size of a number and its position in number through the use of good resources such as a hand puppet and a number line. Very good, systematic planning and provision allows children to progress satisfactorily in their knowledge, skills and understanding of mathematics. The classroom assistants are well deployed and contribute well to lessons such as the outdoor ordering of floor number cards. Children are interested in the mathematical activities and work well together.

Knowledge and understanding of the world

- 87 Children in the reception class are on course to achieve standards expected for this area of learning. They enter with a poor general knowledge and in relation to their levels of initial attainment they are on course to make good gains in their learning. Planning shows that work is progressively harder yet appropriate for all children. They have good opportunities to experience work in history, geography, science, design and information and communication technology. The children build on this knowledge to learn more about themselves through topics. Literacy skills are developed through themes such as 'Materials' when children recognise and discuss the characteristics of a range of natural and man-made materials such as feathers, plastic, stones and twigs and use relevant vocabulary. They took part in a questionnaire to express their preferences for outdoor play provision and this is to be designed by the local education authority. All children learn about the passing of time through the regular use of significant times of the day and days of the week. They use a range of constructional equipment to design and build models and are able to cut, stick and join materials. Children use the computer satisfactorily, some with support and show increasing confidence in controlling the mouse and the cursor when working independently. They talk about where they live and the design of their school. They are able to cut, stick and join junk materials to make simple models of houses and musical instruments.

Children can select resources and use equipment safely to construct, build, cut and stick. Children begin to understand their own culture and beliefs and those of other people through the study of their locality and further afield. They visit local beaches and listen to visiting speakers such as a policeman, fireman, and nurse. They learn in assembly about differences in the world's population, which enhances children's knowledge and understanding of the world and its different cultures.

- 88 The quality of teaching and provision is satisfactory overall and children make good gains in exploring, investigating, designing and making and in information, communication and technology skills. Adults support children well in investigating their surroundings. In one good lesson, the children designed and made interesting models of houses and functional 'tambourines' from 'junk' material. They worked well together and showed interest filling the 'shakers' with dried beans and peas and enjoyment playing them. Adults ensure that children remain interested and concentrate by the quality of provision and change of activity when its purpose is outlived. Children have opportunities to create simple designs using shapes such as a boat, a house or a face. Equipment and well-prepared resources are easily accessible to support and help children achieve independence.

Physical Development

- 89 The majority of children are on course to achieve standards expected for this area of learning. Many are on target to exceed these standards. They run, jump, balance and climb, with enjoyment, using a range of equipment and show a developing awareness of the needs of others in the space around them. Wheeled toys were not in use during the inspection, but planning shows there are opportunities for children to use them to support the development of their co-ordination. Provision for outdoor large play equipment is unsatisfactory and the school is conscious of the need to develop this area for the reception class in order to enhance the development of full body movement. Plans are in hand. All children use a variety of tools for drawing, colouring and cutting. Children develop satisfactory skill and control when handling scissors, for example, when enthusiastically cutting out a Christmas cracker, and showed increasing dexterity as they worked with pencils, crayons, and paint brushes. Manipulative skills are satisfactory. Children roll, squeeze, push and kneed malleable materials to make cakes and letters of the alphabet.
- 90 The quality of teaching is satisfactory and impacts positively on standards in physical development. Due regard is given to safety when children handle tools. Good support by adults contributes effectively to the acquisition and development of these fine motor skills.

Creative Development

- 91 The majority of children are on course to achieve standards expected for this area of learning. In relation to their levels of attainment when they enter school, they are on course to make good gains in their learning. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play. Children now have daily opportunities to explore colour through painting, printing, collage and crayoning. The children create interesting collages using a wide range of resources, such as feathers, wood shavings, twigs and create prints on bricks. In music, children are given opportunities to explore the sounds made by different instruments and listen with interest. Children recognise familiar songs and hymns and sing them in unison with enjoyment, natural exuberance and zest. They use jingles to reinforce literacy and numeracy. Role-play is used to give opportunities for children to experience imaginative play, and develop social and negotiating skills.

- 92 Teaching is satisfactory with some good teaching seen in design and technology. The teacher plans effectively and provides good opportunities for children to explore art. Play such as in the '3 Pigs' House' triggers the imagination, extends language and develops decision-making skills. In the lessons seen adults intervened only to supervise behaviour thus missing opportunities to support and extend children's ideas and understanding.

ENGLISH

- 93 Standards of attainment in English have improved since the last inspection for seven and eleven year olds. National Curriculum tests in English indicate that in the Year 2000 the attainment of seven year olds and eleven year olds was well below that of pupils nationally and below the average when compared to similar schools. Over the previous four years the schools' results have risen faster than those nationally for seven-year-olds and at a broadly similar rate to those for eleven-year-olds. In spite of improvement in some skills such as spelling and writing, attainment remains below the national average. This is because of the very low level of attainment of pupils on entry, the high proportion of pupils with special educational needs, the low attendance rate and the high turnover of pupils and staff. Throughout the school, pupils with special educational needs make good progress. The standard of work of seven-year-olds seen during the inspection is better than the results for 2000 would suggest. The current Year 6 class has a significant number of pupils with special educational needs, and overall, standards are expected to be below those expected nationally as a result.
- 94 By the age of seven, most of the pupils in the current Year 2 are making satisfactory gains in their learning and the standard of work with the exception of writing is now broadly similar to that in other schools. Standards in speaking and listening remain in line with the national average. Pupils are on course to attain close to the national standard in reading, that is Level 2, with a minority attaining at the higher Level 3. Writing is slightly below, but has improved since the last inspection. Inspection findings show an improvement when compared to the 2000 test results.
- 95 The school has successfully implemented the National Literacy Strategy. This has helped to ensure a consistent approach to the very good and sometimes excellent planning and teaching which is having a positive effect on pupils' learning. The school exceeded its targets for 2000 and is likely to exceed its targets in 2001. The school continues to place appropriate emphasis on individual reading and writing in addition to the opportunities presented in the literacy hour.

- 96 Throughout the school, standards in speaking and listening for all pupils continue to be similar to those expected nationally and pupils make satisfactory gains in their learning. Many pupils at seven are developing the use of well-formed sentences and a developing range of vocabulary. This is evident when pupils in Year 2 confidently read the poems they have created. Most pupils speak and listen well to their teachers, to visitors and to one another, and do so with humour, sensitivity and increasing confidence.
- 97 By the age of eleven, pupils listen with increased attention, sustain longer conversations and make more mature contributions to class discussions. In Year 6, pupils have discussed the attributes of different world leaders and explained how they identified them from the pictures available. Pupils have good opportunities to dramatise situations, taking on a role and using suitable dialogues in a range of activities such as discussions, debates and role-play school. For example, pupils enjoyed acting out the characters in their class production of 'Macbeth'.
- 98 By the age of seven standards of attainment in reading are close to the national average. Higher attaining pupils read confidently and fluently from their storybooks. They have a range of strategies for reading new words and, as they become more confident they self-correct and re-read passages to work out their meaning. They read books for pleasure. Average attaining pupils are able to segment words and use the structure of the sentence to determine the type of word needed to make sense. Lower attaining pupils read with some degree of accuracy and try hard.
- 99 By the age of eleven there is a broader spread of attainment ranging from above the national average to well below. Higher attaining pupils read with expression, identify key features, the themes and the characters and respond to the content with appreciative humour. They use satisfactory phrasing when reading aloud and use their comprehension skills well to deduce information and ideas from texts. Average attaining pupils read appropriate books accurately, fluently and some with good expression. Lower attaining pupils make good attempts in their reading skills. Most pupils are able to use a dictionary to locate words but few pupils were seen using a thesaurus. When parents give valuable support by reading regularly to their children or supporting them with homework it has a positive impact upon standards.
- 100 Pupils change their reading books weekly, but the library's use for pupils' independent research skills is unsatisfactory. A few older pupils are able to select books from the library using appropriate referencing skills to find information but only the higher and a few average-attaining pupils are aware of the library system and can explain clearly how it is used. Younger pupils are familiar with technical terminology such as author and content. Older higher attaining pupils know the difference between fact and fiction, understand the features of non-fiction texts and are able to explain the purpose of index, content and glossary accurately.
- 101 By the age of seven, standards of attainment in writing are now slightly below those seen nationally and pupils are making satisfactory gains in their learning. The most able seven-year-olds write satisfactorily. In Year 1, pupils are beginning to use a story plan before they embark on their story writing and retell stories in their own words. Average attaining pupils write short, simple sentences with support and low attaining pupils communicate meaning through simple words and phrases. Though spelling has improved and pupils use their growing knowledge of different letter combinations to write their own words it is still inconsistent in quality and simple words are spelt incorrectly. Handwriting is based upon a good scheme. Whilst presentation in some books is good, in others, letters are not always evenly formed and many lower attaining pupils have yet to learn to write with consistency and fluency.

- 102 Eleven-year-old pupils' standards of attainment in writing have improved but are below the national average. Pupils now plan, draft and edit their work carefully and this is an improvement from the previous inspection. Pupils write in a variety of forms for different purposes. They write reviews, such as 'Goodnight Mr. Tom', and play scripts from the book 'The Hare and the Tortoise.' Higher attaining pupils use grammatically complex sentences, and their work is well presented in a joined, fluent style. Average and less able pupils produce shorter pieces of work and punctuation is not always used accurately or consistently. Most common words are spelt correctly but handwriting is not always well formed. Most pupils' books are neat and well presented reflecting effort, and an interest and enthusiasm for handwriting.
- 103 Teaching is very good with some excellent practice seen. Over four fifths of the teaching was very good or excellent. Teachers have taken account of the National Literacy Strategy in planning and apply the principles well. They have a secure knowledge and understanding of the subject and make clear to pupils what they are expected to learn and what they should do to improve. Teachers have high, but realistic expectations, use skilled questioning to assess pupils' knowledge. Group work is matched well to pupils' differing levels of ability. These consistent features of high quality teaching are significant factors in enabling pupils to extend their learning. Where teaching is less successful, parts of the lesson are too long and pupils become restless, disinterested and do not complete their tasks. Day-to-day assessment procedures for monitoring pupils' progress in English are good. Regular homework is set in most classes to reinforce and extend what is learned in school. Pupils' books are marked regularly and contain helpful comments on how to improve.
- 104 Suitable work is planned for English and the literacy hour for pupils with special educational needs, and they receive good assistance from the support staff. Pupils are either given support in class or are withdrawn for individual help and this contributes effectively to the good progress they make towards their individual learning targets.
- 105 Pupils enjoy English because of the improved standards of teaching and the successful strategies introduced. The majority of pupils clearly enjoy their lessons and work hard. Most pupils work purposefully on their own when the teacher is engaged in group work with other pupils. Most pupils take pride in the presentation of their work, although weak handwriting skills detract from the effort made. A few pupils become disinterested and restless when there is inappropriate balance between talking and tasks, the lesson is too long and the sense of purpose is lost.
- 106 Co-ordination of English and literacy across the school is very good and is having a significant impact on the curriculum provision and teaching. The co-ordinator, shares her excellent subject knowledge and expertise, manages and leads the subject very well and is perceptively clear about the strengths and areas for development. The results of the national assessments are analysed for weaknesses and excellent attention is then given to curriculum provision. She has collated a useful portfolio of work, which is a valuable reference document for staff in assessing pupils' attainment. Resources are good and have improved since the previous inspection. Most classrooms lack a range of dictionaries and thesauruses suitable for pupils with differing needs.

MATHEMATICS

- 107 The results of national tests in Year 2000 for pupils at age 11 showed attainment that was very low when compared with the national average. The performance of 11-year-olds was well below the average when compared with similar schools. The attainment of pupils at the end of Key Stage 1 in national tests in 2000 was well below the average and was below the average when compared with similar schools. The attainment over time for pupils at the end of Key Stage 1 shows a clear narrowing of the gap between school averages and national averages. That is to say that the trend of improvement at the end of the key stage in the school is better than that seen nationally.
- 108 Analysis of the trend for attainment over time within the school at Key Stage 2 shows that different cohorts have responded without any obvious consistency thus highlighting the difficulty of ensuring continuous improvement when pupil turnover rate is both high and irregular. Pupil turnover is not the only factor but is perhaps the major one that inhibits the systematic progress that is required in order that pupils might perform effectively at age eleven.
- 109 The position is now better than it was at the time of the last inspection. This inspection shows that improvement is continuing and very markedly so at the end of Key Stage 1 where attainment is in line with what is expected nationally. Several factors have contributed to this and it is at the younger age that improvements are more easily made and revealed. It will take longer for the benefits and changes that have taken place since the last inspection to influence the levels of attainment at the end of Key Stage 2. The attainment of pupils at the end of Key Stage 2 is still well below expectations but this constitutes an improvement from the last national tests where attainment was very low.
- 110 Small cohort numbers of boys and girls, in what has been a growing school, makes analysis of the relative attainment of boys and girls difficult but it is true to say that the attainment of boys mirrors that of their counterparts nationally in as much as it is better than that of the girls. Pupils with special educational needs and those from traveller backgrounds receive good levels of support and make progress at rates similar to the rest of the class.
- 111 By the age of seven, higher and average attaining pupils' knowledge of number enables them to add and subtract numbers to 100. Pupils are able to tell the time to the half-hour and they measure lines accurately in centimetres. They work confidently with problems involving money and can solve simple algebraic equations. Work on shape space and measure is less well developed than that in number and there was little evidence to show that pupils could recognise or define the qualities of two and three-dimensional shapes. By the age of 11 pupils have had a broad experience of all aspects of the subject. They are able to simplify fractions and work out percentages of a whole. In data handling they know about mean median and mode and use and interpret a range of different types of diagram. In number they convert fractions to decimals and understand how negative numbers work. Higher attaining pupils represent a very small proportion of the class and about half of the class is on line to meet the expected level. Lower attaining pupils generally experience the same areas of study but their work is suitably modified and planning shows that there is extra help available. All pupils experience the task of solving problems presented to them in sentence format and this encourages them to develop the use of their skills and knowledge.

- 112 The quality of teaching and learning is very good. This is just beginning to be reflected in the standards seen at the end of Key Stage 1. Because teaching is very good, ranging from satisfactory to excellent, there are many facets of good practice to be seen. Planning is excellent and there has been a substantial impact on this from the introduction of the National Numeracy Strategy. A lot of thought is put in to providing work for pupils of different abilities and this extends to indicating how and where classroom assistants are to operate. Not surprisingly the classroom assistants are able to make a very good contribution to the progress of those pupils with whom they deal.
- 113 The skills of numeracy are well taught and the oral/mental session at the start of lessons provides an attractive challenge for pupils and thus engages them from the start in the lesson. There are high numbers of pupils with special needs in many classes. Some of these pupils experience emotional and/or behavioural difficulties and thus make teaching them and the rest of the class much harder. Because teachers are so well organised, because they know their pupils so well and because they are systematic and consistent in their standards and expectations all these pupils continue to make very good progress.
- 114 Teachers have very good subject knowledge and are very good at reinforcing and using numeracy in other areas of the curriculum so that for example a good opportunity was seized in art to talk about halves and quarters when the pupils divided up clay tablets that they were making. An excellent lesson was given by a teacher who is able to demonstrate good practice to other teachers within the authority. She gave pupils every opportunity to explain their thinking, to evaluate the responses of others and to assess, at the conclusion of the lesson, the progress they had made and the success with which they had attained their objectives. This again was a lesson given to a class with a high proportion of pupils with special educational needs.
- 115 Pupils understand that they are being provided with high quality teaching and so in return they respond with positive attitudes. The relationships within the school and classes are very good. Pupils know that they are expected to be sensible and to work hard. They know that they may be called on to work co-operatively and they know that the efforts of their teachers and colleagues are worthy of respect and attention. They are very well motivated and are active participants in their learning.
- 116 The co-ordination of the subject is very good and as a result mathematics is in a much stronger position than it was at the time of the last inspection. The co-ordinator is well qualified and not only has very good subject specific knowledge but combines this with the skills of being a very good teacher and a very good organiser. There has been considerable improvement since the last inspection and staff confidence and effectiveness in teaching the subject is a reflection of the solid and effective support that has been, and is being, given. Assessment procedures are now excellent and teachers have a very clear idea about the attainment of their pupils when they set individual targets for them. This knowledge only strengthens recognition of the fact that the need to continue to try to raise standards is the paramount priority.

SCIENCE

- 117 In the end of Key Stage 1 assessments in 2000, teachers judged that the proportion of pupils reaching the expected level was well below the national average. No pupils were judged to have reached the higher level (Level 3). Inspection findings are that attainment has improved and is now at the national level. An examination of the work of the current Year 2 and lesson observation show that more pupils are on target to

reach the expected level. This is an improvement since the time of the last inspection.

- 118 National Curriculum results at the end of Key Stage 2 in 2000 were very low in comparison with the national average and well below the national average when compared to similar schools. No pupils achieved the higher level. The test results since 1996 indicate that standards have risen in line with national trends overall but have fluctuated slightly according to the ability range and number in the Year 6 class taking the national tests. The attainment of boys is slightly better than that of girls.
- 119 The inspection findings reflect a similar pattern. In the present Year 6 cohort there is a high proportion of pupils who have special educational needs. The number on target to reach the expected level (Level 4) in the tests is only slightly higher than last year and standards of attainment remain very low in comparison with the national average. Although most pupils in Year 6 have experienced a wide range of scientific classroom experiences, are developing competent scientific skills and have benefited from good teaching, about half have not retained the depth of knowledge necessary to reach the expected level in the national tests. Standards are similar to those found at the time of the last inspection. Pupils are still making the good progress described in that report.
- 120 By the end of Key Stage 1, pupils undertake simple investigations successfully and use the results to come to sensible conclusions. They have a sound knowledge of living processes and name the principal parts of a plant. They understand that plants need water and light for growth. Analysis of work shows that all pupils including those of lower ability show a thorough understanding of how sound becomes fainter the further it travels away from its source. Their work shows that they have experimented, predicted and investigated. They can construct a table and use it to record their results about sound passing through different objects. Higher attaining pupils write clear explanations and descriptions of sound levels reducing. Less able pupils demonstrate their understanding with drawings.
- 121 Higher attaining pupils at the end of Key Stage 2 have a good knowledge and understanding of many aspects of science. They describe the circulatory system and how the heart works. Pupils identify parts of a flower and understand their role in the life cycle of a flowering plant. They have used their knowledge of electrical circuits to design a burglar alarm and make predictions about the brightness of bulbs when using different numbers of bulbs and batteries. Many pupils use scientific vocabulary confidently: for instance as they name the parts of flower and discuss the function of the root. The majority of pupils carry out investigations planned by the teacher and also demonstrate ideas of their own. Higher attaining pupils are skilled at recording results and tests in a scientific manner, using clear labels and accurate language and symbols. Some less able pupils have difficulty in organising their results accurately and interpreting clearly what they have found out.
- 122 Pupils are keen to contribute in lessons and take pride in talking about their learning. A Year 6 pupil gave an accurate account of how the hip joint moves using his fist and open hand to demonstrate. Pupils learn because they are well motivated and interested, listen carefully and conscientiously follow instructions to complete their practical tasks.
- 123 Lower attaining pupils are well supported by teachers and by the effective use of support staff. This enables them to make good progress.
- 124 The quality of science teaching is good. During inspection it was very good in 50 per

cent of lessons and there was no unsatisfactory teaching. Lesson planning is very good. It is detailed and identifies what the pupils will learn in the lesson. Due emphasis is put on allowing pupils to work independently on investigations. Pupils in Year 2 made very good progress in a lesson about electricity. This was because of the encouraging but non-directive approach of the teacher who set up the opportunity for the pupils to discover for themselves through a process of trial and error the practice and theory of constructing a simple circuit. In two very good lessons observed in Key Stage 2 teachers' extensive subject knowledge and consistent use of appropriate scientific language resulted in very good learning. The lessons were well-paced and varied activities ensured pupils' attention and interest throughout. Year 6 pupils made very good progress in their understanding of the process of pollination. The teacher interspersed clear explanations and demonstrations with well thought out questions. She presented scientific facts to the pupils, turning instruction into a process of sharing her knowledge with them, encouraging a mature and reflective response from the class. Pupils responded well, putting forward their own interpretations of what they were learning, thus further enabling the teacher to assess their knowledge and understanding. Year 3 pupils' knowledge of the nature and purpose of the skeleton was developed because the teacher's lively dialogue and pertinent questioning to check pupils' understanding was sustained throughout the lesson. Year 5 pupils made good progress in their understanding of the properties of certain materials. This was because the teacher provided opportunities for pupils to report back to the class what they had learned and this reinforced their understanding and confidence. In a lesson that was judged satisfactory, teaching was less effective because the teachers subject knowledge was not absolutely secure.

- 125 Science teaching contributes well to the development of pupils' literacy skills. At both key stages pupils are encouraged to talk and write about their ideas and what they see and do. Teachers have prioritised the use of appropriate vocabulary. Mathematical skills are developed as pupils take measurements and use grids, charts and graphs to record results of investigations. Teachers make appropriate use of computer software to support research skills.
- 126 The school's policy has recently been reviewed and the school is using the recently updated local education authority scheme of work together with its own cover sheets for each year group. These indicate elements of scientific enquiry for particular focus which is an element identified by the school as needing to be developed. Teaching in all lessons places appropriate emphasis on investigative work and this has a positive effect on pupils' interest and achievement.
- 127 The quality of leadership in science is very good. The co-ordinator scrutinises teachers' planning rigorously to ensure that the scheme of work is taught effectively. He regularly analyses pupils' work throughout the school to monitor standards. He supports colleagues effectively but there are insufficient opportunities at present to observe teachers in the classroom. There are very good procedures for assessing and recording pupils' attainment and progress. Throughout the school the marking of pupils' work is very good. Teachers indicate on each piece of work their assessment of pupils' understanding of scientific concepts and describe the processes they have gone through. These are used well to inform subsequent planning.
- 128 Good marking procedures and good lesson planning reported in the last inspection have been maintained. The quality of teaching, particularly at the end of each key stage, has improved.

ART AND DESIGN

- 129 The last inspection found that attainment in art was below expectation at the end of both key stages. There has been an improvement since that time which is reflected in the quality of teaching and learning seen in both key stages and in levels of attainment seen at the end of Key Stage 1 where it is now in line with expectation. Attainment at the end of Key Stage 2 remains below expectation for a number of reasons. Art has not been a priority in recent years and has been marginalised in part by the introduction of national initiatives such as those for literacy and numeracy. There has been a marked improvement brought about in response to the introduction of the new National Curriculum and the school has introduced a policy and scheme of work. This is having a positive and obvious effect which can be seen, for example in pupils' sketchbooks. Whilst the benefits can be seen across the school these initiatives have been most effective in raising levels of attainment in younger pupils. It has been more difficult for older pupils to acquire an equivalent level of skill and knowledge for their age in the same short time. There has also been growth and change in the way classes are arranged and a marked improvement in the quality of teaching in general, all of which contribute to the gathering momentum within this subject.
- 130 Representational work with older pupils betrays the fact that skills of observation and recording have not been systematically developed. This has the result that work with pastels on a vase of flowers varies in quality and depends mainly on the individual talents of the observer. In general the ability to recognise and respond to depth and perspective is not present. In contrast, younger pupils in Year 1 show that they are able to capture elements of the work of the Japanese artist Katsushika Hokusai in producing their own pastel response to his work on waves.
- 131 Teaching is good. No unsatisfactory teaching was seen and the quality that was observed ranged from satisfactory to very good. The result of this is that pupils learn at a good rate. It is clearly more difficult for teachers of older pupils who are trying to balance the requirements of a newly introduced curriculum with the skills of the pupils. There is currently no co-ordinator but teachers are skilful enough to adhere to the scheme of work and present it as an attractive challenge. If there is a weakness it lies in teachers' ability to ask and show pupils how they might improve their work. Planning is of a high standard and obvious care is taken to ensure that resources and support are also of a high order. There is good use of information and communication technology as can be seen in Year 3 where some very impressive work based on that of Kandinsky has been produced using the computer.
- 132 Pupils' attitudes and behaviour are very good and this seems consistent with the last report. Pupils listen carefully to what the teacher says and demonstrates and because this is done clearly the pupils have a good idea of what they have to accomplish. They use materials and tools very sensibly and put a good deal of effort into their work. They report that they enjoy art. They are happy to discuss their work with others and can explain what they have done in plenary sessions. When called upon they work effectively in co-operation.
- 133 There has been good work done in producing the scheme of work but the momentum should not be lost. There is a need to appoint a co-ordinator at the earliest opportunity. Resources are good and are well organised and used. Art makes a good contribution to the appearance of the school through its quality display. It makes a good contribution to the spiritual, moral, social and cultural development of the pupils and teachers are also adept at strengthening and using skills gained in literacy and numeracy in its support.

DESIGN AND TECHNOLOGY

- 134 Only one design and technology lesson was observed during the inspection. Discussion with the co-ordinator, scrutiny of teachers' planning and pupils' design books and the finished products indicate that at the end of both key stages attainment in design and technology is in line with national expectations. This is a very good improvement since the time of the last inspection. Then, attainment was below national expectations for the majority of pupils in Key Stage 1, especially in design. In Key Stage 2 there was no consistent programme to develop pupils' skills. The quality of work that was available and the absence of work in designing indicated that attainment at the end of the key stage was well below the national expectation. Pupils of all abilities including those with special needs now make satisfactory progress over time.
- 135 Pupils in Year 1 have followed all the required design and making processes to produce satisfactory Christmas cards with moving parts. Their levers pivot successfully and the sliding parts move heads effectively. The teacher has planned good opportunities for pupils to investigate these simple mechanisms through the use of construction toys by providing an interesting book for them to examine. Pupils show that they have good cutting skills. Pupils have also visited a nearby playground to investigate how aspects of the equipment are related to its purpose. Year 2 pupils have practised various skills including sewing, sticking and cutting in making different types of puppets. Pupils in Year 3 effectively use pneumatics to operate the mouths of monsters they have designed from egg boxes. They have also investigated different types of bread. Year 4 pupils have made very good quality working lamps. Their work shows that they have examined a variety of torches before designing their lights and that they have practised making switches before incorporating these into their actual products. The purses made by Year 5 pupils are of good quality and show attention to detail. Various techniques including sewing, cutting and attaching fasteners have been practised. The work in their books shows that they have investigated different types of fasteners and material before selecting appropriate ones for their designs.
- 136 At the end of Key Stage 2 pupils design and make a variety of model cars. In the lesson observed they worked with interest on their designs for the bodywork which is to be attached to the wooden chassis which they have already made. A significant minority found the task of joining straws and ensuring that the two sides of the car's body were identical very difficult. Overall in both key stages pupils have a sufficient range of experiences of designing and making and evaluating their work. They design objects with an understanding of which materials and which techniques will be the most suitable to use. By the end of Key Stage 2 pupils have a sound understanding of the subject because they have had regular well-structured tasks to develop their skills.
- 137 Pupils' attitudes to the subject are positive. Pupils draw plans and write out instructions with care. They take pride in the finished product. They work well together and in the lesson observed engaged in sensible discussion about the tasks they were involved in.
- 138 The subject makes a good contribution to literacy when pupils discuss what they are doing and write out evaluations of their work. Numeracy skills are developed when they are involved in measuring and identify a variety of different shapes to be found in the equipment in the local playground. Their knowledge and understanding of electrical circuits is successfully applied to getting their cars to move and their lights to work.

- 139 The quality of teachers' planning and of the examples of work seen indicate that they have a clear understanding of what is required to teach the curriculum effectively. Teaching in the Year 6 lesson observed was good. Explanations were clear and technical language well used. The teacher encouraged pupils to evaluate what they were doing continually, which made them think along the lines of "what can I do better?" and "what can be improved?" Pupils were encouraged to explain the difficulties and suggest how they could be overcome. As a result they came to particular conclusions which enhanced the quality of their work. These ensured that they made good progress in identifying the most appropriate materials to use to cover the frame of the car they were making.
- 140 Co-ordination of the subject is satisfactory. The co-ordinator has good subject knowledge. She has identified the need to teach specific skills separately to enhance the design and making process and has produced a list of these skills which are now being taught. The scheme of work is based on the Qualification and Curriculum Authority document which provides good guidance as to what should be taught at each level. The co-ordinator has collected examples of work done in the school but these are not used as a useful record of the standards achieved by pupils.

GEOGRAPHY

- 141 In the previous inspection it was judged that the standards of attainment in geography were below the expected level for all pupils and unsatisfactory progress was made throughout the school. Inspection findings indicate that standards have improved for pupils aged seven and have been maintained for pupils aged eleven. By the age of seven, pupils are working at the expected level and make satisfactory gains in their learning. By the age of eleven pupils are below the expected level and make unsatisfactory gains in their learning. Pupils attain an appropriate quantity and quality of work in relation to their ages, but the limited life experiences of most pupils mean that pupils have little previous knowledge of the world beyond their immediate home surroundings. Pupils' weaknesses in key geographical, literacy and numeracy skills by the age eleven and the high proportion of pupils with special educational needs, impedes pupils' gains in learning. Weaknesses highlighted in the previous report have been partially addressed. Resources for mapping skills are only adequate because they are supplemented by the local high school.
- 142 Geography is taught through topics for the pupils under the age of seven and by study units for pupils under the age of eleven. Good emphasis is placed on developing an understanding of geographical ideas and themes in the areas of human and physical geography and in providing pupils with sufficient opportunities to apply their skills in fieldwork. Year 1 pupils develop an awareness of different types of houses and shops in the local area. They make comparisons and recognise where they are in relation to school. Pupils' mapping skills are enhanced by the introduction of 'Rosie's Map', which the pupils recreate. Mapping skills progress satisfactorily and by the time pupils are seven years of age, many recognise the differences between places and countries. For example, pupils know that Australia is a large country and whilst most are able to locate it on a map, some lower attaining pupils require support. They plot the direction they would travel by land and sea routes to reach it from a given destination. Photographs and postcards assist the development of geographical vocabulary and the recognition of differences between places and countries.
- 143 Attainment has improved since the previous inspection and is similar to standards

expected nationally for pupils aged seven. Most of the pupils in the school have a satisfactory understanding of geographical concepts and knowledge. Their skills in geographical enquiry have improved since the last inspection and are appropriately developed by visits to their own locality where they make observations of the characteristics of the buildings in the vicinity, such as the shops and the variety of housing. They begin to recognise local features such as the shops and road signs and use appropriate geographical vocabulary such as 'crossing' and 'bridge' Year 1 pupils draw and label simple plans of the classroom and maps of their journey to school. Pupils gain an increasing awareness of the physical and human features of Heysham and compare them with those of other localities, such as Morecambe.

- 144 By the age of eleven, some pupils have a satisfactory knowledge and understanding of geography, but many pupils' attainment is unsatisfactory, particularly some average and lower attaining pupils. Studies are undertaken in more depth as the pupils move through the school. Pupils are able to use and interpret information from pictorial and written sources and have a greater knowledge and understanding of the processes involved. Many pupils build, satisfactorily, on their earlier mapping skills, and use maps of different types and scales. They use secondary sources such as aerial photographs, ordnance survey maps, globes and atlases to support their work as they locate continents, oceans and major countries. Year 6 pupils use more advanced mapping skills as they make a more detailed study of river systems such as the River Hindburn from source to mouth whilst acquiring vocabulary such as 'meander', 'confluence' and 'tributary'. Higher attaining pupils make good gains in their learning and reach the expected standard by the end of the key stage, but some average and lower attaining pupils' mapping skills are unsatisfactory. Many are unable to interpret maps of different scales and increasingly complex grids, because their recall, reading and numeracy skills are low. Pupils progress from the study of the world they know and gain a world perspective. For example, Year 5 study St. Lucia in the Caribbean and study its climate and identify, successfully, its physical and human features. They know and understand such geographical vocabulary as a 'piton' and 'habitat'. They used the Internet, effectively, to research relevant information.
- 145 Visits enhance the geography curriculum. They support environmental studies at Heysham. Visits are made to Glasson Dock and Grasmere, as part of a study of contrasting areas. These opportunities enhance pupils' geographical knowledge and skills. The provision of information and communication technology software resources in geography has improved since the previous inspection.
- 146 Pupils' literacy skills are developed satisfactorily through geography. All pupils write about some aspect of geography, such as weather or pollution. Pupils in Years 1 read simple maps and write about the weather and Year 2 write descriptions of African holidays. In their writing older pupils write about pollution, describe the rainforests, and recount the horrors of volcanic experiences.
- 147 Most pupils have positive attitudes to geography. They talk enthusiastically about their work. For example, Year 5 pupils were able to recall well their study of St. Lucia and spoke knowledgeably about the similarities and difference between it and Britain.
- 148 Teaching is good, with an isolated example of unsatisfactory practice in Key Stage 2. Where teaching was good or very good, pupils were interested in the lesson and were drawn into good discussions early in the lesson. They remained interested throughout, because of the teachers' command of the subject, the lively pace and very good organisation and management. For example, in Year 1, the teacher built up a vivid picture of the different types of weather in the world and used this new knowledge,

successfully, to extend pupils' learning, not only in geography, but also in their reading and writing skills. In another very good lesson in Year 2, enthusiastic pupils had found information about Australia during their Christmas holiday, and in doing so had extended their vocabulary, with words such as landscapes, outback, and hemisphere. All pupils benefited from the sharing of this work. In these lessons, planning is very good. In very good lessons with older pupils, teachers had very good knowledge of the subject, planned very well and used strategies to keep the pupils interested. Where teaching was unsatisfactory, the organisation and use of resources was satisfactory but the balance of the lesson between the teacher talking to the pupils and the subsequent activities was inappropriate. This resulted in pupils losing interest, fidgeting and restlessness and gains in learning were unsatisfactory. The plans of the lesson were misplaced and the questioning of the pupils did not extend pupils' learning as usually only four or five pupils responded due to lack of understanding and interest.

- 149 The management of geography is good. There has been a significant input by the highly experienced co-ordinator who shares her subject knowledge and expertise with the class teachers. She has clear ideas as to how she wishes the school to proceed. A very good modified scheme of work is in place. Structured guidance is offered by way of study unit resources to ensure the step-to-step development of skills. Plans are monitored by the co-ordinator and there are satisfactory opportunities for her to monitor classroom practice. Assessment procedures have been modified and supplemented to bring them in line with the new national initiatives. Resources in geography have improved since the last inspection. Further purchases are to be made in the light of the recently introduced National Curriculum. Maps of different scales and aerial photographs are only adequate because they are supplemented by the local high school, but further resources, particularly maps and atlases are needed. The school is aware of this.
- 150 Geography makes a positive contribution to the pupils' moral and cultural development. For example, pupils have opportunities to discuss the issues raised by pollution and to become aware of cultural differences.

HISTORY

- 151 Standards found in the previous inspection have been maintained and are similar to those expected for pupils aged seven and eleven. All pupils throughout the school make satisfactory gains in the acquisition of historical enquiry skills and in knowledge of historical fact. History is taught through a one-year cycle of topics for pupils under the age of seven, and study units for pupils under the age of eleven, which cover the work that has to be learned in the National Curriculum. The majority of pupils attain an appropriate quality of work in relation to their ages at the end of both key stages and there is no significant difference between the attainment of boys and girls. Most pupils acquire, use and extend history skills and vocabulary through investigations. The quantity and quality of resources are adequate and have improved since the previous inspection and supplements are being purchased to meet the requirement of the new curriculum.
- 152 Most pupils have a sound understanding of the historical concepts and knowledge expected of seven-year-olds. Year 1 pupils have a satisfactory awareness of chronology by putting events in their own lives, from when they were born to the present day, in the correct order. They have opportunities to understand the passage of time by discussing the differences between the past and the present relevant to their own lives. For example, Year 1, pupils have opportunities to compare present day toys, such as wooden and mechanical toys and teddy bears with those of the

past. Year 2 pupils build on this knowledge and begin to understand the passage of time by studying the lives of famous people, past and present, such as Guy Fawkes, Louis Braille and Neil Armstrong. They use their historical enquiry skills to study and write accounts about them based on observations of pictures.

- 153 By the age of eleven, pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. Year 5 pupils gain insight into what life was like for people living in significant periods in English history such as the Tudors and the Victorians. Pupils are able to use and interpret information from pictorial and written sources and are aware that the recording of evidence relating to certain events is open to the particular bias or perspective of the writer and is not therefore always reliable. An example of which might be the way in which different chroniclers described the appearance of Queen Elizabeth I. Pupils in Year 3 increase their historical knowledge as they recognise and identify the different ways in which the life and times of Ancient Egypt have been represented and interpreted. Year 5 pupils research the local history of Heysham in more depth and look for evidence of change. Skills in historical enquiry are developed through textbooks and the Internet. There was no evidence of visitors and inspirational speakers being used to enhance the history curriculum. This is an area earmarked for development. Videotapes are used purposefully to support and extend pupils' learning. The provision for information and communication technology has improved since the previous inspection. Pupils' information and communication technology skills are further developed through the subject, for example, in the use of CDs and the Internet to seek information.
- 154 Pupils with special educational needs make good gains in their learning in line with their capabilities. They undertake work on the ongoing study unit at a level appropriate to their individual needs. The special needs pupils who are on the special needs register have clearly identified targets on their individual educational plans. Against these targets they make good gains in their learning.
- 155 Literacy skills are developed well in history through discussion, reading and extended writing. Provision is good. Although reading and writing skills are weak, there is evidence of pupils' understanding of their work in history, descriptive writing of life in Roman Britain, Tudor biographies and persuasive writing. Year 2 pupils write knowledgeably about characters such as Neil Armstrong. In Year 3 pupils are beginning to understand the political, social and religious features of the Ancient Egyptians. Myths and legends such as the myth of Osiris are linked to the work on Ancient Egypt. Pupils research into the Egyptian Pharaohs era and present their findings neatly and correctly on time lines.
- 156 Visits enhance the work undertaken in history and are used purposefully. Visits such as those to Heysham village, the Judges' Museum in Lancaster and to the Beatrix Potter's museum help pupils to learn about the past and to bring famous people 'alive'.
- 157 Pupils have positive attitudes to their learning in history. There is a high level of interest shown and pupils work well together and share their resources amicably. Year 6 pupils talk enthusiastically about Anne Frank and are enthralled with their findings that during the Second World War some surgery was carried out without anaesthetic. They recalled with pleasure the role-play of Victorian times when the head teacher, staff and pupils acted out life in a school of that time.
- 158 One lesson was seen in history so there is insufficient evidence to judge the overall quality of the teaching. In the one Year 3 lesson seen, the teaching was very good. The teacher dramatically set the scene of an Egyptian tomb and its' wall paintings. This

triggered the pupils' imagination and their interest was instantly aroused. The very good organisation and management of time, the use of a wide range of resources and excellent use of the end of the lesson session when a pupils reported back his web site findings extended all pupils' learning and very good gains in learning were made by all pupils.

- 159 There is a new scheme of work in place with clear progression of historical skills introduced to raise pupils' standards of attainment. It is used consistently throughout the school and provides support for the continuous development of skills and acts as a tool to support assessment, recording and reporting. School organisation is such that the co-ordinator is able to monitor planning and the teaching of the subject and give useful feedback to colleagues and so support staff in raising standards. A portfolio of completed work is to be kept for teachers' reference. Resources are good and they have improved since the previous inspection. Pupils have valuable opportunities to use their word processing skills in their historical writing and the web site provides instant access to well known history museums,

- 160 History makes a positive contribution to the pupils' cultural development. All pupils are developing awareness of their cultural heritage through the study of the curriculum. The school has prioritised the need to include more visits to places of historical interest, visitors and inspirational speakers in the history curriculum to enhance pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 161 Pupils at the end of both Key stages attain standards which are in line with those expected for pupils of their age. This represents an excellent improvement since the last inspection when standards in both key stages were judged to be well below the national expectation. At the time of the last inspection the school was judged to be failing in its statutory duty to teach the subject. Pupils in Key Stage 1 had not used information technology and pupils in Key Stage 2 had very limited experience. Until the last inspection the school had only one computer for pupils' use although six new systems arrived during the inspection.
- 162 In a lesson on word processing, Year 2 pupils demonstrated their ability to use the mouse and to move round documents using arrow keys and using the space bar to insert spaces to make sense of a favourite rhyme. They inserted a disk correctly and were learning to retrieve a saved file from a disk. On another occasion Year 5 and 6 pupils confidently joined in a debate on the Internet expressing opinions about a proposed motorway connection with Heysham and the M6.
- 163 By the end of Key Stage 2 pupils are familiar with the Internet and use appropriate computer language. Pupils in Year 6 are learning to use search engines effectively. They logged on to the web site of a nearby school and evaluated features such as the appropriateness of the opening page and the clarity of the layout, with a view to designing their own web site. Some of the pupils have already had this experience in the schools' computer club. Pupils throughout the key stage have a good understanding of the uses and implications of information and communication technology in the world around them. Pupils use digital cameras proficiently to record information to support work in many areas of the curriculum. Lower attaining pupils in Year 6 carefully followed a set of instructions to operate a set of model traffic lights in the correct sequence while more able pupils devised their own program. Year 4 pupils used a software package to design a classroom layout taking into account certain criteria. Year 5 pupils showed competent keyboard skills as they worked on a programme involving substituting pronouns for proper nouns. They are confident when editing their work and demonstrate their ability to save their work to disk and print it out. Pupils use the mouse with great skill and have a good knowledge of the keyboard functions and toolbar icons, which they use confidently in their work. Analysis of teachers' planning and the scheme of work show that all aspects of the requirements of the revised National Curriculum are being covered.
- 164 The quality of teaching is good. Teachers have a good understanding of the subject and use appropriate terminology well. They effectively demonstrate skills. The enthusiasm of the teachers is passed on to pupils who are eager and willing to learn. Teachers manage their pupils very well and create a calm and purposeful working atmosphere that enables pupils to concentrate on their work and learn effectively. Year 5 pupils made very good progress in their understanding of computerised image processing in a well planned lesson involving pupils in the careful and effective use of a digital camera and the use of software to access and process the images. The teacher motivated the class well, channelled their interest skilfully and provided

relevant follow up written work and activities. The teacher used a variety of very effective techniques to ensure that Year 2 pupils made very good progress in a lesson on word processing. These included making pupils aware that the subject is exciting, sticking prepared labels on to different parts of the computer as pupils were reminded of their function. He demonstrated what a file on the computer is like with an actual paper file, emphasising particular technical words.

- 165 The establishment of a structured programme for teaching and learning has had a significant impact on improving standards of attainment in the subject. Each class is timetabled to have a lesson each week and during these lessons teachers explain and demonstrate particular skills. In the lessons observed, teachers had access to only two or three computers and only a few pupils engaged in practical activities during the session. However, following on from these class lessons, all pupils are given good opportunities to practise and develop the skills they have been taught, supported if necessary by individual attention from the teacher or by a classroom assistant. This procedure is working well and pupils including those with special educational needs make good progress.
- 166 The co-ordinator provides very good leadership for the subject and supports colleagues well. The scheme of work is good and useful assessment procedures are in place. These include pupils' printouts being annotated by teachers against learning objectives and every pupil having their own disk to record their efforts and to show the progress that they are making. Teachers' planning is monitored and the co-ordinator often observes and talks to pupils throughout the school when they are working on the computers.

MUSIC

- 167 The previous inspection report found, on limited evidence, that average attainment at the end of both key stages was in line with national expectations. Inspection shows that the attainment of pupils at the end of Key Stage 1 is now in line with expectations but that attainment at the end of Key Stage 2 is below. The school has changed since the last inspection and standards at the end of Key Stage 2 are influenced by the volatility of the roll, high numbers of pupils with special educational needs, changes to staffing and the curriculum and attendance rates that are lower than average. They have not had the opportunity to sustain and develop skills to the level expected. Despite this pupils in Key Stage 2 are seen to be making good progress and there is much about the way the subject is managed and taught that suggests that the trend in standards is upward.
- 168 Younger pupils sing well in assemblies and those in Year 3 show that they are able to use symbols to indicate dynamics, tempo, pitch and duration. Higher and average attainers are able to sustain a simple time scale but lower attainers find this difficult. Pupils in Year 6 are able to offer their interpretations of a piece of music and show good levels of imagination and communication skill. Through their work on understanding pitch they are able to identify misplaced notes in a major scale and are able to appreciate the difference between major and minor keys. When asked to play glockenspiels and chime bars they do so with reasonable accuracy and co-ordination. In conversation they show that whilst they have been exposed to a range of music they have little knowledge of the instruments of the orchestra or of composers and their work. Some pupils have benefited from being introduced to brass playing at school and others from having performed in public with the school choir.
- 169 The quality of teaching is good. Teachers benefit from the good organisation and

support they receive from the scheme of work and from the co-ordinator. Lesson planning is very good. Teachers are confident in their ability to teach the subject. Their management of pupils, some of whom are very challenging, is very good. Because teachers make clear their expectations at the start of the lesson pupils know what is expected of them. Teachers' broader expectations of hard work and good effort are also clearly understood by the pupils. As a result, pupils make good progress and lessons are seen to be both enjoyable and challenging experiences. Relationships with pupils are very good and because of this pupils are confident in volunteering to demonstrate for the class. Teachers take care to use correct terminology and name percussion instruments accurately. Good teaching practice seen across the curriculum is also found in music and pupils are frequently reminded of lesson objectives and then given the opportunity to evaluate their progress at the end of the session.

- 170 Because teaching is good pupils have every opportunity to make good gains in their learning and this they do. They respond well to the school-wide expectation that they will be responsible and work hard. They respond in particular by sharing instruments, working effectively in groups and in being positively involved in their own learning. They take pride in their efforts and are enthusiastic about demonstrating them.
- 171 The school is now in the strong position of countering the conditions that have inhibited long term development of skills and knowledge for older pupils. The co-ordinator has been in post for four terms and is a major force in the drive to raise standards. He has introduced a very good scheme for teaching music and is on hand to advise as well as to observe and evaluate lessons. He is a very good musician with a clear idea of the priorities for the subject. Major improvements to provision and the range of experience offered have been made and there is a very good programme in place for extending the musical opportunities offered to the pupils even further. There is a justifiably buoyant optimism about the growing contribution of music to the enrichment of pupil's lives and to the raising of its standards. The subject is making a good contribution to pupils' spiritual, moral, social and cultural development and is offering opportunity equally in the way it meets the needs of all pupils.

PHYSICAL EDUCATION

- 172 Pupils' achievements at the end of both key stages are in line with what is expected nationally and are similar to those found at the time of the previous inspection. Discussion with the co-ordinator and scrutiny of teachers' planning indicate that 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 gymnastics, and respond to music through dance and movement. Pupils in Years 3, 4 and 5 participate in swimming lessons at times throughout the year. During the week of the inspection the physical education lessons observed were indoor games, dance and gymnastics.
- 173 Pupils in Year 2 develop physical control and co-ordination as they move in a variety of ways along benches taking their weight on different parts of their bodies, and link these actions into simple sequences. Pupils jump off apparatus and land lightly and safely. They talk about what they are doing and make simple judgements about of their work and how it could be improved and refined. Year 1 pupils use the whole area of the hall and switch skilfully to different kinds of movement in response to the teachers' directions. They adapt their movement when marching music is played.

- 174 By the end of Key Stage 2, pupils demonstrate sophisticated dance skills. They work effectively in small and large groups to combine a complex series of movements interpreting the behaviour of cats. They respond very well to the music. They cooperate well and most groups achieved very good standards. Year 5 pupils develop skills with racquets. They hold the racquets wrist up and wrist down to bounce balls with increasing accuracy and control.
- 175 The school makes good provision in Year 3, 4 and 5 for pupils to learn to swim. By the time they leave the school most pupils readily achieve the required standard to swim 25 metres. All pupils including those with special educational needs make good progress in physical education.
- 176 The quality of teaching is good. Of the four lessons seen, it was excellent in one and very good in another. Teachers plan appropriate activities for all areas of the curriculum using the guidelines in the scheme of work. They follow lesson plans carefully, which ensures that the lesson objectives are met. All lessons begin and end in an orderly manner and contain appropriate warm-up and cool-down activities. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop their skills. Lessons have a lively pace and management of pupils is good. Teachers have very good knowledge and understanding of all elements of the subject. They actively encourage all the pupils to participate in every aspect. In the lesson that was judged to be excellent, Year 2 pupils behaved in an exemplary way. They got out and set up the equipment to be used in the lesson efficiently and with very little direction from the teacher. All remained absorbed in their work and completely on task throughout. They lined up or moved to spaces in the hall, whatever was required, again with very little teacher direction. The teacher had very high expectations: he allowed independence but was very observant to ensure safety throughout the lesson. The pupils made excellent progress in the task of finding different ways to travel across an inclined bench whilst keeping their bodies as close to the bench as possible. The teacher used individual pupils to demonstrate their skills to the whole class and clarified the good points which were then practised by the class. Pupils develop their expertise in evaluation through identifying good performance. Because the teacher's emphasis throughout the lesson was on improving performance, Year 6 pupils made very good progress in improvising and combining their movements to fit in with the theme of cats. Pupils were motivated to perform well because the teacher continually praised the good features in their work.
- 177 There is a good range of extra-curricular sporting activities which includes football and gymnastics and residential provision includes opportunities for adventurous activities.
- 178 The co-ordinator is very enthusiastic about physical education and provides very good leadership in the subject. He contributes to the subject in a variety of ways including organising staff training and arranging for school competitions. All planning is checked and feedback is given to individual teachers as appropriate. The school has just started to video lessons at the end of each series of activities and these will also be used to monitor standards in the subject. A training programme has been implemented and all teachers will take part in this. There is a school policy. The previous scheme of work was very good but the school has just adopted the local education authority scheme to ensure coverage of the revised National Curriculum and this too provides good guidance and support for teachers. Provision for physical education has improved since the time of the last report when it was described as being unbalanced. The quality of teaching has also improved.

RELIGIOUS EDUCATION

- 179 One religious education lesson was observed. Judgements are based on analysis of planning, previous work and talking to teachers and pupils. No judgement could be made on the quality of the teaching. Standards of attainment have improved since the previous inspection when they were judged to be unsatisfactory, and by the age of seven and eleven pupils achieve standards that are in line with the recommendations of the locally Agreed Syllabus. They meet the statutory requirements for religious education. The school, satisfactorily, develops pupils' knowledge and understanding of specific faiths, predominantly Christianity, but additionally, the celebrations of Judaism, Hinduism and Islam for pupils under the age of seven and other major world faiths such as Buddhism and Sikhism for pupils under the age of eleven. Pupils develop their personal response to religion by examining and reflecting on their own feelings, beliefs, values and experiences, and research into different biblical accounts of the Gospels.
- 180 By the age of seven, pupils attain a satisfactory knowledge and understanding of Christianity, the significance of the major festivals of the Church's year and the life of Jesus. They acquire a satisfactory knowledge and understanding of Judaism, the similarities and differences with Christianity and memorable stories of the Old Testament, which links both faiths, such as the story of Moses and the flight from Egypt. The Hindu festival of Divali is studied along with major Christian celebrations, such as Christmas and Easter. Pupils begin to develop their own faith systems satisfactorily through exploring their own feelings with those of others in relationship to friendship, interdependence and giving.
- 181 Standards by the age of eleven are equally satisfactory and satisfactory gains in learning are made as faiths are studied in more depth. For example, in Year 4, pupils write a diary about a typical Friday in the life of the Jewish home and the preparation of food. In Year 6, the underlying meaning of symbolism is explored in more depth, as seen in the symbolic religious significance of the Sedar plate, (which is the Jewish symbol of the Feast of the Passover), is explored. Other faiths such as Sikhism and Buddhism are introduced. Pupils extend their knowledge and understanding of these faiths satisfactorily and at the same time refine their own beliefs and value systems. They know that Christians express their faith by responding to appeals from around the world, such as the 'Shoe Box' appeal, and see the role of prayer, as not for asking for favours, but in forgiveness, praise and as a means of seeking help for others. The school's act of worship is linked appropriately with the religious education themes studied, such as relationships and morality as seen in one assembly, when the uniqueness of all people was explored and love of fellow beings.

- 182 Interviews with the co-ordinator confirm that much oral work is undertaken in religious education to extend pupils' knowledge and understanding as the pupils' low levels of writing hinder pupils' gains in their learning. Pupils' books showed that their work reflected the school's planning, but was of limited quantity. In the one, very good lesson seen, Sikhism was introduced through the study of the characteristics of some famous world leaders and how they contributed their own different talents to the world. Planning shows that future opportunities will enable pupils to explore how each of the 10 Gurus contributed to the development of Sikhism. Good opportunities are provided for quiet reflection. No computer work in religious education was seen during the inspection, but planning shows there are opportunities to access the Internet.
- 183 Pupils express interest in comparing different religions and are able to discuss, satisfactorily, the vegan diet of some Buddhists and their way of life. The pupils' interest stems from the opportunity to study and discuss a wider religious curriculum, the growing confidence by teachers in the subject and an enthusiastic co-ordinator, newly appointed to the role.
- 184 There is a recently appointed religious education co-ordinator. Standards in attainment have improved throughout the school. The rise in standards and gains in pupils' learning are due to very good teacher planning, the time given for pupils' reflection, good assessment practices and the improvement in the quality and quantity of religious education books and artefacts. The good scheme of work forms a detailed and helpful handbook for teachers with suggestions on approaches and resources, and clear identification of what pupils are to learn by the end of each unit of work. This has resulted in better teaching; therefore planning of what pupils have to learn is being made more meaningful to the pupils. This has resulted in a more positive pupil attitude and keener interest in learning, which is appropriate for all pupils. Resources are good and used well.
- 185 Religious education makes a valuable contribution to the pupils' spiritual development as pupils are given the opportunity to explore their feeling and views. In the lessons, and assemblies there are valuable opportunities for pupils to appreciate and reflect upon the other major faiths and show respect for the beliefs of others.