

INSPECTION REPORT

SEVEN STARS PRIMARY SCHOOL

Leyland

LEA area: Lancashire

Unique reference number: 119285

Headteacher: Mrs J. Radley

Reporting inspector: Mr J. Sorsby

14042

Dates of inspection: 15th – 19th October 2001

Inspection number: 193761

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Peacock Hall Road Leyland Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R. Rymer
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		<p>Information about the school</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well the school is led and managed?</p> <p>What the school should do to improve further?</p>
9572	K. Anderson	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school work in partnership with parents?</p> <p>How well does the school care for its pupils?</p>
18838	M. Padmore		<p>Science</p> <p>Information and communication technology</p> <p>Design and technology</p> <p>Physical education</p> <p>Equality of opportunity</p> <p>Provision for pupils with special educational needs</p>	
30128	S. Stanley	Team inspector	<p>English</p> <p>Geography</p> <p>History</p> <p>Religious education</p> <p>Provision for pupils with English as an additional language</p>	
22821	L. Wolstencroft	Team inspector	<p>Areas of learning for children in the foundation stage</p> <p>Mathematics</p> <p>Art and design</p> <p>Music</p>	<p>How good are the curricular and other opportunities offered to pupils</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Seven Stars Primary School serves an area on the outskirts of the town of Leyland. It is located on the edge of a large housing estate, where many of the pupils live. It is a large primary school with an attached nursery, situated in a significantly disadvantaged area with high unemployment. There are 319 pupils on roll, compared to the national average of 243, including 35 children who attend the nursery part time. Only seven pupils are not of white United Kingdom heritage, six being from the black Caribbean community and one of Chinese descent and all pupils speak English as their first language. Twenty-one per cent of pupils have special educational needs, which is approximately equal to the national average while 1.5 per cent have statements of special educational needs, which is also average. Fifteen per cent of all pupils joined or left the school during the past year at a time other than the normal joining or leaving time. Pupils' attainment on entry to the school is well below expectations for their age. All pupils are taught in single age year groups except Years 3 and 4 which are taught together, and a class each afternoon drawn from reception, Year 1 and 2 classes.

HOW GOOD THE SCHOOL IS

Seven Stars is a very good school. Children enter the nursery with levels of attainment well below those expected for their age. Very good teaching up to the age of six results in good achievement and pupils enter Year 1 below, rather than well below the levels of attainment expected for their age. They maintain their standards to the age of seven, achieving satisfactorily. From the age of eight, good teaching results in good achievement and pupils reach nationally expected standards by the age of eleven. Very strong leadership and management in the school ensures that all of the school's work is targeted at raising pupils standards and helping them to achieve as well as possible. The school is providing good value for money.

What the school does well

- Teaching and learning particularly in Foundation Stage and Years 3-6.
- Enabling pupils to make good progress in English, mathematics and science, as demonstrated by current Year 6 pupils.
- The school's caring ethos enables pupils to learn well.
- The school works well with parents.
- The leadership and management of the school by the governing body are excellent while those of the senior management team are very good.
- The school has very good procedures to monitor pupils' progress and attainment and makes very good use of all available data to plan teaching, the curriculum and the development of the school.
- Providing well for pupils with special educational needs.

What could be improved

- The consistency of good teaching in Years 1 and 2, in line with that in the Foundation Stage and Years 3 to 6.
- Standards in information technology throughout the school.
- The curriculum for information and communications technology and religious education, which do not meet requirements and the time allocated to music, particularly in Years 3 to 6, which is insufficient.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then there has been good improvement. In relation to issues raised in the last inspection report, teaching for children in reception and Year 1 and 2 classes has improved considerably, schemes of work have been introduced in all subjects, very effective links have been developed between the nursery and reception and an appropriate curriculum introduced for children under the age of six, and repairs required to some flooring in the school have been carried out. In all respects, the school has very successfully attended to the issues in the last inspection report.

Other improvements have taken place in standards in writing and mathematics in Years 1 and 2 and science and art and design in Years 3 to 6, pupils' attitudes to school and the monitoring of pupils' personal development. There has also been improvement in the quality of teaching overall, the quality of leadership and management by the headteacher, senior management and the governing body, financial management and budgetary control.

There has been deterioration in standards in information and communication technology and music throughout the school and art and design in Years 1 and 2.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	E
mathematics	E	E	E*	E
science	D	D	E	E

Key

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

Pupils join the school with level of attainment well below expectations for their age. They achieve well and by the age of six their attainment has improved and they are below rather than well below the levels expected for their age. Despite a fall in standards achieved in the 2001 national tests for seven year olds, inspection evidence demonstrates that these same pupils are achieving significantly better in lessons than their test results would indicate. A lower proportion of them achieved higher than the expected Level 2 in their tests than in previous years. With the exception of the result in 2001, the school's results in reading, writing and mathematics over the past five years have improved faster than the national trend.

In 2001, the Year 6 pupils who sat the national tests for eleven year olds were of lower ability than the current Year 6. In mathematics theirs were among the bottom five per cent of results in the country. Inspection evidence indicates that the current Year 6 pupils are

achieving much better and are on course to reach standards in line with national expectations in their tests next summer.

Pupils' attainment at the age of seven and eleven is below expectations in religious education and music and well below expectations in information and communications technology. Pupils' achievements in these subjects are unsatisfactory. In art, standards at the age of seven are below expectations, although given their attainment on entry to the school, pupils' achievements are satisfactory. By the age of eleven pupils have achieved well in art and their standards are in line with national expectations.

Given their very low attainment on entry to the Nursery, in English, mathematics and science, children are achieving well in the Foundation Stage, satisfactorily in Key Stage 1 and well in Key Stage 2. The school did not reach its targets for the proportion of pupils achieving Level 4 or better in Key Stage 2 English and mathematics in 2001. However, the school is well placed to achieve its realistic and more ambitious targets set for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They work hard and participate well in lessons and other activities.
Behaviour, in and out of classrooms	Behaviour in lessons and throughout the school is very good.
Personal development and relationships	Very good. Pupils grow up to become responsible members of the school community, ready for the next stage of their education. Relationships between pupils and with adults are very good.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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 in English and literacy is satisfactory in Years 1 and 2 and good in Years 3 to 6. The quality of teaching in mathematics and numeracy is good in Years 1 and 2 and very good in Years 3 to 6. All aspects of teaching in the Foundation Stage and Years 3 to 6 are good, with the exception of the use of homework, which is satisfactory in Years 3 to 6. Teachers' planning, their teaching methods, their management of pupils and their expectations of pupils are particular strengths. In Years 1 and 2, teaching is weaker, but remains satisfactory overall. Although not as effective as in Year 3 to 6, teachers' planning and their management of pupils are relative strengths in this age group. However, their expectations of pupils are not sufficiently high, and the effectiveness of teaching methods

is only satisfactory, compared to the very good methods employed for older pupils and in Nursery and Reception. The use of homework is satisfactory in Years 1 and 2. Pupils learn very well in the Nursery and Reception classes and in Years 3 to 6 and achieve very well. Learning in Years 1 and 2 is satisfactory and consequently pupils achieve satisfactorily.

Weaknesses in teaching, which occurred in a very small minority of lessons, included there being a lack of focus and direction, resulting in pupils becoming bored and misbehaving. When this occurred pupils made no significant gains in knowledge.

The school is particularly skilled at ensuring that the learning needs of individual pupils are identified and incorporated in teachers planning. Consequently pupils make at least good progress. Pupils with special educational needs are very well supported and make similar progress. The school is meeting the needs of all its pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory because the school is not providing the full National Curriculum in information and communication technology, or complying fully with the locally agreed syllabus in religious education. Insufficient time is devoted to the study of music particularly in Years 3 to 6. Remedial action with regard to each of these matters is incorporated in the current school development plan.
Provision for pupils with special educational needs	Good. Early identification of needs, meticulous record keeping and good individual education plans enables teachers and support staff to provide well for pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' moral and social development, and this is reflected in their personal development. Provision for pupils' spiritual and cultural development is satisfactory. The school effectively prepares pupils for life in a culturally diverse society.
How well the school cares for its pupils	This is a caring school that provides very well for the health, welfare and safety of pupils. The school has very good procedures for monitoring pupils' progress and attainment and makes good use of all available data in curriculum planning and teaching.
How well the school works in partnership with parents	Parents think very highly of the school. The school has developed and maintained very good links with parents and keeps them well informed about their children's progress. Parents make a good contribution to their children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff are a strong team who bring great collective skill to the management of the school and the achievement of its target of raising pupils' attainment. Rectification of problems with the curriculum, has, however, been given too low a priority until the writing of the current school development plan.
How well the governors fulfil their responsibilities	Excellent. The governing body, under the chairmanship of its exceptionally able chairman, is fulfilling its responsibilities in an exemplary fashion.
The school's evaluation of its performance	Exemplary. The school involves all concerned, including pupils, parents and staff, and uses all available data to review its own performance.
The strategic use of resources	Very good. The school uses all its resources, including staff, money, buildings and learning resources to very good effect in order to raise standards. The school is successful in ensuring that it obtains good value in all its work.
The adequacy of staffing, accommodation and learning resources	Good. The school is well staffed with teachers and non-teaching classroom personnel. The accommodation is good and meets the needs of the curriculum, as do learning resources other than those for information and communications technology, which are unsatisfactory.

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 make good progress. • That their children like school. • That the school has high expectations of their children. • That teaching is good. • That the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The closeness with which the school work with parents. • The leadership and management of the school.

The inspection team agrees with parents' positive views. Inspectors judge the closeness of the school's partnership with parents as being very good. Similarly, the leadership and management of the school are judged to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Levels of attainment on entry to the nursery are well below those expected of this age group. Helped by the very good provision in the nursery and reception classes, which is characterised by a strong curriculum and very good teaching, pupils achieve well. By the time they are ready to start Year 1, most children reach standards in personal, social and emotional development, language and literacy, mathematical, physical and creative development and in their knowledge and understanding of the world that are below rather than well below expectations for their age. This represents good achievement by children.

2. In English, inspection evidence demonstrates that current Year 2 and Year 6 pupils are achieving much better than the previous year's cohorts. Pupils achieve satisfactorily in Years 1 and 2 and their attainment remains below expectations. In Years 3 to 6 pupils achieve well and their attainment is in line with national expectations. This indicates that current pupils will achieve standards significantly higher than last year's cohort in the National Curriculum Tests. The variation in current pupils' achievements and standards in Years 1 and 2 and Years 3 to 6 is as a consequence of a variation in the quality of teaching to these two age groups. In the former, teaching is satisfactory while for the latter it is good. Variations include the pace of lessons, which is often slower for the younger age group and the skill with which lessons are planned to meet the needs of all pupils. In this regard some lessons observed being taught to the younger age group were too complicated, resulting in a significant number of pupils becoming bored, lacking in concentration and learning too little. Standards have also improved as a consequence of the successful introduction of the national Literacy Strategy and teachers' skill in using it.

3. In mathematics, as in English, the current Year 2 and Year 6 cohort are achieving considerably higher standards than last year's cohort. Year 2 pupils are on track to achieve standards below the national average, while Year 6 pupils are on track to achieve in line with national expectations in their tests next summer. Again, as in English, the improvement in standards is as a consequence of improved teaching and the introduction of the National Numeracy Strategy. For pupils in Years 1 and 2 teaching is good, while for those in Years 3 to 6 it is very good. Because of the difference in quality of teaching there is a difference in pupils' achievements and in the standards they reach. One factor that is having a negative impact on the standards being achieved by seven-year-olds, is their lack of skill in the techniques needed to do well in tests. This is particularly important for them because of their very low starting point when they enter the school.

4. The trend over the last four years has been one of more or less steady improvement in attainment in science. Results in the national tests for pupils aged eleven show good improvement from the 1998 to the 2000 tests at which point pupils' attainment was very close to the national figure. In the 2001 tests for eleven year olds, pupils' attainment was well below the national average and the average for similar schools. Inspection evidence indicates that the current Year 6 cohort is on track to achieve in line with national expectations in their tests next summer. Current pupils are achieving well as a consequence of the good teaching they receive, teachers' skill at preparing lessons that meet the needs of all pupils and the very good reinforcement of knowledge that is achieved through skilled questioning of pupils.

5. Standards in art and design for pupils aged seven are below those expected nationally but are largely in line by the time pupils are aged eleven. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. This represents a decline in standards for the younger age range since the last inspection but an improvement in pupils' achievement in Years 3 to 6. The decline in standards of the younger age group is as a result of children's low attainment on entry to the school. When they join Year 1 their creative development is below that expected for their age. Despite very good teaching, it takes some time for their skills to improve. By the time they are in Year 3 the very good teaching is impacting on standards and by the time they are in Year 6, standards have improved and are in line with those expected for their age.

6. Insufficient lessons could be observed or other evidence scrutinised for judgements on standards to be made in design and technology, geography and history.

7. Standards in information and communications technology are well below expectation throughout the school. This represents a decline in the standards reported during the last inspection. This is largely due to the low level of expertise in information and communications technology of most teachers and also the way in which the subject is taught. These factors, combined with the unsatisfactory curriculum, which does not teach all aspects of the subject required by the National Curriculum.

8. By the age of seven and eleven, pupils attain standards in music below expectations. They enjoy making and listening to music and, given their very low attainment on entry to the school, their achievement is satisfactory throughout the school. However this picture represents a decline in standards since the last inspection when standards were judged to be in line with those expected nationally. The decline in standards is largely due to insufficient time being allocated to the teaching of music during the school week. This problem extends throughout all classes in the school.

9. In physical education, by ages seven and eleven all pupils, including those with special educational needs, reach standards of attainment that are in-line with those expected nationally. This represents very good achievement and is a consequence of a range of factors. Pupils are enthusiastic when involved in physical education and sports. Teaching is satisfactory. Pupils participate in a range of extra-curricular sports and the school plans and provides well for pupils physical activities, for example, during residential visits.

10. In religious education, standards of attainment throughout the school are below those expected by the locally agreed syllabus and pupils' achievement in all year groups is unsatisfactory. This is because insufficient time is allocated to the teaching of religious education and not all aspects of the syllabus are covered.

11. The school successfully promotes the achievement of lower ability pupils. It identifies pupils as having special educational needs at an early stage and develops detailed individual educational plans that directly deal with appropriate areas for improvement. Individual educational plans clearly set out the targets for pupils to achieve and ways in which teachers and classroom assistants can help pupils to achieve them.

12. The school is successful in including all pupils in all activities and in meeting their needs.

Pupils' attitudes, values and personal development

13. Pupils' attitudes have improved further since the last inspection, at which time they were described as good. Almost all pupils arrive on time and are well turned out in the school uniform. They enjoy school and are eager to learn. Pupils talk enthusiastically about their work and what they have been doing. They take pleasure in showing visitors around the class and explaining some of the wall displays. Extra curricular sport activities, which are held each Thursday after school, are very popular and a considerable number of pupils are keen to participate.

14. Behaviour both in class and around the school is very good. Movement between lessons and into and out of Assemblies is impressive. Pupils queue up and file into school at the start of the day and break times. They are extremely friendly and polite to visitors often saying 'Good Morning' and holding doors open.

15. The very good behaviour seen in the majority of lessons results in little time being wasted in maintaining order so that the maximum use is made of teaching time. As a result pupils are well focused and work in a busy and productive way. They follow teachers' instructions well and all join in the question and answer sessions enthusiastically. An example was seen in a Year 5 literacy lesson when the class were learning how to write instructions for making a windmill and a pizza. All were eager to make a contribution to the whole class session.

16. Behaviour at mealtimes is very good. Pupils queue up in an orderly manner, collect their food from the serving counter and sit sociably at tables. They are friendly to others and welcome the opportunity to talk to visitors. Pupils play in different yards according to their year groups. They play well together and, although boisterous, behaviour is good. Many are involved in playground games such as football and skipping.

17. Pupils take pride in the awards they receive for good behaviour, work and attendance. They say 'you feel good' when they receive an award in front of the whole school. They all understand the school rules well and have a clear sense of right and wrong. Considerable emphasis is placed on consideration for others and sharing appreciation for the achievements of others. Each week the class teachers choose pupils who have shown the best attitudes and worked hardest and their names are listed on a Role of Honour, one of which is displayed in each school building. Those whose behaviour falls below the standard expected are effectively and sensitively handled and their conduct is closely monitored. Parents are involved when necessary. There have been no permanent exclusions in the last year and only one short-term exclusion.

18. Pupils are encouraged to think for themselves and work collaboratively. Group work was particularly evident in a Year 5 physical education lesson when pupils quickly organised themselves into teams to practice passing techniques.

19. Through the religious education programme, pupils learn the values and beliefs of others. Classes have studied a range of religious festivals. Year 5 pupils have studied Islam. They are able to discuss 'permitted food' and have read a copy of a quote from the Qur'an. One pupil was asked to put away the Qur'an and stand. She washed her hands without being prompted and wrapped the book in its cloth. Pupils are developing their ability to think of others less fortunate than themselves. In assemblies during the inspection week pupils were encouraged to think about the homeless and reflect upon what it must feel like to be a refugee. Their harvest festival contributions this year will be donated to homeless people.

20. Pupils' very good personal development results in them becoming responsible members of the school community ready for the next stage of education. As they progress up the school pupils take on increasing responsibilities. Each class has its rota of monitors. Pupils carry out such jobs as book monitors, blackboard and white board monitors, keeping the class library tidy or supervising the computer area. They perform these duties with diligence and pride. In Year 6 pupils apply for responsibilities within the school. They are interviewed for these posts, their role is monitored and if they fail to perform adequately, they can lose their job. Examples of the jobs undertaken include helping younger pupils at lunchtime or supervising the toilets at break time. These opportunities to take on responsibility have a positive impact upon the initiative and personal development of pupils. Throughout the school pupils take responsibility for their own learning by selecting their resources and helping to tidy away. In a Year 1 physical education lesson all played their part in setting out the apparatus. They worked in pairs in order to move boxes and benches into the correct position.

21. Pupils with special educational needs are an integral part of the community and the school seeks to include them in all aspects of its life. Pupils are only ever withdrawn from lessons when the extra support they receive cannot be delivered in the lesson. Pupils with special educational needs take a positive approach to the work they do and show real commitment. They have good relationships with teachers, classroom assistants and the other members of their classes.

22. Relationships with each other and between pupils and staff are excellent. No incidents of harassment were observed. Pupils from ethnic minorities are very well integrated into the school. Pupils are beginning to understand the impact of their actions on others. Through the personal, social and health education programme they study such matters as friendship. In a Year 1 lesson pupils acted out a scenario in the playground when one child was unhappy and had no friends. Two others said 'Will you be our friend' and all ended happily.

23. Attendance in the last academic year was well below the national average. However, since the school has recognised this problem and has set up systems for monitoring and promoting good attendance the levels have risen and are now in line with national attendance rates. A few pupils arrive late for school but the school day starts on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. There has been considerable improvement in the quality of teaching since the last inspection. Teaching is now good overall. In the Foundation Stage and in Years 3 to 6 teaching is very good, while in Years 1 and 2 it is satisfactory. The very good teaching in the Foundation Stage and in Years 3 to 6 is resulting in very good learning and achievement by pupils. In Years 1 and 2 pupils make satisfactory progress as a consequence of satisfactory teaching. Particular strengths in teaching include all aspects of teaching of children in the Foundation Stage and teachers' planning and expectations, the range of methods they use and their management of pupils in Years 3 to 6. Relative weakness in Years 1 and 2 are teachers' expectations of pupils, their teaching of basic skills such as literacy and numeracy and the range of methods used. Throughout the school the use of homework is satisfactory. The relative weakness of teaching in Years 1 and 2 compared to the Foundation Stage and Years 3 to 6 means that pupils achieve less well in these year groups than in others, diminishing the overall progress they could make.

Teachers make good use of assessment data to match their teaching to the needs of individual pupils, particularly those with special needs and more able pupils.

25. The quality of teaching and learning in the Foundation Stage is very good. Teachers' planning is clearly related to the Early Learning Goals. Activities in both the nursery and reception classes are stimulating and exciting and well matched to the age and needs of the children in the group. Good teamwork is a feature of both classes and is effective in supporting children's learning as a result of the very good planning and clearly defined roles. Pupils achieve very well in both classes.

26. The quality of teaching in English and literacy in Years 1 and 2 is satisfactory while that in Years 3 to 6 is good. In Years 3 to 6 teaching is well planned to meet the need of all pupils and presents an appropriate challenge. Lesson objectives are very clearly stated and pupils have a clear understanding of what they are learning and why. In Years 1 and 2 the pace of lessons tends to be slower and consequently pupils learn less.

27. Overall the quality of teaching in mathematics and numeracy is good throughout the school. Pupils enjoy mathematics and make good gains in learning. For all age groups teachers have adopted strategies that make learning fun. Where teaching is good or very good, pupils make good or very good progress. In these lessons the pace is brisk and teachers are both encouraging and challenging.

28. Teaching in science is satisfactory in Years 1 and 2 and good in the older year groups. Teachers make good provision for investigation in science and make good use of a local nature park to bring science alive for their pupils. Relationships are good and teachers manage their pupils well. Science makes a good contribution to the teaching of literacy especially through the provision of writing frames that help pupils to write up their scientific experiments in a structured and logical way. Pupils learn satisfactorily in Years 1 and 2 and well in Years 3 to 6.

29. The quality of teaching and learning in the small sample of lessons seen in art and design during the inspection was good. Pupils enjoy a range of opportunities to explore working with a range of suitable materials. Lessons are well planned within the framework of the current scheme of work. Work is well displayed around the school showing clearly the ability of pupils of different ages.

30. No teaching of design and technology was observed during the inspection. There was insufficient evidence to judge teaching in music. The quality of teaching and learning in the one lesson observed was very good. Insufficient lessons were seen to make a judgement on the quality of teaching in geography. In the one lesson seen, the quality of teaching and learning was good. In history, not enough lessons were seen to make an overall judgement on teaching. However, in the lessons seen, the quality of teaching and learning was good in Year 2 and very good in Year 6. It was not possible to judge the quality of teaching in information and communications technology because there were no timetabled lessons during the inspection. Not enough lessons were seen in religious education to make a judgement on the quality of teaching but in one Year 3 and 4 lesson observed the quality of teaching was unsatisfactory.

31. The teaching of physical education is satisfactory in Years 1 and 2 and good in the other year groups. The main area of weakness observed was in the balance between keeping pupils engaged in physical activity and a need to introduce teaching points to extend pupils' awareness of their performance. A slow pace in lessons was more in

evidence in Years 1 and 2 than in the older year groups. All teachers enjoyed good relationships with their pupils. Pupils' learning is satisfactory.

32. The quality of teaching for pupils with special educational needs is good and pupils make good progress in their learning in all areas of the curriculum. Classroom teachers are fully involved in the development of individual educational plans that they draw up in consultation with the Special Educational Needs Co-ordinator. Individual educational plans clearly set out the ways in which the curriculum is to be adapted to meet individuals' needs. Teachers also prepare classroom assistants well for the work they do with individual pupils. The contribution that classroom assistants make to teaching has a significant impact on the progress pupils make. The special educational needs assistant who works with the small number of pupils in the school who have emotional and behavioural difficulties is very experienced and skilled in supporting their learning.

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

33. The quality and range of curricular opportunities for pupils in Years 1 to 6 are unsatisfactory. Whilst the curriculum for pupils is broad and covers all subjects of the National Curriculum it does not encompass all the elements of the information and communication technology programmes of study. Neither does the school's curriculum comply fully with the agreed local syllabus for religious education. In addition, insufficient time is allocated for music particularly in Years 3 to 6. English and mathematics are given appropriate emphasis having been the focus of the school's drive to raise standards over the past year. Sufficient time is given to other subjects. The school has effectively implemented the national strategies for literacy and numeracy and has adopted recent national model schemes of work as a basis for planning other areas of the curriculum. The school has adopted a two-year cycle when planning for pupils in Years 3 and 4 who are taught in mixed age group classes. This strategy is successful in ensuring that pupils in these classes do not miss areas of learning as they move from one class to the next.

34. The curriculum for children in the nursery and reception class is firmly based on the national guidance provided for planning the Foundation Stage of learning. The children experience a stimulating and well-balanced range of activities that is relevant to their age and needs. Nursery and reception class teachers plan together to ensure a coherent approach to planning the curriculum across the early years classes. This method of planning has successfully addressed the area of weakness identified at the time of the last inspection. Children with special educational needs are well catered for.

35. The effectiveness of the implementation of the strategies for literacy and numeracy has been a significant element in the school's drive to raise standards. The school has built upon the national frameworks and appropriate elements of both strategies have been developed in the reception class, which prepares children for entry into Year 1.

36. Pupils with special educational needs have equality of access to all aspects of the curriculum including extra-curricular activities. The school adapts the curriculum to make sure that pupils can make the progress of which they are capable. In consultation with the special educational needs co-ordinator, teachers write clear and well-considered individual educational plans. Teachers good planning and effective use of support staff, visiting specialists and resources help pupils with special educational needs to work very effectively towards their targets. More able pupils and those from minority ethnic communities are also appropriately challenged and supported through careful curricular planning.

37. Provision for pupils' personal, social and health education is satisfactory. The school has adopted a commercial programme but this has only recently been introduced and has not yet been the subject of any monitoring or evaluation. The development of this area of the curriculum is seen as central to the school's ethos and is a priority in the school development plan. Daily assemblies make a significant contribution. During the week of the inspection the focus for assemblies was homelessness. Pupils had the opportunity to listen to a young man's personal experience of being homeless. Satisfactory policies and procedures relating to sex education and drug awareness are in place.

38. The contribution of the community to pupils' learning is satisfactory. Regular input into school activities is made by a community worker based in the area where many pupils live. He contributes to assemblies and is a familiar figure to the pupils. The school holds its annual carol concert in churches in the community and welcomes the ministers from a number of these churches into school. The school provides opportunities for a nursery nurse and child care students to work in the nursery and this is working well for both the school and for the higher education establishment. The local authority Parent Involvement Team runs activities that are open to parents from the school and encourages them to support their children's learning at home. This has a positive effect on standards achieved by their children.

39. The school provides a limited range of out of school activities. Pupils can participate in a range of sporting activities such as netball and rugby. Residential educational visits, which take place annually, enhance pupils' learning. There are no opportunities provided for younger pupils but the school is aware of this and is currently considering how to address this issue. The school has satisfactory links with its partner educational institutions. Pupils transfer to a range of secondary schools. Across the authority one day is designated where pupils move on to visit their new school. In addition pupils from the school have participated in talent shows, a science challenge and a maths quiz at several of the local secondary schools. Each of these activities increases pupils confidence and contributes to their learning and the standards they achieve.

40. Overall the provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory and is successfully promoted through well-planned assemblies. Pupils show interest, enjoyment and reverence in these assemblies. They participate well and are keen to ask and answer questions. They sing hymns with enthusiasm and quietly reflect on what they have heard and seen. The lighting of a candle creates an appropriate atmosphere so that pupils know this is special thinking time. Spiritual awareness is suitably developed through areas of the curriculum. Children in the reception class carefully and quietly handled gifts that were special to the adults who work with them. In Year 6 pupils listened with concentration to songs sung by a popular singer about homelessness and reflected thoughtfully on the meaning of the words.

41. The provision for pupils' moral development is very good. Adults provide very good role models for pupils in the way they work together and in their responses to pupils. The ethos of the school is well used to develop pupils' understanding of right and wrong. The school's code is clearly displayed in classrooms and pupils develop their own class rules through discussion. In the nursery and reception classes there is a strong focus on teaching children to take turns and to share toys and games with one another.

42. The provision for the social development of pupils is very good. There is a range of opportunities for pupils to take responsibility. The youngest pupils return registers to the

office, understanding clearly that one of them opens and closes the doors. Older pupils undertake a range of jobs for which they write a letter of application and are interviewed by staff. These include responsibilities for helping with the younger children and operating the tape player for assembly. Pupils take these responsibilities seriously and know that if they do not undertake the tasks properly they will lose the position. Success in a wide range of fields including outside activities such as horse riding and tennis is celebrated regularly. Rolls of honour are displayed in both buildings. Residential visits make a significant contribution to pupils' social development. Pupils' understanding of the needs of others are deepened through the contribution of appropriate articles to help the homeless as part of the harvest festival.

43. The provision for pupils' cultural development is satisfactory. Through assemblies and religious education lessons and to a lesser extent in art, music and other areas of the curriculum pupils develop an understanding of the rich diversity of faiths and cultures. Displays around the school reflect the work of various artists and regular whole school focus on a range of different religions provides opportunities for pupils to reflect and discuss. Despite there being few examples of the diversity of the multicultural world in which we live to be seen around the school, the overall thrust of the school's provision for the spiritual, moral, social and cultural development of pupils prepares them for life in a diversely cultural society.

44. Because of the weaknesses described, the curriculum is judged to have deteriorated since the last inspection. Provision for pupils spiritual, moral, social and cultural development have improved, as have assemblies, the range of extra-curricular activities and the curriculum overall for children in the Foundation Stage.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The last inspection found that pupils were taught in a caring environment by staff who are acutely aware of their needs. This continues to be the case. The school lives up to its motto 'Children come first'.

46. The school provides very well for the welfare and safety of its pupils. This is a strength of the school. Staff and governors are committed to ensuring that pupils are safe. The headteacher, site supervisor and governors regularly monitor health and safety. The condition of the school buildings is good, and they are extremely well maintained. Pupils' play areas are safely away from traffic entering or leaving the site. A number of staff have attended first aid training and there is a qualified first aider in each building. Thorough systems are in place for recording and reporting accidents. Staff are aware of any specific medical needs a child may have, and there are appropriate procedures for dealing with them. Very good child protection procedures are in place. The deputy headteacher takes responsibility for this area. She ensures that all staff know the relevant steps to follow should they have any concerns. The beginning and end of the day, dinner times and play times are well supervised by staff. Parents feel that their children are well cared for. Issues of health and safety that were highlighted in the last inspection have all been addressed.

47. The systems for monitoring and promoting pupil's personal development are very good. Staff know their pupils very well, are sensitive to their differing needs and are readily available so that parents can share concerns or transfer information. Achievement assemblies celebrate pupils' own successes both within school and outside. Furthermore, pupils monitor their own personal development through their Record of Achievement files. This is an improvement since the last inspection. Pupils are offered a wide range of

opportunities to carry out responsibilities within school, promoting their pupils' personal development. As pupils progress up the school responsibilities increase. Pupils are encouraged to take responsibility for their own learning, for instance undertaking individual work first thing in the morning, selecting their own resources and tidying up at the end of the lesson. Pupils are involved in setting their own targets through discussion with their teacher. In Year 5, target sheets were kept on each table and pupils were able to explain them accurately.

48. The school has effective systems in place to identify, assess, support and monitor pupils with special educational needs. This is the case whether the need is related to physical, behavioural or learning difficulties. The school has good access for pupils using wheelchairs, although no such pupils are presently on roll. There is good support for pupils and the school very effectively implements the Code of Practice for pupils with special educational needs and its own special educational needs policy.

49. Arrangements for children joining the nursery or reception class are good. Procedures to monitor and promote good behaviour are very well established and extremely effective. All pupils know the school code and at the beginning of the new school year each class draws up its own class code. Through the home-school agreement parents and pupils are aware of the standards of behaviour expected. Pupils are rewarded with certificates for good work and behaviour. Staff make good use of praise to encourage high standards of behaviour both in class and around the school. When behaviour falls below the standard expected the headteacher becomes involved and she closely monitors developments. All staff are constantly alert to any signs of poor behaviour, bullying or harassment and when instances do occur, parents report that they are quickly identified and handled effectively.

50. Procedures for monitoring and promoting good attendance are now good. Last year, as a result of reduced administrative support, the school's systems for monitoring attendance and following up absence did not gain a high priority. Therefore attendance rates fell. However the school identified this issue and has now purchased the services of the Primary Attendance Support Team and appointed a member of staff to take responsibility for this area. Their work together with the headteacher and Education Welfare Officer has already resulted in a notable improvement in attendance rates for this term. Attendance certificates are awarded both to classes and individuals when high rates are achieved.

51. The level of support and guidance the school gives has a positive effect in raising pupils' achievements.

52. As identified in the last inspection, assessment continues to be a strong feature of teachers' work. The school gathers a range of assessment information throughout the time pupils attend the school. The information gathered is well used to track the progress of individual pupils and set personal targets. Teachers keep comprehensive records of what pupils have learned and understood and this information is passed from one teacher to the next to inform future planning. The school is in the early stages of identifying the progress made by different groups of pupils but have procedures for identifying and planning for pupils who are gifted and talented.

53. Overall assessment is used appropriately to inform teachers' planning. Ongoing assessment in lessons is good and teachers' planning is evaluated at the end of each lesson and the information used to plan for further lessons. Teachers look closely at national tests to identify weaknesses and set targets for whole year groups. Individual

targets are set as a result of the outcomes of teachers marking of pupils' work and most classes have now set targets to improve writing, a focus for development in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Since the last inspection the school has continued to develop a strong partnership with parents. The part they play has a positive impact on their child's education. Through the questionnaire, pre-inspection meeting and discussions during the inspection, parents expressed extremely positive views about the work of the school.

55. The deputy headteacher is responsible for liaison with parents. She works hard to encourage parents to become involved and has established very effective links with them. For the last three years she has run classes to support and help parents and a number of parents have now joined the school staff as classroom assistants. The Parent Teacher and Friends Association is extremely active and organises many fundraising and social events throughout the year to purchase equipment to help raise pupils' standards, for example in literacy.

56. Parents are offered many opportunities to come in to school for class assemblies, achievement assemblies, sports days, sporting events and the December play, and many attend. Parents' evenings are held twice a year in October and July. Attendance at the autumn meeting is good and the school makes every effort to speak to parents who are unable to come to the meeting. The majority of parents say that they feel comfortable to approach the school if they have a concern. Parents were invited to contribute their views to the home-school agreement. In July parents are asked to complete a parents audit and as a result of this the school now plans to hold open forums where parents can exchange their ideas.

57. The information that the school provides for parents is good and is effective in keeping parents up to date with school news. Parents are regularly sent details about the subjects their child will be studying. The end of year reports comply with statutory requirements. The school has recently changed to a new format for these reports. They are helpful and give parents a good picture of their child's progress and sufficient information to help their children's learning at home and help raise their standards.

58. The school encourages parents to become involved in their child's work at home. Before entry to the nursery, staff make a visit to each pupil's home. This gives parents and child a chance to meet the adults who will be taking care of them. Every child takes work home on a regular basis. Parents are therefore involved in their child's learning. However, the homework books are not effectively used as a means of home-school communication. The majority of parents are committed to the home-school partnership through their participation in the home-school agreement.

59. Parents of pupils who are identified as having special educational needs are informed at an early stage of the school's concerns. They are consulted on possible courses of action to remedy needs and regularly informed of progress made. Parents are fully involved in the review process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. This is a school where very strong leadership and management by the headship team coupled with very effective and meaningful delegation of authority and responsibility to their senior management colleagues and subject co-ordinators has had, and continues to have, a significant impact on raising pupils' standards.

61. Subject co-ordinators play a significant role in the management of the school. Through their monitoring of teachers' planning and in some subjects, their monitoring of teaching, they strongly influence the teaching of their specialist subjects and hence pupils' achievements. Their respect for each other and the manner in which they seek and receive each other's support and guidance is very good. This is an exceptionally strong and cohesive team of middle managers.

62. As at the time of the last inspection, special educational needs are well managed. The recently appointed special educational needs co-ordinator has been at this school for several years and is fully aware of the school's procedures. These are embedded in the day-to-day workings of the school and ensure that there is early identification of special educational needs and effective monitoring and review of the progress pupils make. The effectiveness of procedures is an important factor in the good progress made by pupils with special educational needs and the standards they achieve.

63. There has been a good programme of monitoring teaching to help teachers identify their strengths and to improve in areas capable of development. This has contributed to a significant improvement in the quality of teaching and, consequently, learning. All staff, both teaching and non-teaching constitute a strong team with a unity of approach and common goals for their pupils.

64. The school is particularly successful in using all available data in evaluating its own performance. However, while characteristically the school takes effective action to deal with areas of relative weakness, this has not been the case with regard to the curriculum or the range of issues concerning information and communications technology. While these deficiencies were identified by the school and incorporated in the school development plan, too much time has been allowed to elapse before effective action is taken. This is the one area of leadership and management that has not been sufficiently robust.

65. The school is very clear about its educational priorities, and the senior management set a very clear and appropriate educational direction. This is reinforced and consolidated by the careful targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflect the school's aims and values, in particular the valuing of every pupil and the inclusion of all. The school development plan, the budget and planning in general are very good, resulting in purposeful hard work by all, and the raising of standards.

66. Acting not just as a critical friend but also as the management team's strongest partner is the chairman of the governing body, and through him, his colleagues on the governing body. The Chairman provides excellent leadership and the depth of knowledge and involvement of the governing body as a whole constitutes a significant improvement since the last inspection.

67. The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. Her commitment to the staff is exemplified by the investment the school makes in the professional development of the staff.

68. The school's educational priorities are exceptionally well supported through meticulous financial planning. The headteacher and administrative staff have an excellent understanding of school finance, and work well together bringing their complementary skills to bear on the financial planning and management aspects of the school's work. The school effectively achieves best value in the deployment of all its resources.

69. Induction for new staff is systematic and supportive. Supply teachers receive clear, concise information about the school, helping them to fit in quickly. The nursery provides a good learning environment for child care trainees from local colleges. These factors enable new and trainee staff to quickly support pupils' learning and to contribute to the standards they achieve.

70. The school's investment in support staff is having a very beneficial impact on pupils' social development, and on the progress made by pupils with special needs. The school is well staffed with teachers and support staff who have the relevant expertise to meet the demands of the whole curriculum. The strong and enthusiastic team of class teachers and learning support staff work in a very close partnership to ensure that all children receive a secure foundation for their future education.

71. A strategy for performance management has been introduced that fully meets legislative requirements. All teachers have agreed targets for improvement in their own effectiveness and professional development. A process for monitoring teaching and reviewing progress towards these targets is in place. The school's strategy for appraisal and performance management is good, and enables all teachers to improve their skills and contribute more effectively to the standards pupils achieve.

72. The work of the school is very strongly supported by the administrative and secretarial staff. There are good, effective systems for communicating information and ensuring the smooth running of the school. Other non-teaching staff make an important contribution. Among these are the mid-day supervisors, canteen staff and the school site manager. The contribution made by all non-teaching staff enables teachers to use their time most effectively to support pupils' learning and enhance the standards they achieve.

73. Financial planning is excellent, an improvement since the last inspection. The school development plan sets out very clearly the school's priorities for development. These are very well focused on raising standards in all aspects of the school's work. Financial planning is intimately linked to the development plan and similarly targeted at raising standards. The school makes good use of all the additional funds it receives, for example, to fund staff training. This investment is having a good impact on the quality and standards of pupils' work by improving teachers' skills in areas identified for development.

74. Resources are satisfactory overall and are easily accessible. Resources for English, mathematics, art and design, geography, history, music and religious education are good whilst in science, design and technology and physical education they are satisfactory. However, resources for information and communications technology are inadequate. Whilst individual computers in each classroom are of good quality there are not sufficient to allow pupils frequent access. It is planned to create an information and communications technology suite, increase the number of computers available for pupils' learning and greatly enhance resources for this subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to further improve the quality of education and build on the very many strengths of the school identified in the inspection the headteacher, governors and staff should:

- (1) Improving the consistency of good teaching in Years 1 and 2, in line with that in the Foundation Stage and Years 3 to 6 by:
 - Improving the pace of lessons (see paragraphs 2,26,31,93)
- (2) Raise standards in information and communications technology by:
 - Ensuring that all elements of the curriculum are taught (see paragraphs 115-120)
 - Ensuring that the subject is taught across all other subjects of the curriculum (see paragraphs 115-120)
 - Ensuring that there are sufficient appropriate resources, both hardware and software. (see paragraphs 115-120)
 - Ensuring that teachers have the necessary skills to teach the subject (see paragraphs 115-120)
- (3) Improve the curriculum by :
 - Ensuring that the curriculum for information and communications technology meets all the requirements of the National Curriculum and that all elements are taught (see paragraph 33)
 - Ensuring that the curriculum for religious education meets all the requirements of the locally agreed syllabus and that all elements are taught (see paragraph 33)
 - Ensuring that the time allocated to music, particularly in Years 3 to 6 is appropriate (see paragraph 33)

76. Further areas identified in this report which should be considered by the school are as follows:

- (1) Homework books are not effectively used as a means of home-school communication. (see paragraph 58)
- (2) Prepare pupils in Years 1 and 2 so they have a better understanding of test techniques to use in the National Curriculum mathematics tests at the end of Year 2. (see paragraph 3)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	18	14	1	0	0
Percentage	1	36	34	28	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	17.5	277
Number of full-time pupils known to be eligible for free school meals	N/A	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	67

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	26
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.4	School data	1.5

National comparative data	5.2
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	13
	Girls	15	16	14
	Total	23	24	27
Percentage of pupils at NC level 2 or above	School	63 (77)	69 (88)	78 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	14	16	15
	Total	25	28	27
Percentage of pupils at NC level 2 or above	School	71 (88)	77 (100)	80 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	21
	Girls	14	6	15
	Total	27	21	36
Percentage of pupils at NC level 4 or above	School	49 (66)	38 (49)	66 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	20
	Girls	10	9	13
	Total	22	26	33
Percentage of pupils at NC level 4 or above	School	40 (57)	47 (51)	60 (66)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	270
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	187

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	652 712
Total expenditure	632 984
Expenditure per pupil	1 867
Balance brought forward from previous year	51 555
Balance carried forward to next year	71 283

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	294
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	1	2	0
My child is making good progress in school.	42	55	0	0	1
Behaviour in the school is good.	35	51	2	6	5
My child gets the right amount of work to do at home.	34	52	4	1	2
The teaching is good.	52	40	2	4	2
I am kept well informed about how my child is getting on.	32	59	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	52	38	5	6	0
The school expects my child to work hard and achieve his or her best.	58	36	1	0	4
The school works closely with parents.	40	44	8	6	2
The school is well led and managed.	42	40	7	5	6
The school is helping my child become mature and responsible.	46	46	1	5	2
The school provides an interesting range of activities outside lessons.	38	34	5	5	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The provision for children in nursery and reception is very good and a strength of the school. The issues identified by the last inspection have been addressed. The quality of teaching is now very good, planning is clearly related to the early learning goals and the links between nursery and reception classes are well developed to provide consistent provision.

78. Most children begin in the nursery with levels of attainment well below those expected for their age particularly in social skills and in their understanding mathematics. By the time they enter Year1 most children have attained the early learning goals in some areas and their standards are below rather than well below expectations for their age.

Personal, social and emotional development

79. On entry into the nursery most children have immature skills in personal and social development. On entering Year 1 children have made good progress towards the Early Learning Goals in this area reflecting the good and very good teaching in the Foundation Stage. Children are encouraged to join in all activities and the friendly and supportive atmosphere helps them to gain confidence. Routines are well established in all settings and children are given opportunities to take responsibility. For instance children in the nursery collect their name badges as they arrive to put on the board to show who is present. In the reception class children go in twos to take the register to the office. Staff support children well. In particular adults take part in children's play sensitively ensuring that individuals and the group develop ideas and play together. Throughout the nursery and reception children show increasing levels of independence. In the reception class children can work for short periods without direct supervision and know that they must finish the task before moving on. They know to put on aprons before doing messy activities and do this by themselves. Most children cope well with their own personal hygiene needing only occasional reminders from adults.

Communication, language and literacy

80. On entry into nursery, children's communication, language and literacy skills show them to be well below average. Within the nursery and reception classes the development of these skills is given a high priority and very good teaching results in children making good progress and some attain the early Learning Goal in this area before entering Year 1. The children enjoy a range of stories, songs and rhymes. Children are encouraged to respond and develop confidence in asking and answering questions. Although some children are articulate, many speak in short sentences or phrases and a number have unclear speech. Across the Foundation classes, children are encouraged to participate in story sessions with the whole group. In one lesson where the children listened to a story about a balloon the teacher showed the children what happened when a balloon was blown up and then released. This helped the children focus clearly on the elements of the story. Effective teaching helps children in the nursery to recognise their own name and by reception some begin to write their name unaided.

Mathematical development

81. Some children reach the Early Learning Goals in this area by the end of reception. Good mathematics teaching in nursery and reception enables children to make good progress. Children are familiar with number rhymes and action songs. In the nursery children worked with an adult to put pairs of socks together and peg them onto the washing line. Some children can match two toys to the written symbol. In reception most children can match and continue a repeating pattern using a range of familiar shapes. The organisation of mathematics is good. In reception elements of the National Numeracy Strategy are embedded in the activities. Planning for these activities is very good and ensures children are familiar with the structure of the numeracy lesson, preparing them well for Year 1.

Knowledge and understanding of the world

82. Children's knowledge and understanding of the world is well below that expected of children of their age when they enter the nursery. Staff in the nursery and reception classes plan a wide range of exciting and stimulating activities which effectively develop children's learning. For example children in the nursery had a 'blue day' during the week of the inspection. They spread crackers with cheese they had coloured blue with a food dye, which they ate at snack time. They looked at flowers that had turned from white to blue after being placed in coloured water. Children in both classes have opportunities to use the computer. Most are confident in using the mouse to control the cursor and enjoyed creating the decoration on a birthday cake. In their activities on helping Sid the space boy to understand the world, children drew and made up stories to help Sid learn about their school. The limited range of questions they ask about why things happen and why things work is representative of many children's lack of knowledge and understanding of the world. Adults make many opportunities to talk to the children about what they are doing and to join in with their play and contribute and develop activities. Good and often very good teaching enables some children to reach the expected level by the end of the reception.

Physical development

83. As a consequence of good and often very good teaching, children make good progress in this area, many reaching the Early Learning Goals by the end of reception. In the nursery, children use finger paint to decorate a shape, placing the marks with appropriate levels of accuracy. Children in reception cut and stick shapes and decorate a card using coloured paper. They have access to a secure outside play area and pedal and push bikes and other equipment. Children move freely and begin to develop an awareness of the space around them and through more structured activities of one another. Inside they use small climbing apparatus to climb and slide and to crawl in and out of the entrance. Children gain in skills and confidence through a wide range of interesting and challenging activities.

Creative development

84. Children participate in a wide range of planned activities using a variety of materials and equipment. Very good teaching enables them to make good progress in this area by the end of reception and some children reach the expected levels of attainment. They take part in activities such as modelling with play dough, drawing, and painting, writing and sticking. Adults make effective use of questioning to help children develop their own ideas. Children in the reception class during the week of the inspection demonstrated their knowledge of the sounds made by different instruments. Many could name the instruments and all enjoyed playing them. Teachers plan an activity afternoon each half term that culminates in the children working together with older pupils on a shared theme. During the

inspection children and staff dressed up to disguise themselves and took part in a range of different role-play events.

85. Planning in the Foundation Stage is very good and demonstrates a good understanding of the agreed learning outcomes for children under six years old. Opportunities to promote children's learning in all areas are planned each week. Assessment is securely in place and all members of the team contribute to the day-to-day recording of small steps of progress. Teamwork is good and all adults, including students in training, have a clear role. Activities are well planned to promote the learning of both boys and girls and to address the needs of pupils with special educational needs. Partnership with parents is good. Parents are kept informed of their children's progress and involved with activities through photographs and regular contact with staff. Opportunities for parents to become actively involved with their children's learning are provided through events organised by the school and run by the local authority's Parent Involvement Team.

ENGLISH

86. Despite a decline in the standards achieved by pupils in the National Curriculum tests at the end of Years 2 and 6 in 2001, inspection evidence indicates that current Year 2 pupils are achieving much better and are on course to reach standards below rather than well below national expectations in their tests next summer and Year 6 pupils are on course to reach standards in line with national expectations in their tests.

87. The majority of pupils currently at the beginning of Year 2 are attaining standards that are below average in speaking and listening. Pupils attempt extended responses to teachers' questions but are often inhibited by a lack of confidence and a limited vocabulary. Pupils are more able to talk about things that affect them at school and at home than about the characters they encounter in poetry and stories. Pupils listen attentively as teachers read them books, but they are inhibited from making lively responses. The development of confidence in speaking is being helped by the school's provision of circle time, in which many pupils are happy to participate. In these sessions pupils discuss things they have experienced themselves and what makes them feel happy or upset. Insufficient opportunities exist for pupils across the school to be able to speak, for example in drama, and to build their self-confidence.

88. Pupils make good progress in reading in Years 1 and 2, achieving satisfactorily. Less able pupils point to pictures in books and say what they are, and perhaps who the pictures represent. They recognise their name, based on the initial letter. Other pupils read simple sentences in their reading books, or words on cards and captions around the room. They copy individual words, and some sentences. Some make up their own sentences based on the text they have studied.

89. Reading in Years 3 to 6 is in line with national standards, representing satisfactory achievement. Pupils in Year 6 are able to talk about the books that interest them. They read in school to the teacher and to visiting helpers, and at home to their parents or other members of the family. Few pupils make use of public libraries.

90. In Year 6 lessons seen, standards of writing are satisfactory. The school has put a lot of effort into improving standards and this is having a marked effect, particularly in Years 5 and 6 where pupils are writing in a range of styles. They are learning to write expressively, in stories and poetry, and this shows imagination and flair in the use of

language. They have opportunities to write for different purposes, such as writing instructions or a letter. In lessons other than those dedicated to literacy, pupils use their skills to write about a science experiment or present historical or geographical data. Handwriting standards have improved since the introduction of a new scheme of work. However, pupils in Years 1 and 2 still find difficulty in forming some letters such as *p* without taking their pencil off the paper. In one Year 1 lesson, half the pupils were unable to match the sound of *b* or *d* with the correct letter. By the end of Year 6, most pupils have mastered a neat, presentable style and write fluently. Pupils' spelling is improving. Younger pupils are encouraged to blend letters together such as *sh* and *tr* to help them read words and older pupils try to spell words by trying to put the word in context and by sounding out groups of letters for example when a word has a prefix.

91. Overall, standards in English, in all years, are improving and given their very low attainment when they join the school, pupils are achieving satisfactorily in Years 1 and 2 and very well in Years 3 to 6.

92. The quality of teaching and learning is satisfactory for pupils aged up to seven and good for pupils aged up to eleven when teaching was very good in forty-three per cent of lessons. This is an improvement since the previous inspection. The introduction of the literacy strategy since the time of the previous inspection, has contributed very well to the quality of teaching and to learning. Planning is mostly very good and teachers are clear about what it is they want pupils to learn in each lesson. Pupils are taught in ability groups in Year 2 for literacy lessons. This has a positive effect on standards being achieved. All other lessons are mixed ability. No unsatisfactory teaching was seen during the inspection.

93. In lessons where the quality of teaching is satisfactory, the pace is slower and pupils learn less. In one Year 2 lesson seen, more-able pupils made good progress in reading the poem and identifying *rhyming* and *ing* words, however the quality of learning deteriorated because the pupils were sitting on the mat for too long and consequently they became fidgety. When the same lesson was presented to Year 2 less-able pupils, only half of the class was concentrating because the poem was too long. The overall good quality of teaching to be found in Years 3 to 6 has a positive effect on pupils' enthusiasm for learning. For example, a good literacy lesson in Year 6 was well planned with clear aims and a good structure throughout. The teacher shared the objectives of the lesson with the pupils and explained how this lesson would link in with other work. Pupils understood the purpose of the task and what they had to do to achieve this. As a result, they had a good understanding of their own learning at the end of the lesson. Similarly, in one Year 3 and 4 lesson seen, pupils made very good progress in reading poetry with expression because tasks were carefully explained, relationships were good and the lesson had good pace.

94. Classroom assistants give a good support to pupils with special educational needs and lower attaining pupils. They are fully aware of the individual needs of pupils and the part they themselves are to play in teachers' planning. The planned, well-focussed work helps pupils to learn well, and the majority of pupils are achieving the expected levels of attainment in Year 6 work. This represents very good achievement, gained through literacy lessons, shared reading, handwriting and extended writing sessions. This is further supported by the general expectation that pupils will use their literacy skills in other subjects. Good examples are to be found in science, geography and physical education. This is beneficial in promoting pupils' learning in literacy.

95. The leadership and management of English are good and have improved well since the last report. There is a new co-ordinator for the subject who has introduced a comprehensive set of policies and schemes of work that cover all aspects of the National

Curriculum Programmes of Study. This has resulted in pupils learning in well-measured steps and has contributed to the standards achieved. Pupils' work is monitored regularly and the co-ordinator has a good knowledge of standards across the school. This has enabled teachers to address areas of weakness while reinforcing areas in which pupils' knowledge is strong. Marking has improved, contributing to the improvement in assessment procedures and enabling teachers to plan lessons according to the needs of individual pupils and to provide them with helpful guidance on how to improve. Learning resources are now good and are used effectively to support pupils' learning.

MATHEMATICS

96. In recent years trends in the school's results in national tests have been rising although the outcomes for the year 2001 do not reflect this. The standards seen during the inspection represent an improvement on the outcomes of the most recent national tests. At the end of Year 2 standards in the national tests are as a result of the very low levels of attainment of children entering the nursery and the school's lack of emphasis on ensuring pupils have appropriate skills to be able to demonstrate their knowledge effectively in the tests. The uncharacteristic fall in the results achieved by eleven-year-olds was forecast by the school, who recognised the 2001 cohort of eleven-year-olds as particularly weak. Over both age groups, fewer pupils achieved the higher levels in 2001 than in 2000 and this significantly contributed to the decline in overall standards achieved in the tests.

97. In lessons seen during the inspection standards of attainment amongst seven-year-olds was judged, at this early stage in the school year, to be below average. Mental and oral skills are developing well and pupils are motivated by the fun element in the activities. Pupils' confidence in their approach to number is developing. Pupils across the key stage have a satisfactory understanding of shape. They can name a range of two and three-dimensional shapes and can identify them for a description of their characteristics. Inspection evidence at this early stage of the year indicates that the standards of older pupils aged eleven were largely in line with those expected nationally. This represents good progress in Years 3-6, largely due to good teaching, the school's focus on raising standards and the effective implementation of the national strategy. More able pupils in Year 6 confidently add a range of two digit numbers and use their skills in division to find the mean. They confidently use the overhead projector to explain to their classmates how they arrive at the answer. Less able pupils have covered the same ground but are less secure in their knowledge. Pupils are effectively developing the speed and accuracy of their recall of multiplication tables by participating in a game called 'Round the world' where pupils pit themselves against one another to answer quick fire questions.

98. At the time of the last inspection teaching was judged to be satisfactory. Overall the quality of teaching in mathematics is now good across both key stages. Pupils enjoy mathematics and make good gains in learning. Throughout the school, teachers have adopted strategies that make learning fun. This makes pupils keen and eager to learn. The teaching of mental calculation is good and makes effective use of the structure recommended by the national strategy. For example, pupils in Year 6 calculate and name numbers using single digit 'show me' cards, displaying them quickly so that the teacher can check understanding. Most pupils concentrate hard in these sessions. Lower attaining pupils receive effective support from support staff, which helps them to join in and succeed.

99. The good teaching throughout the school results in pupils achieving well and improving their standards from being well below expectation on entry to the school, to being in line with national averages by the time they complete Year 6.

100. Where teaching is good or very good, pupils make good or very good progress. In these lessons the pace is brisk and teachers are both encouraging and challenging. Higher attaining pupils are challenged appropriately. Earlier learning is reinforced through well-planned introductory activities and the review of previous learning. Pupils are confident in explaining strategies and answers to others in the class and this contributes to other pupils' understanding. Teachers have a firm, friendly approach and this in turn contributes to pupils' confidence. Relationships are good and pupils work well together on shared tasks. Where classes have additional adults, support is most effective where there is a clear role for these members of staff. Teachers are aware of the need for pupils to undertake practical work and activities are varied and well matched to the needs of the pupils. Recording is done both in books and in the use of worksheets. Recording sometimes takes an inappropriate amount of time when the recording task does not extend pupils' understanding. Appropriate use is now made of information and communication technology to support and develop pupils understanding of the topics they are studying which was not the case at the time of the last inspection. It is less effective where the programmes that pupils use are not related to the work undertaken in the lesson. Pupils with special educational needs make progress at the same rate as others in the class. This is due to well-adapted work and to the effective additional support that pupils receive. Similarly, planning takes account of the needs of more able pupils and supports their learning.

101. The subject is well managed and teachers have undertaken a wide range of training to ensure the successful implementation of the national numeracy strategy. This has contributed significantly to the standards pupils achieve. Suitable progression in learning is provided by detailed planning and this shows improvement since the last inspection. Assessment is well used to inform teachers planning. The planning for the mixed age group classes in Years 3 and 4 ensures that pupils neither repeat nor miss work. Teachers' planning is enabling them to meet the needs of all pupils, including those with special needs, those who are more able, and those who join the school at times other than the normal times of entry. Detailed scrutiny of the outcomes of national and optional tests results in a clear understanding of the strengths and weaknesses of individuals and of groups of pupils. Setting pupils into groups in the early part of the year as a result of the outcomes of tests and of teachers' ongoing assessment of pupils, ensures work is well matched to the needs of the pupils. The curriculum is monitored regularly by the co-ordinator and the senior management team, as is the quality of teaching twice a year. This provides a clear view of the consistency with which the curriculum is delivered.

SCIENCE

102. The trend over the four years up to 2000 has been one of more or less steady improvement in attainment in science. Results in the national tests for pupils aged eleven show good improvement from the 1998 to the 2000 tests at which point pupils' attainment was very close to the national figure. Though the recently published results for the 2001 test of the Year 6 pupils are well below average, this was an exception to the school's improving trend. The school had predicted that results for this year group would be much lower than normal. The 2001 teacher-assessed levels awarded to pupils in Year 2 were overall just below the national average.

103. The inspection findings and the school's own predictions based on their assessment data point to a substantial improvement in this year's national tests of eleven year olds and pupils are expected to attain standards that are close to national averages. Pupils in this year's Year 2 are attaining standards that are below national expectations. This

demonstrates standards being maintained since the last inspection. Pupils have a basic knowledge of physical processes such as ways in which electrical power is stored in batteries. They know from looking at everyday objects that switches turn electrical appliances on and off and that electricity has to be treated with care. They are beginning to classify things such as a list their teacher gives them of animals, some of which are pets and other of which are not. They have difficulty in recalling science facts and their knowledge and understanding is below expected levels. They offer simple descriptions of the level of care they give their pets and are able to name the parts of their bodies and to attach labels to drawings of themselves to demonstrate this knowledge.

104. By age eleven pupils make good progress to attain standards that are close to national expectations. In a question and answer session following an earlier visit to a local nature reserve pupils demonstrated good recall of the creatures they spotted during the visit. They showed a satisfactory knowledge of various characteristics of these animals and suggested ways in which they are adapted to their environment. They classified animals such as birds in groups and sub-groups. They used their scientific knowledge to draw conclusions based on observations of the different plants and animals found in different habitats they have investigated. A particular strength is evident in scientific investigation. Several pupils used a software package to reinforce their knowledge of the organs of plants. Pupils have a satisfactory understanding of scientific investigation techniques, for example, what constitutes a fair test. Pupils with special educational needs make similarly good progress.

105. The teaching of science has improved since the last inspection and is satisfactory in Years 1 and 2 and good in the older year groups. No unsatisfactory teaching was observed during the inspection. Satisfactory teaching is resulting in satisfactory learning in the younger age group and standards that are below expectations. This constitutes satisfactory achievement, as pupils' attainment on entry to the school is well below expectations for their age. For older pupils, good teaching is resulting in good learning and achievement, with standards being just below expectations pupils' ages. Question and answer sessions are a good feature of teaching in Year 6. For example, after the recent visit to a nature reserve described above, sessions were used effectively to pool learning and to build up a richer set of observations than is possible when individuals learn alone. The investigation component of the science curriculum makes an important contribution to the good learning that the older pupils experience. Visits such as that to the local nature reserve are highly practical experiences that the pupils find exciting and enjoyable as well as stimulating. The challenge teachers present to pupils is good overall, and planning is detailed and well matched to national guidelines. Learning tasks are increasingly demanding as pupils move through the school years and build well on what has gone before. Teachers provide work of suitable challenge for pupils of all abilities including those with special educational needs. In the older year groups especially the control and management of pupils is good leading to receptive pupils and to learning that proceeds with little interruption. Pupils throughout the school enjoy their science lessons. This was clear in the lessons observed and is also evident in the work they put into writing about scientific investigations. They take pride in the presentation of their folder work. Teachers use and build on standards of literacy in the school when they supply writing frames to help pupils to produce full and informative records of their investigations.

106. The subject is well co-ordinated. The co-ordinator has successfully introduced recent changes and effectively monitors the teaching and learning in the subject by reviewing teachers' planning and pupils' workbooks from every class in the school. This is a significant component of the assessment of pupils' attainment in the subject and enables

teachers to plan appropriate lessons that meet the needs of all pupils and help them to raise their standards.

ART AND DESIGN

107. Standards in art and design for pupils aged six and seven are below those expected nationally and those of pupils aged eight to eleven are largely in line with expectations. This represents good achievement as pupils move from having standards well below expectations on entry to the school, to standards that are below expectations at the end of Year 2 and in line with expectations at the end of Year 6. Current standards represent a decline since the last inspection for the younger pupils but an improvement for the older pupils. The quality of teaching and learning in the small sample of lessons seen during the inspection was good. Pupils enjoy a range of opportunities to explore working with a range of suitable materials. Work is well displayed around the school, appropriate for the different ages of pupils. Overall the improvement in art and design since the last inspection is satisfactory.

108. In Years 1 and 2, pupils develop observational skills and the use of colour and materials. In one lesson observed pupils painted self-portraits. After a discussion on how to paint different features of the face, pupils used a mirror to study their faces. They looked closely before carefully choosing appropriate shades and painting their features.

109. In Years 3 and 4, pupils use a range of materials in their study of maps and plans. In one lesson observed pupils reviewed their work, giving reasons for their choice of medium. Their comments showed how they had considered the final effect before making a choice. At the end of the lesson pupils evaluated one another's work making considered comments such as 'I like the way she has created light and shade'. Older pupils have studied the works of a range of famous artists such as Cézanne and David Hockney and, having considered their work, written about their views and feelings. They have used information and communication technology to research the work of other artists. In their study of still life they have used viewfinders to focus on a particular area of an object and have considered the effect of light on objects such as coloured bottles. In one lesson observed pupils chose objects and with a partner decided how to group them to produce a focus for still life drawing. Work in sketchbooks clearly demonstrated an improvement in their observational and drawing skills. Some pupils commented with pleasure on what they saw as real progress when comparing what they had done in the lesson with their earlier work.

110. Teaching in art and design in the small sample of lessons seen was good. Lessons were well prepared and teachers had access to a range of appropriate resources. Teachers are enthusiastic and give pupils clear instructions, which help them to develop confidence. Teachers use realistic praise and constructive comments to help pupils to develop their skills. The contributions that pupils make to the evaluations of their own and other work are helpful and positive and promote their learning.

111. The subject is led by a well-qualified and enthusiastic co-ordinator who supports colleague in a range of activities. The art and design policy has been recently reviewed and the current scheme of work developed alongside the national guidance. The co-ordinator is keeping the scheme of work under regular review to ensure that what is taught meets the needs of pupils. There are procedures in place to monitor planning across the school but this does not extend currently to the monitoring of work in lessons. A system of assessment is in place and a school portfolio is being developed. Class teachers keep portfolios of

pupils' work. The subject is enhanced by the good displays of pupils' work around the school and in classrooms. These factors are making a satisfactory contribution to raising pupils' standards.

DESIGN AND TECHNOLOGY

112. During the inspection it was not possible to observe sufficient design and technology lessons to make secure judgements about the quality of education in this subject area. As the inspection took place at the beginning of the term there was insufficient evidence of pupils' work on display in classrooms and in corridors to help judgements.

GEOGRAPHY

113. Timetable restrictions resulted in only one lesson being observed during the inspection. Geography was not being taught in Years 3 to 6 this half term. Insufficient evidence was available to make secure judgements about the quality of education in this subject area.

HISTORY

114. Insufficient evidence was available to make secure judgements about the quality of education in this subject area.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information and communications technology are well below expectation throughout the school. This represents a decline in the standards reported during the last inspection. This is largely due to the low level of expertise in information and communications technology of most teachers, the way in which the subject is taught in the school and an unsatisfactory curriculum.

116. The school is only now about to participate in the national project for the training for teachers in information and communications technology and until that is completed only a few teachers have the appropriate skills and expertise to teach the subject effectively. The school is not able to make the most efficient use of the expertise of these few teachers due to the way that computers are spread around the classrooms rather than in a computer suite. Each classroom is equipped with an up-to-date machine connected to the Internet and the school has a scanner and digital camera, but most teachers lack the expertise to make best use of these. The school is actively considering the development of an information and communications technology room where large groups of children can go to learn together instead of individuals or pairs having to take it in turns to work on the computer in the corner of the classroom. It is anticipated that such a development will result in major changes to the teaching of information and communications technology and raise pupils' standards.

117. It was not possible to observe any information and communications technology lessons during the inspection because none were timetabled. Though some lessons featured individual children or pairs of pupils working on computers this was insufficient to be used to draw any conclusions regarding the quality of teaching or standards being achieved by pupils in information and communications technology. The main conclusions in this report were drawn up after discussions with representative samples of pupils in Year 2 and Year 6.

118. The standards attained by pupils in Year 2 are well below those expected of pupils of this age. Though pupils can use word processing software to produce short pieces of text, for example to write about a journey to Wigan Pier, they are generally not able to combine text with graphics. Of the sample, the only pupil who could do this had been taught by her father at home. Few children can communicate using electronic mail. Pupils have had no experience of control technology or the measurement of external events using sensors. Neither have they experienced using information and communications technology to model information except at home using games. One child has modelled real situations

in a software package designed to teach her to find her way home by trial and error. The same child has built an imaginary theme park in another good example of information modelling. Pupils know little about the databases that hold information on them including the school administration system. Only one has used the Internet and that was at home.

119. Most pupils in Year 6 use information and communications technology to improve the presentation of their work such as poetry or play scripts. They do not draft or redraft using the computer. Only a few have produced work such as newsletters that combine text and graphics for an audience. A few have recently used a digital camera to record some of their design and technology work. Their experience of databases is very limited though most have used the Internet for the research of such topics as the plight of evacuees during the last world war. They have not been taught about modelling information though a number have worked with a number of home entertainment packages which provide them with, for example, the challenge to build a city to a tight budget against the background of public utility strikes and natural disasters. Year 6 pupils were only able to recall the programming of a simple robotic vehicle in Year 2 as an example of control technology. They have not used sensors to detect changes in external phenomena such as temperature or light levels. Their lack of a wide range of information and communications technology experiences has led to standards that are well below expectations.

120. The information and communications technology co-ordinator has been newly appointed and has not yet had the opportunity to make a significant impact on the delivery of the subject. A new policy has been written and schemes of work based on national guidelines have been adopted.

MUSIC

121. Only one music lesson was observed during the inspection. Additional evidence was gathered from discussions with pupils and with staff and through assemblies and displays.

122. Most seven and eleven year old pupils attain standards below those expected of their age. This represents a decline in standards since the last inspection when standards were judged to be in line with those expected nationally, and is primarily as a result of too little time being allocated to the teaching of music. Pupils have opportunities to sing in classes and assemblies; they play a range of percussion instruments and listen to a wide range of different styles of recorded music.

123. There was insufficient evidence available during the inspection to make a judgement on the quality of teaching. The recently appointed co-ordinator has had too little time to take actions that will improve standards although good plans re being developed.

PHYSICAL EDUCATION

124. By ages seven and eleven all pupils including those with special educational needs reach standards of attainment that are in-line with those expected nationally. The quality of education in physical education in the school as observed during this inspection is similar to that described in the time of the last inspection.

125. By Year 2 pupils are aware that running around the hall exercises their muscles and gets their blood pumping around their bodies. They know that this type of activity helps them to develop as healthy human beings. When they move around the hall they know the

rules about safety and obey them well. They can discuss with their teacher how to perform safely. They can remember and reproduce simple movements and they can alter and link one movement to another. They can offer simple suggestions to improve their performance.

126. In Year 6 gymnastics, pupils are sensible in the way they move around the hall. In one Year 6 class pupils attain average standards in developing sequences of movements that incorporate a leap, a bounce and a roll. They offer useful criticism of their own and others' performance. They build on criticism to improve their practice and begin to introduce refinements such as a definite finish to their sequence. In the other class pupils show satisfactory co-operation and concentration as they develop team skills in a lesson that prepares them for coaching sessions with a local Rugby League club. Their movement is increasingly fluent and their ball handling skills more secure as they pass balls and run in and out of cones.

127. Swimming is taught in Year 5 to all pupils. The provision at the local swimming baths is good and pupils enjoy their lessons there. Behaviour is very good with pupils responding immediately and positively to instructions from the adults who work with them. They make good progress. The majority of last year's Year 5 pupils were able to swim at least 25 metres by the end of the year.

128. Teaching in Years 1 and 2 is satisfactory. In Years 3 to 6 it is good overall. No unsatisfactory teaching of physical education was observed during the inspection. Teachers' planning is good and follows a well-structured scheme of work. The main elements of National Curriculum physical education are taught systematically. Teachers share the learning objectives for lessons with the pupils and return to these at the end of each lesson to give pupils a clearer awareness of their learning. Lessons usually begin with effective warm-ups that prepare pupils for more strenuous activity and this is conducted at good pace - the children running, jumping and stretching as they move about the hall. However the good pace of this activity is not sustained throughout the lesson and frequent pauses to make teaching points for example, lead to time lost to physical development. Teachers of the older age group manage these pauses better but do not always achieve a good balance between physical activity and time spent developing critical awareness of their own and others' performance. Teachers of older pupils use question and answer well to share what is being learnt with the class. They give pupils more responsibility for the development of a critical awareness of their own performance and this has a direct result in the improvement of performance over the lesson. Teachers of the younger age group sometimes miss opportunities to promote expressive movement. For example in a useful exercise to teach pupils to follow instruction they are asked to function like robots but not to move like them. All teachers have good control and management techniques. They have high expectations of behaviour and this leads to well structured, purposeful learning with little time lost. Teachers of the older year groups in particular are good role models and get involved in demonstrations to show what pupils can achieve.

129. There is good co-ordination of physical education in the school. The co-ordinator conscientiously monitors teachers' planning, ensuring that the curriculum is being taught systematically and that pupils can constantly build on prior knowledge. This contributes effectively to raising standards. Extra-curricular activities are good and involve a satisfactory number of pupils in netball and football teams that take part in local leagues. Other activities include cross-country running and country dancing. The school has developed good links with local rugby clubs whose players come in to the school to offer training sessions for girls and boys. The school also successfully promotes physical education through the adventure activities in the annual residential visit. Each of these activities further improves pupils' interest in the subject and contributes to the standards

they achieve. Teachers are successful at ensuring that all pupils make similar progress and are fully included in all activities regardless of gender or level of ability.

RELIGIOUS EDUCATION

130. Standards in religious education in Years 1 to 6 are below expectations. No comparison can be drawn with standards at the time of the last inspection, during which religious education was not taught. The religious education co-ordinator has tried to overcome acknowledged difficulties with the locally agreed syllabus. This has led the school to use different schemes of work in an effort to strengthen teachers' knowledge of the subject and improve pupils' standards. One week before this inspection, a new locally agreed syllabus was presented to the school, and this is now being implemented. With the arrival of the new syllabus, additional time is to be allocated to the teaching of religious education.

131. There is insufficient evidence to make judgement on the quality of teaching or learning in Years 1 and 2. In one lesson with Years 3 and 4, pupils were discussing stealing and bullying. Learning was unsatisfactory because the work was insufficiently challenging. Pupils in Year 5 are discussing Muslim food and learning respect for artefacts. For example, during the part of the lesson seen, one pupil was invited to put the Qur'an away. The pupil remembered to wash her hands before touching the book. She then wrapped the Qur'an carefully in a cloth. Another pupil was able to speak about Muslim customs regarding food. The pupils said that if a Muslim person was offered a pork sausage, he would refuse because he did not eat pork. Pupils in Year 6 are discussing what they think are god-like qualities. Some pupils are given the opportunity to visit the local church and representatives from local churches have visited school to speak to pupils in class and in assembly time.

The management of religious education is good. Since the arrival of the new Lancashire Agreed Syllabus one week ago, detailed schemes of work and assessment procedures are being developed and there are plans for staff training on the requirements of the new syllabus. Teachers are committed to raising standards and awareness in the subject. In planning and work seen, religious education is making a satisfactory contribution to pupils' spiritual, moral, social and cultural education and helping to prepare them for life in a culturally diverse society. Pupils are given opportunities to reflect in school assemblies, for example, on the plight of refugee children and the homeless and how we can share with others.