

INSPECTION REPORT

CHAUCER COMMUNITY PRIMARY SCHOOL

Fleetwood

LEA area: Lancashire

Unique reference number: 119343

Headteacher: Mr T Gill

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 11 – 14 March 2002

Inspection number: 194111

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Chaucer Community Primary School Chaucer Road Fleetwood Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Robinson
Date of previous inspection:	April 1997

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Team members			Subject responsibilities	Aspect responsibilities
17288	Miss M Warner	Registered inspector	English English as an additional language	Information about the school The school's results and pupils' achievements Teaching and learning Spiritual, moral, social and cultural development What the school should do to improve further
9907	Mr W Orr	Lay inspector		Pupils' attitudes, values and personal development The school's care of pupils The school's partnership with parents Accommodation
7399	Mr P Roberts	Team inspector	Geography History Religious education	Assessment
19709	Mrs J Fisher	Team inspector	Information and communication technology Art and design Design and technology Foundation Stage curriculum	
27984	Mr J A Whitehall	Team inspector	Mathematics Science	Curriculum and other opportunities

Team members			Subject responsibilities	Aspect responsibilities
25203	Mr R Cooke	Team Inspector	Music Physical education Equal opportunities Special educational needs	Leadership and management

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chaucer Community Primary School is situated in Fleetwood, on the peninsula, seven miles north of Blackpool. It is of average size, compared with primary schools nationally, with 406 pupils on roll aged three to 11 years. Forty-nine children attend part-time in the nursery and one pupil with special educational needs attends full-time. The percentage of pupils entitled to free school meals is above the national average, at 23 per cent. The large majority of pupils are from white United Kingdom backgrounds with two per cent from Indian, Pakistani and Bangladeshi backgrounds. Fourteen pupils have English as an additional language, all except two of whom are at an early stage of acquiring English. Almost all the pupils come from the immediate area that has a high degree of deprivation. Four per cent of adults have higher education in contrast to the national average of 14 per cent. Twenty-four per cent of pupils have special educational needs and three per cent have formal statements of need, both of which are above the national average. These include physical, moderate, specific and complex learning difficulties and behavioural difficulties. Approximately one half of those who have special educational needs are in Years 5 and 6 and over 20 are in Year 6. Twelve per cent of pupils joined or left the school, in addition to those in the nursery and Year 6, during the last year. The intakes to the nursery and reception class are different. Whilst children who enter the nursery have a range of abilities, the majority of children enter with skills slightly below the expected level. All children make good gains in their learning and achieve the levels expected for their age by the time they leave the nursery to attend other schools nearer to their homes. Most children who enter the reception classes have little pre-school education and their skills are below those typical for their age. The children in the reception class make good gains in their learning and most reach the expected levels by the time they move on to Year 1.

HOW GOOD THE SCHOOL IS

Chaucer school provides a caring environment in which pupils are expected to maintain a good standard of behaviour. The quality of teaching and learning in Years 1 and 2, and Years 3 and 4 is good and is satisfactory overall, in Years 5 and 6. The standards pupils achieve are in line with what is expected of pupils of their age in Years 1 to 4 but are well below national expectations in English and mathematics in Years 5 and 6, for which there have been many changes of teachers over the last two years. Whilst the leadership of the Headteacher has been very effective in improving behaviour and setting a positive ethos for learning in most classes, the leadership of the senior management team is unsatisfactory overall, as it has not yet found ways to improve standards at the top of the school. The cost per pupil is above the national average. Overall, the school gives satisfactory value for money.

What the school does well

- The school provides a good range of extra-curricular activities.
- Provision for pupils' personal, social and health education is very good and for their spiritual, moral and social development it is good.
- Relationships are very good; pupils have a very good understanding of the impact their actions have on others. They are very willing to take responsibility and to show initiative.
- The school is inclusive and makes every effort to include all pupils in what is provided. Provision for pupils with special educational needs is good and for those with formal statements of need it is very good.
- The school takes good care of its pupils. Teachers and support staff are excellent role models: they know the pupils well and work closely with parents to ensure that the pupils' educational and welfare needs are met.
- The governing body is effective in shaping the direction of the school and fulfils its duties well.
- The accommodation is very good.

What could be improved

- Standards at the end of Year 6 for English and mathematics are well below and in science below the national average.
- Effective action has not been taken to raise teachers' expectations in Years 5 and 6, due to staffing instability.
- The school lacks a clearly defined management structure.
- Assessment data is not used effectively to track individual pupils' progress.
- The school's priorities on the school improvement plan are not sufficiently monitored.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in May 1997 has been satisfactory. At the end of Year 2, standards in reading and mathematics were above average in 2001, where as in the previous four years they had been below or well below average. In mathematics they dropped to below average for three years from 1998 to Year 2000 but rose to be in line with the national average in 2001. At the end of Year 6, standards in English have been rising since 1998. In mathematics they rose from 1996 to 1999 but declined in Year 2000 and 2001. In science, standards have been continually rising each year since 1997. Standards in physical education, in Year 2, have improved since the last inspection. In information and communication technology, there has been a good improvement in several aspects of the subject, but standards overall, remain similar; although the amount of work seen is of satisfactory quality, the quantity is limited in Year 6. Standards in geography and history have improved since the last inspection. Standards in religious education are not as good as reported at the last inspection by Year 6.

Pupils are now set appropriate targets but there has been insufficient improvement in ensuring that pupils are fully aware of how they can improve. There has been only limited improvement in the school's procedures and practice of assessment. There has been satisfactory improvement in teachers' subject knowledge of most subjects and some improvement in their knowledge of information and communication technology. The quality and range of resources in information and communication technology have improved. The quality of teaching, overall, has improved. There has been some monitoring of the curriculum and teaching but not enough to be fully effective in bringing about improved standards at the end of Key Stage 2. Standards of care and the reporting of pupils' progress to parents have both improved. There remain some long-standing staffing difficulties. The management of the school is not as good as reported at the last inspection.

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	D	E	E*	E*
Science	E	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

in the lowest 5% of schools nationally E*

In 2001, the Year 2 National Curriculum test results showed that standards in reading and mathematics were above the national average and above those of similar schools. Standards in writing were in line

with the national average and those of similar schools. Teacher assessments show that standards were below the national average and below those of similar schools. At the end of Year 6, standards in English and science were well below both the national average and those of similar schools. In English, current pupils in Years 3 and 4 are reaching higher standards for their age than pupils in Years 5 and 6. This reflects the fact that the literacy strategy has had more effect with the younger pupils but has not yet raised the attainment of pupils who have been in the school longer and who have special educational needs. National Curriculum test results in Year 6 were in the lowest five per cent of schools nationally in mathematics and also in the lowest five per cent when compared with similar schools. There was no significant difference between the attainment of boys and girls in either key stage. Trends over time show that the school's trend, at the end of Year 6, is broadly in line with the national trend. The school did not meet its targets at the end of Year 6 for English or mathematics in 2001 but has set similar targets for 2002. Inspectors judge that, on the basis of present standards, pupils are unlikely to reach these targets. With the large number of pupils with special educational needs in the present Year 6 these targets are set higher than pupils can be reasonably expected to reach.

Inspection evidence shows that pupils' speaking and listening skills are very good throughout the school. Standards in reading in Years 2 and 6 are in line with national expectations. Standards in writing are in line with national expectations in Year 2 but well below national expectations in Year 6. Standards in Year 5 are below and in Years 3 and 4 are in line with what is expected of pupils at these ages. Standards in mathematics, in Year 2, are in line with the national expectations. In Year 6, standards are below national expectations. Standards in science, in Year 2, are close to the national average and in Year 6, are below what is expected of pupils of their age.

Standards are in line with what is expected in Year 2 in art and design, design and technology, history, information and communication technology, music, and religious education and are above that expected in physical education. Pupils achieve well in history and physical education. No judgement can be made about standards in geography as there was insufficient evidence. Standards are in line with what is expected in Year 6 in art and design, design and technology, geography, history, music and physical education. Pupils achieve well in geography, but underachieve in information and communication technology and religious education. Pupils with special educational needs and pupils with Statements of Special Educational Need make satisfactory progress.

Children achieve the levels expected for their age by the time they leave the nursery and most have the potential to reach the expected levels by the end of their reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and learning. They enjoy contributing to lessons and taking part in after-school clubs. They take a pride in their performances and sporting achievements.
Behaviour, in and out of classrooms	Behaviour has improved in recent years and is now good. The great majority of pupils behave well and some express disapproval of the occasional poor behaviour of a few. Pupils play outside in an energetic and responsible manner. The number of exclusions has been reduced in recent years.
Personal development and relationships	Personal development and relationships are now very good and are a strength of the school. Representatives from Years 3 to 6 who serve on the school council are very democratic and enthusiastic in their ideas.
Attendance	Attendance and the number of unauthorised absences are broadly in line with the national average. This is an improvement since the last inspection. The great majority of pupils arrive in good time for

	school.
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Strengths in pupils' attitudes and values are in their relationships and personal development.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Satisfactory

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.

Out of the 73 lessons observed, in over a third the quality of teaching was very good or better and in almost three-quarters teaching was good or better. In only one lesson was teaching unsatisfactory, although there were elements of unsatisfactory teaching in a small minority of lessons. Teaching was judged to be satisfactory overall in Years 5 and 6. In Years 1 and 2 teaching was judged to be very good in over two thirds of lessons. Strengths in subject teaching in Years 1 and 2 are in English and religious education where teaching is judged to be very good and in mathematics, science, design and technology, history, information and communication technology and physical education where teaching is judged to be good. Strengths in subject teaching in Years 3 to 6 are in English, design and technology, geography and information and communication technology where teaching is judged to be good.

Learning is very good in Years 1 and 2 in English, history and religious education. It is good in mathematics, science, design and technology, information and communication technology and physical education. Learning is good in Years 3 to 6 in English, design and technology, geography, information and communication technology and religious education.

The main weaknesses in teaching and learning are in Year 5, where teaching is good or better in only 20 per cent of the lessons observed and learning is good or better in only ten per cent of the lessons observed. However, the pace of lessons in Year 6 is sometimes too slow, partly because of the large number of pupils with special educational needs. Higher attainers and average attainers are not sufficiently challenged and lower attainers become too dependent on the support they are given.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good throughout the school but opportunities for using the whole range of subjects of the curriculum to improve pupils' basic literacy and numeracy skills are often missed. The school provides a good range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with formal statements of need have individual support in accordance with their statements. Other pupils with special educational needs have appropriate support, mainly in classrooms. They make good progress.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is satisfactory.
Provision for pupils'	Assemblies, religious education and the personal, social and health

personal, including spiritual, moral, social and cultural development	education programme make good contributions to pupils' personal development including their spiritual, moral and social development. Provision for pupils' cultural development is satisfactory. The range of multicultural resources and books in the school is limited.
Aspect	Comment
How well the school cares for its pupils	The school takes good care of its pupils. The policies and procedures for health and safety are good. The school's procedures for assessing pupils' attainment and progress are satisfactory.

Teachers know the pupils well and work closely with parents to ensure that the pupils' educational and welfare needs are met. Religious education does not fully meet the statutory requirements of the Locally Agreed Syllabus in Year 6. The monitoring of pupils' personal development could be improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear understanding of the school's strengths and weaknesses. The senior management team is too small to be effective in a school of this size. Leadership is satisfactory but management is unsatisfactory.
How well the governors fulfil their responsibilities	The governing body has a satisfactory understanding of the main school issues and of how to support the work of the school, receiving information and data at full governing body meetings. The curriculum committee, however, has not met for some considerable time.
The school's evaluation of its performance	Overall satisfactory, but co-ordinators are not guaranteed time to monitor their subjects and the school's priorities on the school improvement plan are not sufficiently monitored.
The strategic use of resources	The school is effective in its management of the school budget. The governing body keeps an effective check on the progress of budget spending. The school makes full use of specific grants and complies with the recommendations made in audit reports.

Whilst there are still concerns about staffing it is, overall, satisfactory. The accommodation is very good and there is a satisfactory range of learning resources. The school follows standard procedures for ensuring that principles of best value are applied and obtains advice from curriculum advisers when spending considerable amounts. This is good practice.

The main strengths in leadership and management are well-motivated governors and the headteacher's understanding of the school and his pastoral leadership, reflected in the good behaviour of the majority of pupils.

The main weakness in leadership and management is that the senior management team is too small to be effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects my child to work hard and achieve his or her best. (93 per cent) • I feel comfortable about approaching the school with questions or a problem. (93 per cent) • My child is making good progress. (92 per cent) • The teaching is good. (91 per cent) • My child likes school. (90 per cent) 	<ul style="list-style-type: none"> • The amount of homework set. (20 per cent) • The range of extra-curricular activities. (20 per cent) • Behaviour in the school. (19 per cent) • Being kept well informed about how their child is getting on. (18 per cent) • The school working closely with parents. (14 per cent)

Inspectors agree that the positive comments of parents are reflected in most classes. They agree that the homework provision is inconsistent and that it is irregularly marked. They also agree that, whilst behaviour is generally good, the behaviour of some older pupils is less than satisfactory. Inspectors do not agree with parents' concerns about the lack of extra-curricular activities, the quality or amount of information provided for parents or that the school does not work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with a range of abilities but the majority has skills that are slightly below the expected level in all areas of learning. All children make good gains in their learning and achieve the levels expected for their age by the time they leave the nursery to attend other schools nearer to their homes. Most children who enter the reception classes have little pre-school education and their skills are below those typical for their age. All children make good gains in their learning and most have the potential to reach the expected levels by the time they leave the reception classes.
2. In the National Curriculum tests in English at the end of Year 2 in 2001, the percentage of pupils reaching the expected Level 2 in reading was above the national average. It was also above that of similar schools. The percentage reaching the higher Level 3 was well above the national average and above that of similar schools. Standards in speaking and listening were in line with schools nationally at the expected Level 2, but below at the higher Level 3. Standards in writing were in line with the national average and similar schools at Levels 2 and 3. At the end of Year 6, the percentage of pupils reaching the expected Level 4 and the higher Level 5 in English was well below the national average and similar schools.
3. Inspection evidence shows that in the current Year 2, pupils' speaking and listening skills are very good and pupils achieve standards in line with expectations in reading and writing.
4. In the current Year 6, standards in English are well below what is expected of pupils of their age. Pupils listen very well in most lessons and the majority can express themselves clearly in speech. In Year 6, pupils with special educational needs lack confidence and their speaking and writing skills are less well developed. Standards in English are relatively higher in Years 3 and 4 than in Years 5 and 6. This is because the National Literacy Strategy has had more effect with the younger pupils but has not yet raised the attainment of pupils who have been in the school longer and who have special educational needs. Booster classes do not take place but the pupils have extra support in class and there are some withdrawal groups where teaching is helping to raise standards.
5. In mathematics, at the end of Year 2 in 2001, the percentage of pupils reaching the expected Level 2 was close to the national average. The percentage of pupils reaching Level 3 was above the national average. Standards attained were above those of similar schools. In Year 6, pupils' attainment, in the National Curriculum test in 2001, was very low compared with both the national average and the results of pupils in similar schools.
6. Standards of the current Year 2 pupils, in mathematics, are in line with national expectations. For example, higher attaining pupils in Year 2 show a thorough understanding of the ten times table, and multiplication facts and they can explain many ways of producing 50 pence from silver coinage. Over one half of the group demonstrate sound investigational skills. They are able to use diagrams and explore data. Standards in the current Year 6 are better than the 2001 National Curriculum test results but are still below the national picture, reflecting the large numbers of pupil with special educational needs in this year group. Pupils are able to draw plans and make a

rectangular prism. They can use a protractor to measure angles in a clockwise direction successfully but are less secure when measuring angles in the opposite direction. They use information and communication technology to develop their mathematical experience through mathematical games and demonstrations of mathematical skills. Scrutiny of pupils' work in Years 5 and 6 suggests that the amount of work recorded is insufficient to consolidate new learning.

7. The school did not meet its targets at the end of Year 6 for English or mathematics in 2001 but has set similar targets for 2002. Inspectors judge that it is unlikely to reach these targets, based on present standards. With the large number of pupils with special educational needs in the present Year 6, these targets are set higher than pupils can reasonably be expected to reach.
8. In science, the pupils' attainment at the end of Year 2, based on teacher assessments, in 2001 was below the national average. The attainment reported at the last inspection was in line with the national average. Pupils' attainment in the science National Curriculum tests at the end of Year 6, in 2001, was well below the national average and also well below that of similar schools.
9. The standard of work seen in science during the inspection was in line with national expectations. For example, Year 1 pupils understand that fruit is good for you and they are able to identify parts of the body. Year 2 pupils are able successfully to group foods according to their food type, however, pupils have difficulty in recognising cereals. When studying families, they can link the offspring to the parent animal and compare the needs of babies and toddlers. The standard of work seen was better in Years 3 and 4 than in Year 6. The pace of work in Year 6 is slow and the challenge of work presented to one group in Year 6 was low, relying too much on worksheets. Pupils' attainment in the lessons observed, however, was better than last year's National Curriculum test results and the present pupils' workbooks. For example, Year 6 pupils used lenses effectively to observe samples of soil. They recorded their observations well with some very neat, accurate drawings and the correct use of scientific terms was being encouraged. Pupils in Years 3 to 6, however, make little use of information and communication technology in science.
10. Pupils' achievement in English, based on the progress that they make, is good by the end of Year 2, but unsatisfactory by the end of Year 6. In mathematics, pupils enter Year 1 with attainment close to the national average and leave with attainment above the national average, consequently, their achievement by the end of Year 2 is good. In mathematics in Key Stage 2, pupils enter Year 3 with attainment well below average and leave in Year 6 with very low attainment compared with the national average, consequently, their achievement and progress is unsatisfactory. Pupils' progress and achievement in science are satisfactory in both key stages, judged on lesson observations, examination of pupils' work and the accuracy of pupils' response to questions.
11. Results in the National Curriculum test in reading, at the end of Year 2, have fluctuated over the last four years, reaching average standards in 1999, dropping in Year 2000 but rising to above the national average in 2001. In writing, standards have fluctuated, dropping in 1998 but rising again in 2001. In mathematics, the trend has fluctuated but overall has been rising. In Year 6, the trend shows standards in English to have been gradually rising since 1998. In mathematics, the trend since 1999 has been downwards; reversing the upwards trend in the previous three years. In science, in Year 6, the trend is upwards, in line with the national trend. Overall, the trend over time

shows that the school's trend, at the end of Year 6, is broadly in line with the national trend.

12. There is no significant difference in the standards that boys and girls reach in reading, writing or mathematics at the end of Year 2. There is no significant difference between the standards that boys and girls reach in English, mathematics or science in Year 6, although girls perform slightly better than boys in English and mathematics.
13. Pupils with special educational needs and English as an additional language, aided by learning support assistants, make satisfactory progress in mathematics, science and religious education across the school. Two pupils have been identified as being talented, with regard to their standards in reading and good provision is made for them.
14. Standards are in line with those expected in Year 2 in art and design, design and technology, history, information and communication technology, music and religious education and are above those expected in physical education. Pupils achieve well in history and physical education. No judgement can be made about standards in geography as there was insufficient evidence. Standards are in line with what is expected in Year 6 in art and design, design and technology, history, music and physical education. Pupils achieve well in geography but underachieve in information and communication technology and religious education.

Pupils' attitudes, values and personal development

15. The pupils' attitudes and behaviour are good and personal development is very good.
16. At the time of the last inspection, pupils demonstrated concentration and perseverance and showed interest in what they did. They also took particular pride in their performances during assemblies and in their sporting achievements. These attitudes have been maintained and pupils enjoy coming to school and learning. Pupils with special educational needs respond well to work, which matches their needs well. All pupils display positive attitudes to challenging work and in some lessons, involving, for example, music or food preparation, such is their interest that they are sometimes reluctant to finish. The pupils leave school in a relaxed and orderly manner, often taking time to talk to friends or teachers as they leave.
17. When talking with them, inspectors found the pupils to be friendly and polite. Most pupils are keen to accept responsibility for routine tasks around school, such as library duties, collecting attendance registers from classes, or supporting younger pupils in playground activities. Representatives from Years 3 to 6, who serve on the school council, are very democratic and enthusiastic in their ideas. The pupils enjoy taking opportunities to contribute to lessons. For example, in a Year 6 information and communication technology lesson, a pupil confidently entered a program into a computer from written instructions, with the rest of the class and the teacher encouraging him. The pupils look forward to after-school activities, such as board games, or the cookery club where they join staff to eat the finished products. These clubs have a very positive effect on pupils' learning and attainment.
18. Relationships at the time of the last inspection were satisfactory overall. Relationships are now very good and are a strength of the school. The pupils choose to co-operate with each other and adults and they are tolerant and sensitive to each other's needs. Older children take care of younger children and there is some mixing of older and younger pupils in the playground. They work and play constructively together. For example, in a music lesson, pupils smiled and encouraged each other as their timing

improved when playing percussion instruments; they shared in the teacher's praise of others' efforts. In a lesson on Judaism, pupils tested food and treated religious artefacts with respect. There are mixed groups of boys and girls in the dining room and playground and boys and girls mix well in classrooms.

19. The great majority of pupils behave well and some express disapproval of the occasional poor behaviour of a few. They believe the discipline system to be appropriate and fairly administered. They discuss bullying concerns at the school council and believe that the few incidents that occur are dealt with speedily and effectively by teachers. The pupils move around school in a considerate way. They hold doors open and greet visitors and each other politely. The pupils play outside in an energetic and responsible manner. Pupils care for one another; for example, one pupil in Key Stage 1 comforted another who was unwell whilst another pupil contacted a playground supervisor. They 'freeze' when the whistle sounds and line up quickly when instructed.
20. Exclusions have improved in recent years. Two pupils have been excluded for fixed-term periods and there are no permanent exclusions this school year. During the last full school year there were six fixed-term exclusions and no permanent exclusions.
21. Parents attending the pre-inspection meeting agreed that behaviour has improved in recent years and that it is now good. Increased supervision has significantly reduced bullying in the juniors' playground.
22. The great majority of pupils arrive in good time for school in the morning. They waste no time in assembling after breaks or in moving around the school between lessons. Attendance is satisfactory. It is broadly in line with the national average. Unauthorised absence is also broadly in line with the national average. This is an improvement in both in recent years and it reflects the school's more rigorous approach towards unauthorised absences, which disrupt pupils' learning and impedes their progress.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good overall. It is good in the Foundation Stage, very good in Key Stage 1 and satisfactory in Key Stage 2. Out of the 73 lessons observed, in over one third, the quality of teaching was very good or better and in almost three-quarters teaching was good or better. In only one lesson was teaching unsatisfactory, although there were elements of unsatisfactory teaching in a small minority of lessons judged to be satisfactory in Years 5 and 6. In Years 1 and 2, in over two-thirds of lessons, teaching was judged to be very good.
24. Strengths in subject teaching in Years 1 and 2 are in English and religious education, where teaching is judged to be very good and in mathematics, science, design and technology, history, information and communication technology and physical education where teaching is judged to be good. Where teaching is very good or excellent, teachers use questioning particularly well and give positive but corrective feedback to pupils when their answers are not quite right. There is also very good teaching in small group, Early Literacy Support, lessons. Because of the very good pace, the resulting progress that pupils make is good. This very good pace was also seen in very good numeracy and religious education lessons with boys and girls equally keen to answer questions. Very good planning of a design and technology lesson resulted in very good teaching in year 1. In a Year 2 history lesson, the recapitulation at the end of the lesson was particularly successful in assessing what pupils knew but as the

learning objective had not been shared with pupils at the start of the lesson the pupils were not as aware as they might have been, of what progress they had made.

25. Strengths in subject teaching in Years 3 to 6 are in English, design and technology, geography and information and communication technology where teaching is judged to be good. Teaching in English has improved with the introduction of the literacy strategy but standards in Years 5 and 6 reflect the fact that the literacy strategy has not yet raised the attainment of pupils who have been in the school longer and did not benefit from the strategy at a younger age. Standards of current pupils in Years 3 and 4 are higher, in relation to their age, than those in Years 5 and 6. Good teaching was seen in a well constructed science lesson in Year 6 where classroom management was particularly good and resulted in a good rate of learning. Very good teaching was seen in a Year 6 religious education lesson where pupils were given good opportunities to expand their views with help, thereby gaining confidence.
26. Learning is very good in Years 1 and 2 in English, history and religious education. It is good in mathematics, science, design and technology, information and communication technology and physical education.
27. Learning is good in Years 3 to 6 in English, design and technology, geography, information and communication technology and religious education.
28. The main weaknesses in teaching and learning are in Year 5, where teaching is good or better in only 20 per cent of the lessons observed and learning is good or better in only ten per cent of the lessons observed. However, the pace of lessons in Year 6 is sometimes too slow, partly because of the large number of pupils with special educational, needs. Higher attaining pupils and average attainers are not sufficiently challenged and lower attainers become too dependent on the support they are given. Homework is not always used sufficiently to raise pupils' expectations and standards and to extend classroom learning. These weaknesses affect the standards pupils are able to achieve. In a Year 5 physical education lesson pupils were not always stopped soon enough when behaviour was not satisfactory.
29. Two pupils have been identified as being talented in reading and they are usually provided with appropriate books to read, although sometimes these are too difficult. A higher standard of written work is also expected of them. Pupils with special educational needs are well supported throughout the school. Pupils with Statements of Special Educational Need all receive individual support for a range of special needs that include physical, moderate, specific and complex learning difficulties and behavioural difficulties. In addition, a considerable number of hours of general support are given to pupils with special educational needs in both key stages. Further support is given to 'booster work' in Year 6. Five children in the nursery have English as an additional language and receive individual support from the support assistant, as do others in older classes. Teachers also provide work matched to these pupils' specific needs. For new arrivals outreach support from the LEA is given. Often, however, these pupils are competent in English as they are attending the school whilst their parents, who hold senior positions in shipping and speak English fluently, are studying at the local college.
30. Pupils with Statements of Special Educational Need have individual support in accordance with their statements and reviews are held as required according to the Code of Practice. Other pupils on the special educational needs register have appropriate support, mainly in classrooms and are able to obtain their full entitlement to access to the National Curriculum. Individual education plans are written either by the

class teacher or the special educational needs co-ordinator and are kept up to date. Individual education plans contain appropriate targets. These are agreed by class teachers, the support teacher and parents. Pupils are involved in agreeing their own targets at Key Stage 2. Parents are given a copy of the individual education plan and are consulted and informed if any changes are to take place. The review process has been delayed at the present time because of the inspection. There are at present over 90 pupils on the special educational needs register, approximately one half of whom are in Years 5 and 6 and over 20 in Year 6.

31. Support staff generally work with a group of pupils in the classroom. There is good communication between support staff and class teachers. Weekly planning is shared before the start of the week's work, usually on the preceding Friday, when feedback of any concerns is given to the class teacher. Informal assessment takes place on a daily basis and planning is adjusted according to need. Marking arrangements are agreed between support teachers and class teachers.
32. Support assistants normally help children to access the National Curriculum. They assist with keeping children on task during introductory sessions, plenary times and any other times when shared class activities are taking place. This may involve explaining a question, helping to arrive at an answer or dealing with distractions. Expectations of pupils with special educational needs is often to produce less than the rest of the class instead of teachers setting work that pupils can successfully complete at a lower level. This is an area for development. More adaption and modification of the curriculum is needed with more specific activities prepared to give a better match of work to the particular needs of individual pupils.

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

33. The school provides a broad, balanced and relevant curriculum that reflects the aims and objectives of the school. The school maintains a suitable balance between teaching the core subjects of English, mathematics and science and the full range of other subjects. The exception is religious education, which, in Year 6, does not meet the requirements of the Locally Agreed Syllabus as it is not sufficiently separated from personal and social education. The curriculum for Foundation Stage children is good and enables them to make good progress towards achieving their Early Learning Goals.
34. The range and quality of learning opportunities provided for pupils is good throughout the school and planning is satisfactory, with teachers' long, medium-term and weekly lesson plans providing clear guidance for the development of most pupils' knowledge, skills and understanding. However, some lesson plans do not take account of the need to present work of a more challenging nature for pupils of all abilities. There are satisfactory policies and schemes of work for all subjects. The National Literacy and Numeracy Strategies have become firmly embedded but more could be planned to ensure that they are used across the whole range of subjects to improve both pupils' basic literacy and numeracy skills and the standards in those subjects. The curriculum successfully promotes pupils' intellectual, physical and personal development. The school has links with the local high school and the local community plays a satisfactory part in the educational provision of the school.
35. Personal, social and health education is successfully promoted throughout the school based on a comprehensive policy that includes citizenship. The school governors have suitable policies for sex education and drugs awareness. These two important

elements of the school curriculum are addressed in science, assemblies, class time and timetabled personal, social and health education activities.

36. All pupils have equality of access to the planned curriculum. The school responds in full to the Code of Practice for pupils with special educational needs. Pupils with special educational needs are well supported either by their teacher or by a teacher's assistant and are usually given work that is matched to their needs. All pupils have individual education plans, which set short-term achievable targets for improvement.
37. The school provides a good range of extra-curricular activities of a sporting and cultural nature. Extra-curricular activities are accessible to all pupils and football practices are attended by boys and girls at the present time. During the week of the inspection, choir, cookery club, netball, cross-stitch club, board games, environmental club and football club took place. A small but significant, number of boys are members of the choir. Peripatetic music is open to all pupils, but girls favour tuition on stringed instruments. Residential visits are open to all pupils in Years 5 and 6.
38. There are residential outdoor activities for Year 5 pupils at Low Mill residential center and Year 6 pupils at Borwick Hall and for both years at camps at Aysgarth. Peripatetic music tuition is made available in the school. The pupils' education is widened further with the inclusion of specific theme weeks and the input from visiting speakers. Theme weeks have been about the American Indians, India, the Caribbean, Africa, France, Germany and China.
39. Assemblies, religious education and the personal, social and health education programme make good contributions to pupils' personal development including their spiritual, moral and social development. Provision for pupils' cultural development is satisfactory. There is a limited range of multicultural resources and books in the school. There are a small number of pupils from ethnic minorities. These pupils mix well with others and there is no apparent racism. Pupils are taught about other religions and cultures and show understanding of and sensitivity towards pupils with different cultural backgrounds. There is very little fiction material in the school library to reflect different cultures, however, the amount of non-fiction material about other cultures is limited.
40. At the time of the last inspection it was stated that pupils with special educational needs are well supported within the classroom. Pupils display respect for one another. The pupils' social development is good and they are sensitive to and aware of other cultures. The school fulfils its responsibilities with regard to provision for special educational needs and it ensures that all pupils have full access to the curriculum.
41. At the present time the school pursues a policy of inclusion by which all pupils are given full access to the national curriculum. There is no teacher with a specific responsibility for equal opportunities and there is no specific statement about equal opportunities in the school prospectus, staff handbook or annual report to governors. 'Equal opportunities' is addressed indirectly in some curriculum policies, but is not always given a specific mention. The practice of providing equal opportunities for all pupils, however, is very good.
42. National Curriculum test results are analysed by gender. The school is aware of the low attainment of some groups of boys and is dealing with this through special educational needs procedures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes good care of its pupils. Procedures for child protection are effective and comply with both locally agreed guidelines and national requirements. At the time of the last inspection, personal support and guidance for pupils was good. It is now very good and has become a strength of the school. Parents and pupils agree that it is a caring school. Teachers and support staff are excellent role models. They know the pupils well and work closely with parents to ensure that the pupils' educational and welfare needs are met. There are home visits and induction meetings for parents and pupils in the nursery and class teachers also visit at home new reception pupils who have not attended the nursery. Home-school agreements lay clear guidelines for parents and pupils.
44. The policies and procedures for health and safety are good and minor concerns about the nursery at the time of the last inspection have been addressed. There are also related policies for lunch-time supervision and school trips out and records for first aid, accidents, incidents and emergency evacuations are appropriately maintained. Six members of staff are trained in first aid and there is a dedicated first-aid room. It does not, however, have a recovery bed.
45. Procedures for monitoring and improving attendance are good. The manually completed class registers are rigorously maintained by class teachers and regularly monitored by the deputy head teacher. Late arrivals are recorded and categorised to assist monitoring and parents are expected to contact the school to verify reasons for any absences. The deputy head teacher and the educational welfare officer meet fortnightly to review all pupils' attendance records, sample individual records and agree on appropriate action. They also consider any other welfare implications, such as regular illnesses, where the school medical officer may be contacted. In particular, pupils with attendance below 85 per cent are targeted and letters are sent to their parents inviting them into school for discussions where necessary. All parents receive a mini guide to school attendance and punctuality. Good attendance is encouraged through lessons and a merit system including certificates and special attendance weeks where pupils' efforts are celebrated.
46. The procedures for identifying and supporting pupils with special educational needs meet statutory requirements. Pupils on the special needs register are carefully monitored and all have clearly identified learning needs and measurable targets in good quality individual educational plans. These are regularly reviewed by the special educational needs co-ordinator who liaises closely with other teachers, parents and, where appropriate, outside specialist support. Pupils receive additional classroom support, such as special support assistants, according to their needs.
47. The procedures for monitoring and promoting good behaviour are satisfactory overall. A variety of systems including classroom merit schemes, whole-school reward certificates and circle time in some lessons is used to reinforce behaviour management. In the majority of lessons, the management of behaviour is good or better. However, in a few lessons this is satisfactory. In a Year 6 music lesson, pupils sang 'The school rule song' accompanied by percussion instruments. Links with the community police are good. As well as the basic school rules each class reaches agreement on its own set of rules with the teacher. The pupils know that bullying is unacceptable and they have confidence in the school's ability to deal with it. All incidents are monitored by the deputy head teacher and recorded in detail, together with actions taken by the school and meetings with parents. Where appropriate, an appraisal letter stating the required improvements in a pupil's behaviour is sent to the

parents. Behaviour is improving and exclusions are reduced compared to earlier years. There have been no permanent exclusions in recent years.

48. The pupils' self-esteem is promoted through acting as a school councillor, supporting younger pupils in lunch-time activities and joining after-school clubs and out of school activities.
49. Support for the personal development of pupils is very good. Teachers and support staff set excellent examples. They know the pupils well and show genuine concern for their welfare. Through all lessons, qualities such as consideration for others, concentration and social skills are promoted and formal lessons cover citizenship, sex education and drugs awareness.
50. Pupils support charities such as the National Meningitis Fund and Lancashire and South Cumbria Kidney Patients' Association. They enter competitions and have a number of plaques, cups and badges on display. Numerous pupils have certificates displayed from the Fleetwood Music and Arts Festival. A stained glass window was produced from designs suggested by Year 5 pupils. There are regular school educational outings such as visits to a Tutankhamun exhibition and older pupils enjoy visits to outdoor centres. Year 6 pupils act as peer counsellors to younger pupils. The pupil council provides opportunities for pupils to organise elections, write speeches and hold discussions and this fosters pupils' self-esteem. However, procedures for the monitoring of pupils' personal development are less satisfactory as they are mostly informal with limited information.
51. Monitoring of academic progress is satisfactory and is closely linked to pastoral concerns. Shortly after starting in the nursery, children are initially assessed. Upon entry to the reception year, pupils' progress in basic skills is recorded as baseline assessments. Progress is regularly reviewed through the teachers' close knowledge of individual pupils and formal records, such as pupils' annual reports. These regular reviews ensure that pupils receive support such as guided learning or other classroom support to meet any recognised needs. Where concerns arise about a pupil's progress the headteacher and parents are advised and where appropriate, the special educational needs co-ordinator. Support from outside specialists, such as educational psychologists, is available to the school when required. However, use of homework is less satisfactory as expectations and marking are inconsistent between classes and pupils and parents are aware of this.
52. In Year 6, a substantial amount of time is being given to support groups of pupils in English, mathematics and science. Some checking takes place to see how pupils in Year 6 achieve against curriculum objectives. There is no evidence, however, of a clear plan for the regular tracking of individual progress throughout the school against National Curriculum target levels and for targeting individual pupils who are not on track to achieve these targets. A greater impact is needed, both on individual needs and on school targets, through a reassessment of this support, which is insufficiently focused.

53. The school's procedures for assessing pupils' attainment and progress are satisfactory. Tests are used to assess children in the nursery. In Year 1, word recognition and phonics tests are used. For the core subjects, regular assessments are made in reception and in Years 2, 4 and 6. In addition, optional National Curriculum tests are used in Years 3, 4 and 5. The National Foundation for Educational Research (NFER) reading test is administered twice a year to pupils in Years 3 - 6. They are also administered to Year 2 when pupils have achieved an appropriate level to be tested. Data from these assessments, together with the national test results for pupils at the end of Years 2 and 6, are used to update curricular records and set classroom targets. These test results are used to set individual targets for literacy and numeracy for all pupils each half term and to monitor progress. The targets are discussed with the pupils and parents are informed of these through homework diaries.
54. Procedures for assessing the attainment and progress of children in the Foundation Stage are good. In the nursery and the reception classes, teachers use a good assessment system that helps all the staff to plan individual and group work thereby helping all the children to work towards the Early Learning Goals. This policy is to be further refined in the near future.
55. Procedures for monitoring pupils' personal development are unsatisfactory. The annual reports that are sent to parents and the individual record of achievement files contain assessments of pupils' personal development. However, ongoing records presenting a full picture of strengths and weaknesses in personal qualities such as persistence and application, the ability to work with others and self-confidence, are not in evidence.
56. With regard to the previous inspection report, portfolios of pupils' work are now more extensive at different National Curriculum Levels. These allow for a more accurate assessment of writing standards in English and selected attainment targets in mathematics but they are not in existence for science.
57. The school uses a variety of assessment systems for the early diagnosis and tracking of pupils with special educational needs, including PIPS baseline assessments on entry to and exit from the reception year. A range of reading, word recognition and phonics testing takes place in addition to teachers' weekly tracking of spelling and number work and National Curriculum tests and Qualification and Curriculum Authority's tests in Years 3, 4 and 5. In Year 1, teachers are using the PIVATS scheme, which breaks down National Curriculum Levels into smaller units for easier tracking of pupil progress and this may be extended to other year groups if successful. A 'Way Ahead' scheme is also used to help teachers to identify when behavioural problems occur and to find solutions for dealing with them. There is a behaviour support assistant who is employed for 27 hours per week and who deals with behavioural difficulties, partly on a withdrawal basis.
58. The new Code of Practice has recently been introduced and is now being implemented throughout the school as one of the main targets in this year's school improvement plan. Other targets that are very appropriate are to improve in the match of work to pupils' different abilities and ensure that staff write effective individual education plans. In Years 1, 2 and 3, where pupils with individual education plans are not making satisfactory progress, extra support is being given at the present time on a withdrawal basis. This is satisfactory on a temporary basis, as long as full access to the National Curriculum is being maintained.

59. Some attention is being paid to two high attaining pupils in Year 3. The range of reading books has been extended and extra work is being given. Much more could be done throughout the school to provide extra resources and individual work for high attaining pupils across the curriculum and particularly in literacy and mathematics. There is a range of software now available, which is suitable for supporting pupils with special educational needs, but no evidence of this was seen during the inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school works well with parents and welcomes opportunities to increase their involvement in the school further, through initiatives such as workshops for parents in the nursery.
61. Parents' views of the school are positive. They perceive it as a good school that is well led and managed, with caring and capable staff, where pupils are happy, socially developed and well educated. They also feel welcomed at the school and generally well informed about progress. At the time of the last inspection, parents were uncertain about homework provision, meetings to discuss pupils' work and some annual written reports. Parents believe that behaviour has improved and is now good. However, some older pupils are less well behaved and the work scrutiny shows that homework is inconsistently applied and marked. Parents are particularly pleased with improvements such as the information and communication technology suite and communications with the school.
62. Inspectors agree that homework provision is inconsistent and that some is irregularly marked. They also agree that the behaviour of some older pupils is less than satisfactory.
63. The impact of the parents' involvement on the work of the school is good. The school contacts parents to invite them to assist in the school, train as classroom assistants at college or undertake the 'Parents as Educators' course within school. As a result, some have now become support assistants and one parent assists pupils with information and communication technology in the reception classes. The school also provides placements for classrooms assistants' training at the Blackpool and the Fylde College, nearby. Other parents assist in art and literacy lessons. Parents also help by fitting wiring for information and communication technology. A recently-formed parents' support group writes to parents and passes their views on to the governing body.
64. The effectiveness of the school's links with parents is good and this is reflected in shared objectives, such as good attendance and behaviour, where improvements have taken place. Information to parents is good. There are newsletters each half term and regular updates about matters such as fund-raising. Curriculum and topics information is included in homework diaries, end of year reports are specific and set targets, parents meet teachers twice each year, there is much informal contact and there is easy access to teachers and the headteacher. The Parents, Teachers and Friends Association (PTFA) have a notice board prominently displayed by the office and they enjoy the use of many school facilities. The school prospectus meets requirements. However, there are some omissions in the governors' annual report to parents.
65. The PTFA is well supported by parents and many of the school staff. Their objectives are both social and fund-raising. Regular events include sponsored line dancing, autumn, and Easter fairs, discos, raffles, barbecues and treasure hunts. Woolworth stores are supporting the school through a six months' fund-raising project. Other

events include bag packing in Iceland stores. The PTFA has provided in excess of £2,000 worth of additional assets for the school this year. This is a valuable social and financial resource to the school. Members of the association also give talks to pupils and assist with making posters, organising a 'sports day' and designing a sports centre.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership and management of the school have ensured that, since the last inspection, there have been improvements in English, although standards in mathematics and science remain unsatisfactory at the end of Year 6. Teachers' planning has improved and literacy, numeracy and information and communication technology co-ordinators have been released to work with colleagues and share expertise. Teachers have received training on the scrutiny of pupils' work and information from their monitoring is now reflected in the school improvement plan. This is better than at the previous inspection. An information and communication technology suite has been established. There has been an improvement in assessment procedures. Co-ordinators audit resources in all subject areas and monitor teachers' planning and evaluations at the end of each half term or unit of work. This is better, but is not as yet sufficiently rigorous to ensure continuous improvement. Oral feedback is given to the headteacher and deputy head teacher about the various subjects and they give written feedback to staff. There has been a marked improvement in the management of pupil behaviour and some improvements in the quality of teaching in Key Stage 2; although there is still a problem of recruitment and one member of staff is away with long-term sickness. There has also been an improvement in the employment of support staff so that there is better support for pupils with special educational needs than at the time of the last inspection. The governing body is now more effective than it was at the time of the last inspection. The school achieved the national 'Investors in People' Award in February Year 2000.
67. At the present time, the senior management team consists of the headteacher, deputy head teacher and assessment co-ordinator. This is a small team for such a large school and although other key staff join the senior management team as and when required, there is insufficient representation of the various year groups and interests for the team to be fully representative and effective. Overall therefore leadership and management, by the senior management team, are unsatisfactory. The senior management team meets fortnightly or monthly to address issues as they arise. Staff meetings are held weekly and planned ahead, but there is no such clear structure to the meetings of the senior management team. The headteacher and deputy headteacher meet daily before school to check on day-to-day issues such as staffing and pupil behaviour.
68. The headteacher has a clear understanding of the strengths and weaknesses of the school and for the need for standards to improve. He provides satisfactory leadership, particularly with regard to pastoral issues and this is reflected in the good behaviour of the majority of the pupils.
69. There is weekly release for the numeracy and literacy co-ordinators to monitor teaching and learning and to work alongside colleagues in classrooms. The release is not certain, however, as the internal release cover teacher may be required to cover for sickness. This is unsatisfactory as no strategic plan for systematic monitoring and improvement is possible with this arrangement. Other subject co-ordinators have insufficient opportunities to monitor the teaching and learning that take place in their subject areas.

70. The local education authority is giving support to the school at the present time and has arranged a 14-day programme of support and monitoring for teaching and learning in the core subjects.
71. All staff except one teacher, who is leaving in April, have performance management objectives and have received appropriate training in performance management and appraisal. Not all staff have received classroom observations and written feedback in support of their performance and there is as yet no established programme of classroom observations to take place in the current cycle. This is unsatisfactory.
72. The present school improvement plan is unsatisfactory. It consists of a collection of plans representing a wide range of responsibility areas and a number of people have contributed to it. It covers tasks, persons responsible, resources, success criteria and outcomes. All core and foundation subjects are included, together with the nursery, behaviour, assessment, the overall curriculum, special needs and parental involvement. However, the plan is unsatisfactory because it lacks specific detail about monitoring the work of the school, professional development, costings and timescales. Some costings are given for literacy and hardware for information and communication technology, but these curriculum areas still lack specific detail about what is to be done, by whom and when. There is no clear evidence of specific direction being given to the monitoring of the work of the school. The senior management team has now drawn up a list of school priorities, but, except in the case of mental mathematics, there is no specific whole-school plan about how these issues are to be addressed and when. There is no clear programme of specific professional development needs linked to the school improvement plan and performance management objectives. The school improvement plan is urgently in need of attention if it is to be more effective.
73. The governing body understands the main school issues and is effective in supporting the work of the school. The full governing body meets termly as do the finance committee and buildings committee. The curriculum committee has, however, not met for some considerable time and has had difficulty in obtaining quorate numbers. This is unsatisfactory as the governing body is unable to effectively carry out its responsibilities with regard to the monitoring of the National Curriculum without these meetings. Literacy, numeracy and information and communication technology governors are conscientious in their roles and visit the school regularly to meet with co-ordinators and to see the work going on in classrooms. The recently appointed special needs governor has recently met with the special needs co-ordinator. She is hoping to attend a course for governors who are responsible for pupils with special educational needs and to begin visits to see the special educational needs work of the school in the near future. The finance committee meets in April to discuss the draft school improvement plan and to match costings to the school budget. The school improvement plan is then passed to the full governing body for its approval. The finance committee members each receive monthly print-outs from the local education authority about the progress of the school budget and the committee is conscientious in its monitoring of school spending. These arrangements are satisfactory, but in order to carry out its role with regard to the school improvement plan more effectively, the governing body needs to ensure that school priorities are clearly defined with timescales and costings and that it has clear procedures for monitoring the plan's progress.
74. The management of special educational needs is currently under review, the school having been unsuccessful in appointing an external candidate for when the current

temporary post-holder leaves at the end of April. The present situation will remain unsatisfactory until a permanent appointment is made.

75. The school has good arrangements for the induction of new staff to the school. Newly qualified teachers receive an afternoon's release each week to visit other classes and seek advice and support. The local education authority offers in-service training and a teacher is appointed as mentor. The school also supports the work of initial teacher training and has five trainee teachers working in the school this year. This is good.
76. The school is effective in its management of the school budget and all orders are processed within school by financial staff. The school makes effective use of new technology for processing orders, but handles school registers manually. The local education authority monitors the school budget and monthly printouts are sent to the school. Any discrepancies are checked with the local education authority. The governing body keeps an effective check on the progress of budget spending. The school follows standard procedures for ensuring that principles of best value are applied and obtains advice from curriculum advisers when spending considerable amounts. This is good practice. The school makes full use of specific grants and complies with the recommendations made in audit reports.
77. Patterns of staff absence continue to have an adverse effect on school performance. The lack of a physical education co-ordinator and a permanent co-ordinator for special educational needs is unsatisfactory and needs to be resolved. Arrangements for staff release are unsatisfactory and need to be resolved if the school is to move forward.
78. The school has a satisfactory range of learning resources. It also has very good and spacious accommodation, which could be used more effectively in some areas. The sharing of the information and communication technology suite with other activities limits the time it is available for timetabled work and the present school library is barely adequate for teaching library skills to large classes. The school buildings are in good decorative order and they are well maintained. Throughout the buildings, rooms generally have good natural light and they are of practical shapes and dimensions. The two halls are centrally situated and are adaptable in use. The nursery is particularly pleasant and the recently built Tennyson room is a valuable additional resource. The offices and the staff room are pleasant and well furnished. The playgrounds are spacious. The playground for pupils in the reception classes and Years 1 and 2 is marked for outdoor games and the playground for Years 3 to 6 has facilities for netball. However, they are both environmentally uninspiring. Plans for further outdoor facilities have been drawn up and the project needs to be pursued, as outdoor facilities could be improved. The nursery outdoor play area is stimulating and invitingly laid out.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to build on the improvements made since the last inspection the headteacher, staff and governors should:
1. raise standards at the end of Key Stage 2 for all three, core subjects;
 2. take effective action to raise teachers' expectations in order to bring about improved standards in Years 5 and 6;
 3. draw up an effective management structure in order to:
 - provide a formal and systematic plan for monitoring the quality of teaching and learning and to take appropriate action to bring about improvements;
 - strengthen the role of subject co-ordinators by ensuring a clear programme of systematic release for monitoring teaching and learning across the curriculum;
 - implement a clearly planned timetable for classroom observations linked to performance management where appropriate.
 4. use assessment data more effectively to track individual pupils' progress throughout the school;
 5. take effective action to ensure that there are systematic methods for:
 - constructing and implementing the school improvement plan so that it concentrates on raising standards;
 - ensuring that the governing body has clear procedures for monitoring its progress with particular reference to its identified priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	24	28	18	0	1	0
Percentage	3	33	38	25	0	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	381
Number of full-time pupils known to be eligible for free school meals	0	93

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	2	10
Number of pupils on the school's special educational needs register	2	95

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	25	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	21	23	23
	Total	38	40	41
Percentage of pupils at NC level 2 or above	School	86 (69)	91 (73)	93 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	19	22	21
	Total	36	40	39
Percentage of pupils at NC level 2 or above	School	82 (68)	91 (75)	89 (71)
	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	31	37	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	7	21
	Girls	30	18	33
	Total	41	25	54
Percentage of pupils at NC level 4 or above	School	60 (56)	37 (47)	79 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	21
	Girls	31	25	32
	Total	43	39	53
Percentage of pupils at NC level 4 or above	School	63 (54)	57 (67)	78 (56)
	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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	6
Bangladeshi	1
Chinese	0
White	324
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	281

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	4
Total aggregate hours worked per week	63
Number of pupils per FTE adult	5

FTE means full-time equivalent.

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	3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	7	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	852,730
Total expenditure	800,941
Expenditure per pupil	1,907
Balance brought forward from previous year	58,701
Balance carried forward to next year	110,490

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	431
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	40	5	3	2
My child is making good progress in school.	48	44	5	1	1
Behaviour in the school is good.	37	40	18	1	3
My child gets the right amount of work to do at home.	29	47	16	4	1
The teaching is good.	49	42	6	0	1
I am kept well informed about how my child is getting on.	37	44	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	0	2
The school expects my child to work hard and achieve his or her best.	52	41	3	0	1
The school works closely with parents.	35	44	14	0	6
The school is well led and managed.	35	46	8	3	8
The school is helping my child become mature and responsible.	39	49	8	1	2
The school provides an interesting range of activities outside lessons.	31	36	17	3	10

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

80. The overall provision for children in the nursery and reception classes (Foundation Stage) is good and has improved well since the previous inspection. It is now a strength of the school. This is because the children make a good start to their early years' education. The good teaching and planning of learning, which is now in place and the broad curriculum, which reflects the nationally approved curriculum for the Foundation Stage, support the children well in their learning. Planning is more detailed than at the previous inspection and includes good assessment opportunities. The teaching of certain elements such as literacy and numeracy is now good and children have satisfactory opportunities to work with computers.
81. Children enjoy their time in the nursery and reception classes, are very enthusiastic, listen well to their teachers and are making good gains in their learning. Their behaviour and attitudes to learning are good because they are managed and supported very well in their learning by adults and generally do not have time to lose interest. Very good home-school links and relationships with parents enhance children's education. Appropriate resources are now readily available so that children are able to develop their independence. The school is conscious that more large outdoor play equipment is needed for energetic outdoor play and a garden area is in need of attention. Homework activities such as reading and topic work are shared with parents and used effectively to consolidate and extend children's learning in class.
82. Children enter the nursery part-time in the September of the year in which they become four. They join the reception classes full-time, at the beginning of the autumn term of the school year in which they become five. During the inspection there were 93 children in the Foundation Stage, of whom 47 attended part-time in the nursery and 46 attended full-time in the two reception classes. All children, including those with special educational needs, have very good access to the same curriculum activities and most make good gains in their learning from their starting point when they enter school. All are fully included in all aspects of school life. There are appropriate induction procedures before children enter the school such as pre-school liaison visits, booklets and informative workshops for parents. Careful assessments are made of the new entrants to the nursery and reception classes soon after they start. An analysis of assessments on entry to the nursery confirms the inspection findings that, although there is a range of abilities, the majority of children enter the nursery with skills slightly below the level usual for a child of that age. All children make good gains in their learning and achieve the levels expected for their age by the time they leave the nursery to attend other schools nearer to their homes. Most children who enter the reception classes have little pre-school education and their skills are below those typical for their age. Children with English as an additional language make very good progress in relation to their attainment on entry. All children make good gains in their learning and most have the potential to reach the expected levels by the time they leave the reception classes.

Personal, social and emotional development

83. Most children are on course to achieve the level of personal, social and emotional development expected for their age by the end of the nursery and reception years, which represents an improvement since the previous inspection. Priority is given to the personal, social and emotional needs of all children and they achieve well in this area of development. The teaching is good and children settle quickly and feel secure in the very supportive environment of the classes. This is because adults in all three classes are very good role models, are very aware of individual needs and provide opportunities for these aspects to be fostered through a range of activities. This helps all children, including those with special educational needs, to build up confidence about what they can achieve and, as a result, they develop positive attitudes towards their learning. There are well-established, effective routines that offer the children security, such as lining up to leave and enter the classroom, tidying up the sand and water and returning toys after play. Nursery snack time is a 'family' occasion with children learning to share food and thank each other for small services such as the passing around of the bananas on offer. All children learn quickly the rules and expectations about behaviour. These are consistently reinforced as children move through the classes. In the nursery, there are many opportunities through story and the care of 'Daisy Duck', the toy taken home as an aid to writing, to begin to understand about responsibility and how their actions affect others. Their understanding of right and wrong is deepening. They share, collaborate and increasingly listen, not only to the adults, but also to each other as they share their experiences at 'carpet time'. Children work individually, as groups, or as a whole class. They are now encouraged to make choices and take decisions as to the activities they chose and many are able to sustain an interest in their choice for an appropriate amount of time. The nursery children are becoming more competent at taking off and putting on socks and shoes before and after physical education sessions in the hall. They are rewarded with 'stars' for their efforts. One boy proudly reported that he had put his glasses back on as well as his socks and shoes. All the adults are very good at valuing children's contributions and efforts and their opinions and efforts are celebrated. Children sit in a circle and are encouraged to tell others of their feelings and the things of which they are proud and in assembly to reflect about how they can copy the influence of significant people they have heard about. All these activities enhance their self-esteem.

Communication, language and literacy

84. Overall, as a result of improved good teaching by experienced adults, the levels of attainment in speaking, listening, reading and writing are similar to those expected for this age and the children achieve well. Most children are on course to achieve the Early Learning Goals expected in speaking, reading and writing and a few are on course to exceed this level by the time they are ready to start in Year 1. This is a result of the improved, good teaching by experienced and effective teachers, classroom assistants and students. Throughout the Foundation Stage, adults listen carefully to what individual children are trying to say and use questions and commentaries effectively to develop and extend children's speaking and listening skills. As a result, children achieve well in lessons and most make good gains in their learning. The use of computers and listening centres now play a part in everyday teaching and learning. Speaking and listening skills are taught effectively through songs, jingles, games, tapes, stories, questioning and answering sessions and the use of the relevant vocabulary throughout all activities. In these lessons, most children interact very well with each other and the appropriate level of adult talk as well as the opportunity to speak themselves, enhance their learning. All children are increasingly using language to negotiate their roles in the role-play areas, and interesting little scenarios are

developing. Reception boys and girls act out roles particularly well; for example, in 'The Hair Salon' and the 'Puppet Theatre'. In the 'Puppet Theatre' good adult intervention extended children's language and listening skills were evident as children pretended to lick 'ice creams' and eat 'pop-corn', as they listened to the taped music, 'I do like to be beside the seaside'. In the nursery, the teacher's excellent, lively and dramatic use of voice, facial expression and gesture, help to attract and hold children's interest and even the least mature become involved in stories such as 'The Bear Hunt'. All adults plan the activities carefully so that the potential to discuss, extend pupils' thinking and vary the range of vocabulary matches the needs of the different children.

85. Good teaching by the adults instils in the children a love of books, the appropriate use of a book and the fact that print carries meaning. Reading activities such as 'shared reading' and recognition of letter-sounds, such as 't' and 'm' are used well to promote children's understanding. Books, particularly those with refrains such as 'Eeny Meeny Miney Mouse' where most children can join in successfully, are thoroughly enjoyed. They learn to 'read' 'quietly', 'loudly', 'slowly' and 'quickly' as they respond successfully to the teachers' voice. Good teaching helps the children to appreciate the main characters and events in books such as 'The Dog Show' and 'A Good Trick' and the children talk in general terms about the books they have read. Progress is good and teachers build successfully on the previous early skills that have been taught. As a result, many reception children are able to identify individual letters in words and some children are able to sound them out, successfully. A few lower attaining children make random guesses at words, are unable to recognise more than a few letters and have more neutral attitudes to reading. In all lessons, most children interact well with each other, speak confidently and take turns in conversations. Parents make a very effective contribution to their children's progress in reading and spelling. Parents are encouraged to read books with their children, such as 'The Story Sacks' books and complete home/school diaries to support their children's reading, writing and spelling.
86. Children are given many opportunities to improve their writing skills and handwriting skills are introduced methodically, by 'over writing', 'under writing' and recording pictorially. They are introduced to writing from the time they enter the nursery. There are many opportunities to write independently and ready access to pencils, crayons and paper prompts the children to confidently compose unaided, labels, letters and cards. Nursery children attempt to write and a range of writing is displayed showing examples of scribble, mark making and recognisable small and capital letters. Most children in the reception classes are beginning to write their own names correctly and write short sentences ranging from isolated words to short, simple sentences. They also have many opportunities to 'have a go' independently and ready access to pencils, crayons, and paper prompts the children to write unaided, labels, captions and their experiences. Handwriting is developing well. Resources are good, are very accessible to the children and as a result of purposeful teaching are used very well. Computers are used satisfactorily to enhance reading skills.

Mathematical development

87. The majority of children are on course to achieve the skills and knowledge expected for their age by the end of the reception year. They achieve well and most make good gains in their learning. Skilful, improved teaching ensures that all children have access to the many opportunities provided to develop their mathematical skills and knowledge through the effective use of practical, stimulating activities, number rhymes and jingles such as 'Ten Green Bottles'. Teachers use number jigsaws, construction bricks, bead threading and puzzles to encourage recognition of similar shapes and familiar colours. The focus is highly practical and adults know exactly what they want the children to

gain from a particular activity. All teachers use a lot of relevant language, but the challenge given to the children to think and apply their knowledge at a level that meets their needs is not always evident, particular for the lower attaining children. Children with higher and average attainment can write numbers up to nine and some up to 12 independently. A few lower attaining children have difficulty sorting, counting and writing numbers up to five. In one lesson seen, where the task was too difficult and there was insufficient adult support, few gains in learning were made. Many children are beginning to count forwards or backwards, using a number line and to add on to a given number, such as $2+4 = 6$. Children use role play in the 'shop' and counting exercises on the computer to improve their number recognition.

88. Most reception children can count up to ten and some beyond and most are beginning to recognise these numbers. Photographs and planning show that children have opportunities to use circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes and use mathematical vocabulary of number, time, shape, pattern and measurement appropriately. Adult intervention to support children's mathematical experiences and its frequent and regular integration into all lessons enriches the mathematical provision. The children enjoy resources such as wipe cards, die games and dominoes, which enhance the teaching and reinforce learning. A very successful parents' workshop, when parents spend a day working alongside their children, enhances children's learning. In the reception classes, a learning tape is used very well as an aid to recording whether given numbers are bigger or smaller than others.

Knowledge and understanding of the world

89. As a result of the improved good teaching, most children are on course to achieve the levels expected for their age at the end of the nursery and reception years and they make good gains in their knowledge and understanding of the world. The teachers provide many rich opportunities for learning within the classroom, during outdoor activities and on visits out of school to ensure that children build on their existing knowledge to learn more about themselves and the world through relevant topics. Children have good opportunities to experience work in science, design and technology, history and geography and satisfactory opportunities in information and communication technology skills. They also explore, investigate, design and make and acquire information and communication and technology skills.
90. Planning and photographs show that there are good opportunities for children to learn more about themselves, other people and the environment through topics such as 'The Senses', 'Food' and 'Autumn'. Children learn early mapping skills by drawing pictures of objects they have seen on their planned journey around the school. As a result of good support from adults, they design and make attractive windmills, cars and boats fashioned from wood. Visits, such as those to Myerscough Garden Centre, are used well to foster children's scientific knowledge and understanding of plants. Cultural development is enhanced by visitors such as the 'Dragon's Mouth Theatre' along with developing an awareness of other countries, such as China. These are successfully linked to art and design activities when the children make and decorate attractive stick puppets using different techniques of folding paper, sticking and joining the necessary materials and decorating with a variety of finishes.
91. The children are beginning to know how to operate simple equipment, independently, such as listening centres and computers. They complete simple programmes and perform simple functions. They use an art program to create colourful, attractive pictures of creatures, such as a hen and make these into attractive calendars.

Physical development

92. All children make good gains in developing physical skills as a result of good teaching and the opportunity to experience a range of appropriate resources. Children learn to develop control and co-ordination, to express their feelings and emotions and work co-operatively in groups. They learn to take turns and share resources well, using the indoor and outdoor space safely and imaginatively. Children are acquiring well-developed skills in movement, have a developing sense of space and bodily awareness and they use tools and equipment with increasing dexterity. The opportunities for nursery children to have access to outdoor resources have improved since the previous inspection. There is now a 'free flow' movement between the indoor and outdoor activities and children can move easily from one to the other.
93. The nursery has large equipment for imaginative, energetic, outdoor play, but at the present time there is a specific lack of an outdoor climbing frame for children to climb on, through and over. Nursery children enjoy their physical education sessions. They run, jump and balance on one foot with enthusiasm and zest because of the very good teaching, which encourages them to achieve more. The lesson is very well organised and managed, resulting in very good gains in learning being made in a purposeful and orderly atmosphere. Children are given time to cool down at the end of a lesson and attention is drawn appropriately to health and safety aspects. Adults dress appropriately for the lessons, but children are not given the opportunity to dress more appropriately for physical exercise indoors. No physical education session for reception children was seen.
94. Children make very good use of a variety of tools for drawing, colouring and cutting and show increasing dexterity as they work with pencils, crayons, paintbrushes and scissors. They roll, squeeze, push and knead malleable materials and their manipulative skills are developing appropriately. Very good support by adults contributes effectively to the acquisition and development of children's skills when they use tools. Effective intervention by staff helps to support and extend pupils' ideas and understanding in this area. As a result, most children are able to use pencils, paint brushes and scissors appropriately and achieve the levels expected for their age. Computer skills are broadly satisfactory. Reception children who have previous experience manipulate the mouse, click, drag, erase and print reasonably competently, but others are less confident and skills are more limited.

Creative development

95. Skilful teaching ensures that all children in all classes are given a rich variety of opportunities to develop their creative skills. As a result of good teaching, the children make good gains in their learning and are on course to achieve the levels of skills that are typical of their age group by the time they leave the reception classes. They experience colour, texture, shape, form and space in two and three-dimensional art and enjoy regular opportunities to explore colour through painting, collage and crayoning, as well as printing. They work hard, concentrate well and use the resources effectively. They sketch detailed, observational drawings of themselves, sculptures and puppets in pencil and crayon; for example, bears, Mickey Mouse and Sooty. They recreate attractive collages of bouquets of spring flowers using materials such as tissue paper and they fashion daffodils from paper and egg boxes. They work hard, concentrate well and use the resources effectively. Children make models such as robots from reclaimed materials and use large and small construction equipment well

to create imaginative structures. They use crayons effectively to decorate their work on 'Food'.

96. Singing is used effectively and regularly in the classroom. Children are quick to recognise familiar songs, nursery rhymes and jingles and sing enthusiastically. Pupils sing traditional nursery rhymes such as 'Humpty Dumpty' in unison, tunefully and demonstrate a developing sense of rhythm. Songs and jingles are used very well to reinforce literacy and numeracy and pupils sing catchy jingles such as 'The Monkey's on the Mount' and 'There is a Girl at Chaucer School' with appreciative gusto. Teaching of singing in the two lessons seen in the reception classes was satisfactory. Pupils responded well to the introduction of a new song about a caterpillar and displayed a developing sense of rhythm and the ability to sing in tune. The teacher skilfully regained the children's interest at the end of the lesson by asking the boys and girls to sing separate verses. They tapped two sticks together to the rhythm of the song and behaviour was good overall, because of their interest in the activity.
97. Children in both age groups show creativity and imagination. Through role play they explore ideas that the staff have introduced through investigation, stories and shared personal experiences. Children use a range of constructional equipment to design and build models, using large and small construction equipment to create imaginative structures in connection with their other work, such as different types of buildings and vehicles. Children use their developing computer skills well to create artwork. The quantity and quality of resources stimulate children's imagination. Language extension and decision-making skills are now integrated successfully. Children use their computer skills satisfactorily to create; for example, artwork, connected with their science.

ENGLISH

98. In the National Curriculum tests at the end of Year 2 in 2001, the percentage of pupils reaching the expected Level 2 in reading was above the national average. It was also above that of similar schools. The percentage reaching the higher Level 3 was well above the national average and above that of similar schools. Standards in speaking and listening were in line with schools nationally at the expected Level 2, but below at the higher Level 3. Standards in writing were in line, both with the national average and similar schools at Levels 2 and 3. At the end of Year 6, the percentage of pupils reaching the expected Level 4 and the higher Level 5 in English was well below both the national average and similar schools.
99. Inspection evidence shows that in the current Year 2, pupils' speaking and listening skills are very good and pupils achieve standards in line with national expectations in reading and writing. Pupils' achievement by Year 2, based on the progress that pupils have made since starting in Year 1, is satisfactory. Weaknesses in writing in Years 1 and 2 are in the lack of shared writing, especially for lower-attaining pupils and in the fact that the only pupil who has well-formed cursive handwriting is new to the school. Whilst teachers have set 'shared writing lessons' when they work with the whole class, they do not regularly support individual pupils, when they are beginning to write, by writing the words in a sentence that a pupil does not yet feel confident in writing, encouraging them to write the words that they do know. This technique tends only to be used for lower-attaining pupils in one class and is not used to model handwriting and build the self-esteem and confidence of the majority.
100. In the current Year 6, standards in English are well below what is expected of pupils of their age. Whilst this reflects staffing difficulties that the school has had and the many

changes of teachers that have taught this year group, it also reflects the large number of pupils in this year group with special educational needs. Whilst pupils listen very well in most lessons in Year 6 and the majority can express themselves clearly, pupils with special educational needs lack confidence and their speaking and writing skills are less well developed. Pupils in Years 3 and 4 are reaching higher standards for their age than pupils in Years 5 and 6. This reflects the fact that the National Literacy Strategy has had more effect with the younger pupils, but has not yet raised the attainment of pupils who have been in the school longer and who have special educational needs. Booster classes do not take place, but the pupils have extra support in class. Overall, by Year 6 the achievement of pupils, including those with special educational needs, is unsatisfactory.

101. There is no significant difference between the standards that boys and girls reach either at the end of Years 2 or 6. Pupils with special educational needs are well supported and the majority make satisfactory progress. Pupils with English as an additional language make satisfactory progress.
102. Standards in speaking in Years 3 to 6 are very good and pupils listen very well in Years 3 and 4. They listen very well in some lessons in Years 5 and 6, but this standard is not always maintained.
103. Standards in reading in Years 3 to 6 are satisfactory with a minority of pupils reaching good standards. In each class there is a wide range of ability. The main strength of the subject is in the standards of reading in both key stages.
104. Standards in writing in Years 3 and 4 are in line with expectations, but are below in Year 5 and well below in Year 6. Many of the lower attaining pupils in Year 6 have great difficulty in reaching Level 2 standards. The actual effort of writing deters many and more needs to be done at a younger age to promote a cursive hand so that pupils write with ease and are able to concentrate on the content rather than the physical act of writing in Year 6. Whilst discrete lessons for extended writing take place and reflect cross-curricular themes, the results are still below expectations. The school is, however, beginning to use the wider curriculum to develop writing skills. For example, a display of Year 6 pupils' work about a recent geography field trip demonstrated a good use of literacy skills. In history, they wrote about improvements they would have wanted to make in the hospital where Florence Nightingales worked, and the teacher followed this up with further work on the white board to promote literacy. Pupils also made a good use of what they learned in literacy lessons when they wrote, in a religious education lesson, about the main differences and points of similarity between the major world religions.
105. Lower attaining pupils in Years 1 and 6 are withdrawn to work in small groups and they make good progress in these. There are no after-school booster classes for those who are just below average. Pupils with special educational needs have various degrees of support according to their needs. Five children with English as an additional language are in the nursery and receive individual support from the support assistant, as do others in older classes. Class teachers also provide work matched to their specific needs. For new arrivals outreach support from the LEA is given.

106. Teachers have a good understanding of the National Literacy Strategy, which is beginning to have a positive effect on raising standards in Years 1 to 4. It is not as successful in Years 5 and 6 where pupils are still performing at a below and well below average standard. In Year 6 this is partly because the pace of lessons is sometimes slow and partly because of the large number of pupils with special educational needs. Also higher attaining pupils and average attainers are not sufficiently challenged and lower attainers become too dependent on the support they are given. Overall, teaching in Years 1 and 2 is very good and in Years 3 to 6 it is good. This is because teachers have very good management skills and pupils' attitudes are, therefore, positive. As a result, learning in lessons is good. Good use is also made of support staff, although they sometimes do not have the skills to enable lower attaining pupils and those with special educational needs to be independent learners. These staff work extremely hard, are very enthusiastic and pupils gain much in other ways, such as in understanding the main objectives of the whole-class lesson, but this is not always what they most need. They become very dependent on the adults working with them and without an adult present, attempt little work. These pupils seldom work with a partner with whom they could discuss their work. Information and communication technology is also underused to support this subject, although listening centres where pupils can listen to tapes are used in some classes to help develop pupils' standards of literacy.
107. The leadership of the subject is very good. The co-ordinator has promoted the subject very well since the last inspection and many developments have taken place, such as in-service training and monitoring of lessons and pupils' work. She has also undertaken an analysis of the National Curriculum tests and groups are based on this. Further support, however, is needed from senior management if her recommendations are to be put into effective practice in Year 6. Resources are generally satisfactory, although some extra instructional materials are needed in Year 3.

MATHEMATICS

108. The pupils' attainment at Level 2 at the end of Year 2, in the National Curriculum test in 2001, was close to the national average. The percentage of pupils reaching Level 3 was above the national average, lifting the performance, as measured by National Curriculum points, to above the national average and above the average of similar schools. The trend in results since the last inspection has risen faster than the national trend with no significant difference in the attainment of boys and girls.
109. Standards seen during the inspection are in line with national average standards. For example, higher attaining pupils in Year 2 show a thorough understanding of the ten times table and of multiplication facts and can explain many ways of producing 50 pence from silver coinage. Over one half of the group demonstrate sound investigational skills, when they sort fruit gums into columns of colour before counting them, producing a tally-table and drawing a picture-gram. They then use the diagrams to explore the data. Pupils with special educational needs and with English as an additional language, aided by learning support assistants, make satisfactory progress. Pupils enter Year 1 with attainment close to the national average and leave with attainment above the national average, consequently, achievement across Key Stage 1 is good.
110. The pupils' attainment in Year 6 in the National Curriculum test in 2001 was very low in comparison with the national average and very low in comparison with the results of similar schools. The trend in results since 1999 has been downwards; reversing the

upwards trend in the previous three years. The standard reached by girls is better than that reached by boys.

111. The standards seen during the inspection are better than these results suggest, but are still below the national picture because of the large numbers of pupils with special educational needs in the present Year 6. Pupils in this year draw plans that, when folded, make up a rectangular prism. They also recognise the plans of triangular prisms. In another Year 6 lesson, pupils used a protractor to measure successfully angles in a clockwise direction. They are less secure when measuring angles in the opposite direction. Pupils with English as an additional language and pupils with special educational needs receive a good level of support and make satisfactory progress. Scrutiny of pupils' work in Years 5 and 6 suggests that the amount of work that the pupils have done is insufficient to consolidate new learning. The use of information and communication technology expands the pupils' experience of mathematics through mathematical games and demonstrations of mathematical skills. Pupils enter Key Stage 2 with attainment well below average and leave with attainment very low compared with the national average; consequently, achievement is unsatisfactory.
112. Pupils' attitudes to learning in Years 1 and 2 are good. They listen well and are keen to take part in their mathematical activities especially when explaining their mental calculations. They co-operate well with each other when doing practical work and mathematical investigations. Pupils' attitudes to learning in Years 3 to 6, as observed during the inspection, are also good. They co-operate well with the teacher and each other with most pupils staying on task and only a small minority being less co-operative. Occasional lapses of attention usually occur when the pace of a lesson is slow. The additional explanations given by support staff help pupils with special educational needs to take an active part in lessons. Attitudes and behaviour have improved significantly since the last inspection, assisting with the pupils' social development as well as improving their gain in knowledge.
113. The quality of teaching in lessons observed in Years 3 to 6 is satisfactory with effective behaviour management techniques used to enable lessons to take place without major interruptions. Lessons are structured in line with the National Numeracy Strategy, but mental activities are not given sufficient priority in Years 5 and 6. The pace of lessons is usually satisfactory or better, but occasionally slow, which means that lesson plans are not always carried out in full. The management of pupils is good and explanations are clear and precise, enabling pupils to consolidate knowledge and learn new ideas. For example, Year 6 pupils were led carefully through the techniques of using a protractor before applying the techniques to estimate and measure angles to a high degree of accuracy. Higher attaining pupils were given more demanding work in this lesson, but usually they are not given enough suitably challenging work. The prior attainment of pupils is not always taken into account in planning lesson material and this results in relatively low attainment in Years 5 and 6. The match between prior attainment, the amount of work covered and its level of challenge is better in Years 3 and 4 and leads to a better rate of learning. For example, pupils in Year 4 apply coordinates in the first quadrant and Year 3 pupils are given a wide selection of problems to solve requiring the application of a range of mathematical techniques. Mathematical investigations feature more strongly in Years 3 and 4 than in Years 5 and 6. Teachers use ICT as an enriching activity and occasionally a further teaching technique. The quality of teaching in Years 1 and 2 is good. The pace of lessons has improved since the last inspection and the work is better matched to pupils' different abilities. However, higher attaining pupils are not always given sufficiently demanding work. For example, a Year 1 class works in four groups, but the higher attaining group

performed their task on measurement without difficulty. Work well matched to pupils' different abilities is a feature of mathematics in Key Stage 1. ICT is used effectively in the classroom to consolidate learning or provide a wider experience of mathematics.

114. The management of mathematics is satisfactory. The National Numeracy Strategy is in place in all years. The need to raise standards is recognised and a number of strategies have been tried. Pupils' answers to questions in the national tests for Year 6 in 2001 have shown a weakness in the application of mental strategies. A structure of mental activities suitable for each year is now used. The school has a more coherent progressive scheme of work than at the time of the last inspection. The mathematics consultant for the local education authority has led in in-service training. There has also been school based in-service training. Staffing instability has been a major feature; there have been 16 teachers involved in teaching mathematics in Years 5 and 6 since 1998. Mathematical investigations need to feature more prominently in Years 5 and 6. Marking is generally inconsistent in Years 5 and 6 and formal assessment of achievement requires further development so that the progress of pupils can be tracked. Individual pupils are targeted and pupils are given realistic targets to be reviewed periodically. Such a database would also enable the curriculum to be adjusted to take account of the achievement of groups of pupils. Accommodation and resources are satisfactory and resources are used effectively. Computers are available in each classroom, although they were not seen being used regularly during the inspection. The support given to low attaining pupils is satisfactory, but it would be better directed to support pupils to learn more independently using suitably adapted material.
115. The development of basic numeracy skills takes place mainly during mathematics lessons and is enhanced occasionally in other subjects. For example, science and information and communication technology use tables to record results and graphs and charts to display data and a literacy lesson involved the calculation and comparison of sizes of A3 and A4 paper. There is scope for further development to ensure that the drive for higher standards is shared across the wider curriculum.
116. Mathematics has made satisfactory improvement since the last inspection. The priorities for further improvement are to raise standards at Key Stage 2 by: improving mental strategies; involving more mathematical investigations; improving pupils' pace of work; better matching of work to the different abilities of the pupils; providing sufficient challenge, especially to higher-attaining pupils; and developing the database of test results so that assessment is used effectively.

SCIENCE

117. The pupils' attainment at the end of Year 2, based on teacher assessments in 2001, was below the national average. The attainment reported at the last inspection was in line with the national average. There is no difference in the performance of boys and girls. The standard of work seen during the inspection is in line with the national average. For example, pupils in Year 2 are able to group foods successfully according to the food type, although they have difficulty in recognising cereals. In other lessons they link the offspring to the parent animal and compare the needs of babies and toddlers. Year 1 pupils understand that fruit is good for you and they are able to identify parts of the body. Pupils with special educational needs make satisfactory progress. Pupils' achievement at Key Stage 1 is satisfactory judged on lesson observations, examination of pupils' work and the accuracy of pupils' response to questions.
118. The pupils' attainment at the end of Year 6, in 2001, was well below the national average and well below average in comparison with similar schools. The trend since

the last inspection is upwards, in line with the national trend. There is no significant difference in the performance of boys and girls. Pupils in Years 3 and 4 are reaching higher standards for their age than pupils in Years 5 and 6. The pace of work in Year 6 is slow and the challenge of work presented to one group in Year 6 is low and relies too much on worksheets. The attainment in lessons observed is better than expected from the results of the National Curriculum tests and from the examination of the pupils' workbooks, but is below that expected of pupils of their age. For example, Year 6 pupils use lenses effectively to observe samples of soil. They record their observations well with some very neat, accurate drawings. The pupils are able to predict that soil from other sources will differ. The lesson would have had a greater impact if soil from different locations had been used. This would allow for comparisons to be made presenting a greater challenge to higher attaining pupils. Progress in Key Stage 2 is, overall, satisfactory. Pupils with special educational needs and English as an additional language make satisfactory progress. Year 4 pupils undertake a fair test to investigate the changes that occur when water is added to a range of solids. Correct use of scientific terms is encouraged and pupils show a full understanding of the idea of dissolving. Pupils in Key Stage 2 make little use of information and communication technology in science.

119. Pupils' attitudes to learning across the school are good. For example, in Years 1 and 2, pupils are keen to take part in discussions and undertake practical work. They co-operate well with each other and the teacher. In Years 3 to 6 there are a few examples of non co-operative behaviour from a small minority of pupils, but pupils mainly listen well and reply eagerly to questions from the teacher. They enjoy practical activity. The response of pupils has improved since the last inspection.
120. The quality of teaching observed in lessons in Years 3 to 6 is satisfactory. Teachers manage pupils' occasional lack of co-operation well. The teachers use a detailed scheme of work that provides for effective lesson plans. Lessons are usually delivered at a satisfactory pace, but opportunities for class practical work are not always taken. The management of pupils is good and clear explanations of scientific ideas provide for a good level of understanding. For example, the effect on the body of different food types is clearly explained and understood in Year 5. The quality of teaching in Years 1 and 2 is good, with work well matched to the ability of the pupils. However, the impact of science in some topic work is not always clearly identified. Lessons proceed at a brisk pace with effective demonstrations and pupils' practical work promoting a good rate of learning. For example, the importance of eating foods from each group of foods is emphasised. ICT is not used to enhance scientific ideas or to promote learning. The standard of teaching has improved since the last inspection.
121. The management of science is satisfactory. The National Curriculum is covered in full, but there is an insufficient emphasis on investigation. There is a comprehensive, progressive scheme of work in place and resources are managed well. Monitoring of teaching has taken place, but the effect of that process on raising standards is not clear. Marking is not always consistent and formal assessment procedures to track the progress of pupils and to identify areas of the curriculum that are less well understood, need further development. Learning support assistants are used well enabling pupils with special educational needs to follow the same curriculum as their peers.
122. The improvement in science since the last inspection is satisfactory. The priorities for improvement are to develop the assessment procedures, improve standards at the end of Year 6 and involve pupils more in practical activities.

ART AND DESIGN

123. Pupils throughout the school achieve standards in art and design that are at the expected level for their age. All pupils, including those for whom English presents a difficulty and those pupils with special educational needs, make satisfactory progress. All pupils are fully included in all aspects of work in art and design. Satisfactory standards have been sustained for pupils aged seven, but have not been maintained for pupils aged 11 years. In the previous inspection they were judged to be good, but are now satisfactory overall, with examples of good practice. This is because the school has appropriately given priority to literacy and numeracy in an attempt to raise standards. Teachers are becoming familiar with a new scheme of work and whilst there are assessment procedures now in place, they are not fully embedded in practice. This judgement is based upon the one lesson seen, planning, photographs and displays around the school. The planning and activities seen, develop the skills of art and design systematically through the use of a refined scheme of work, which reflects the school's adoption of national guidelines and offers step-by-step development of pupils' knowledge, skills and understanding. By the time pupils leave the school, they have experienced a satisfactory range of techniques in two and three dimensions and their work is beginning to show some attention to detail and developing sophistication.
124. Only one lesson was seen during the inspection, so no judgement can be made on the overall quality of teaching in the school. Pupils in Years 1 and 2 are given sound opportunities to explore colour, pattern, texture, line and tone and to combine and organise them for different purposes. They experience a range of media and apply colour in pastels, chalk, paint and crayon. Observational drawing and sketching form the foundation of all pupils' two-dimensional work. In Years 1 and 2, pupils sketch self-portraits and houses, using pencils and crayons. From when they enter the infant classes, pupils have opportunities to study the work of a range of famous artists. Planning shows that there is a systematic, progressive study of the work of famous artists from Years 1 to 6. Artists such as Van Gogh and Paul Klee give pupils opportunities to study the movement, mood and colour and appreciate pattern, form and space in some paintings. Year 5 pupils use pastels in their still life compositions; for example, when studying flowers in a vase placed on a mat, they are introduced to perspective and various shading techniques. Year 6 pupils sketch in pencil during their study of Joan Miro and many pupils show a developing eye for detail. Computer generated artwork, such as pictures, is used to demonstrate pupils' skills in selecting a range of colours and controlling their application. No modelling skills in clay were seen during the inspection.
125. By Year 6, pupils express their own ideas and interpretations with increasing confidence and developing sophistication. Techniques in drawing, printmaking, collage, sculpture and textiles develop satisfactorily. Little work on famous artists was seen in this key stage during the inspection, but planning shows that pupils have opportunities to examine the work and techniques of different artists and recreate pictures in their style. For example, older pupils study Picasso, Lowry and Kandinsky and are given satisfactory opportunities to study symbolism and abstract art, along with the social and cultural aspects of life in Victorian England. There are developing cross-curricular links with other subjects, such as history and geography. Art and design continues to be strongly linked with design and technology with many of the observational drawings acting as a preliminary to making objects. For example, pupils in Year 6 sketch Egyptian death masks not only linking their work successfully to their historical studies of Ancient Egypt, but also to part of the designing process in design and technology. Little three-dimensional work in art was seen and the use of paint as a medium was

under-represented. The consistent use of sketchbooks throughout the school is a valuable asset in art and design.

126. No judgement can be made about the overall quality of teaching. In the Year 3 lesson seen, the pupils were given effective support and encouragement by the teacher as they completed their sponge block prints based on the work of Esher. Pupils worked with interest and enthusiasm and applied very good creative effort. As a result, they achieved well and produced attractive, individually designed fishes, snails and octopuses. Visits, such as those to the Egyptian Museum, enhance pupils' cultural understanding, but visits to art galleries or other museums have not taken place. Pupils experience and appreciate puppetry, with the help of a visiting puppet theatre workshop
127. The co-ordination of the subject is satisfactory. The recently appointed co-ordinator is well qualified, experienced and has clear ideas of how she wishes the subject to be developed. There is now an effective scheme of work, which gives detailed guidance and support on the knowledge, skills and techniques that pupils need to have, but the block timetabling does not allow pupils to have frequent and regular opportunities to build up their art and design skills. The quality of displays has improved. Assessment procedures are now in place, but are not fully implemented. Monitoring of teachers' planning and teaching in order to improve practice is not in place. Samples of pupils' assessed work to help teachers to judge the standard of other pupils' work are not in place. This makes it more difficult for teachers to base lessons on the skills that individual pupils need to develop. Sketchbooks are used consistently to provide a valuable contribution to the development of ideas, knowledge and understanding. Resources are adequate overall, are accessible and used satisfactorily to extend the experiences of the pupils, although not all teachers use computers extensively in the subject.

DESIGN AND TECHNOLOGY

128. Standards in design and technology are those expected from pupils aged seven and 11 nationally, which is similar to the last inspection. All pupils for whom English presents a difficulty and pupils with special educational needs make good progress. All pupils are fully included in all aspects of work in design and technology. In the previous inspection, concern was expressed at the lack of a scheme of work, which offered step-by-step guidance as to the next steps, as to what pupils should know, understand and do. A good, national scheme has now been adapted and as teacher knowledge grows is being implemented systematically and satisfactorily.
129. By the age of seven, pupils use models, pictures and words to describe their designs. They develop satisfactory skills and techniques in handling paper, card and malleable materials and learn to cut, shape, join and combine materials to make models such as houses, hand puppets and small sized 'coats'. Most pupils cut out components accurately with the aid of templates and join them with split pins, staples, glue and thread. They confidently make choices about materials and tools they use and are able to take account of their choices in discussion. Pupils develop ways to introduce movement, such as simple levers and they use large-sized construction equipment to make moving vehicles such as cars with axles and wheels fixed to a simple chassis. Displays and design books illustrate how pupils in Years 1 and 2 gain a basic understanding of structures through creating, from reclaimed materials, static models of houses with opening doors. They identify the strengths and weaknesses of their designs and are beginning to evaluate the finished products by seeing how well they fit

the original design. Year 1 pupils design a healthy meal as part of a topic on 'Food'. There is less evidence, however, of pupils using computer-generated designs.

130. By the age of 11, pupils have a satisfactory working knowledge of the designing and making process and are beginning to design for a particular purpose. Designs are suitably drawn and labelled, materials and tools are carefully chosen and pupils conscientiously evaluate their work in collaboration with other pupils. Year 3 pupils learn basic food preparation techniques, the importance of hygiene, test materials for strength and mobility, construct models and evaluate the end product satisfactorily and use tools safely when assembling sandwiches. In food preparation, pupils decide what materials they will need and critically assess their work to see how they can improve their designs for appearance, aroma, texture and taste. Planning shows that pupils in Year 4 learn about stable structures such as photo frames and make 'Moving Monsters' using simple air techniques. Pupils in Year 5 make books, incorporating moving parts. Year 6 pupils learn about fabric construction, decorating techniques and appliqué and use more difficult joining techniques such as running stitch and backstitch when making and decorating attractive slippers. They learn about simple electronic control through designing an alarm system to protect objects in the classroom. The consistent use of sketchbooks throughout the school, in which pupils sketch their designs and record evaluations of their work, is a valuable asset in the design, making and evaluation processes.
131. The quality of teaching seen is never less than good, with one excellent lesson on food technology seen in Year 1. In this lesson, the level of learning was very good and the pupils took pride in their work. Behaviour was very good, because they enjoyed the experience of preparing fruit salads, vegetable salads and cooking chocolate puddings in the microwave oven. Resources were well organised. Three adults supported the pupils very well and particular attention was given to pupils' social skills by expecting them to work together in the preparation of the food. These qualities were also present in a Year 6 lesson, when pupils, eager to test their designs, worked well in pairs in the schoolyard, testing the kites they had designed for strength and stability. Activities planned were relevant to the age and abilities of the pupils, but time between some of the units of work is too lengthy for knowledge and skills to be retained. A very effective 'Cross Stitch Club', taken by very effective volunteers enhance boys' and girls' knowledge and skills and produced samplers of very high quality, which were framed into attractive Mother's Day and Easter cards. A 'Dolphin Club', stemming from a teacher's personal interest, not only extends pupils' modelling skills, but also raises moral awareness of the protection of the species of dolphins.
132. The management of the subject is satisfactory. The co-ordinator is experienced and has clear ideas about how she wishes the subject to be developed. She has monitored planning, but not teaching. There is now an effective scheme of work, which gives detailed guidance and support on the knowledge, skills and techniques that pupils need to have and is linked successfully to the topics that teachers use. Teachers are more confident in teaching design and technology. The timetabling does not allow pupils to have frequent and regular opportunities to build up their design and technology skills. Assessment procedures are in place, but are not fully implemented. Samples of pupils' assessed work, to help teachers judge the standard of other pupils' work, are not in place. This makes it difficult for teachers to know which skills individual pupils need to develop. Resources continue to be good, well used and stored neatly in a designated storeroom.

GEOGRAPHY

133. There is insufficient evidence to judge attainment at the end of Year 2 since there were no lessons seen during the inspection of pupils aged five to seven and very little work was presented for analysis. Attainment at the end of Year 6 is at the level expected for pupils at their age. The pupils with special educational needs make satisfactory progress under the close guidance of support assistants. Pupils with English as an additional language also make satisfactory progress.
134. The achievement of pupils aged seven to 11 is good because of their good attitudes to learning and the good standard of teaching. In Year 3, they compare features of the local area with those of a rural village in a different part of the United Kingdom. They also study the climatic regions of the world.
135. In Year 4, they make a close study of the local environment and consider the improvements that they would make to it. There is a prominent moral and spiritual aspect to this work. They also make a detailed study of a village in India and this contributes significantly to their multicultural awareness. In Year 5, they visit the Yorkshire Dales and compare the region to their home area in respect of landscape, buildings, economic activities and leisure facilities. In Year 6, they examine the water cycle and make a close study of rivers. In the course of this study they become acquainted with key geographical terms such as 'estuary', 'tributary' and 'confluence'.
136. The pupils' attitudes to learning are very good. Notebooks show that they enjoy the subject and make a pleasing level of effort with all the study units. The quality of the work of pupils in Year 6, in which they have recorded their activities on a recent field trip and which is on display around the school, is particularly impressive and demonstrates good use of literacy.
137. Evidence from the work of pupils together with that from an interview with six, Year 6 pupils of different levels of attainment about their work, indicates that the overall quality of teaching of pupils aged seven to 11 is good. In the Year 6 lesson that was observed, the teaching was good. Lesson planning featured clear and attainable learning objectives that were communicated clearly to pupils at the outset. The teacher encouraged a full participation of pupils in trying to answer questions and recollecting what had been observed on a recent field trip study of the River Brock. He also ensured that they used terms such as 'estuary' and 'pollution' correctly in the answers that they gave and made them aware of the potential for conflict between competing leisure interests over usage of the river. A significant weakness in the teaching was the failure to cater adequately for some pupils of higher attainment who finished the task quickly.
138. The management of the subject is unsatisfactory. The subject leader scrutinises the evaluations that teachers make at the end of each study unit, but the standard of teaching and learning is not monitored through classroom observations. This was an issue raised in the previous inspection report. There is a written policy for the subject. The range of learning resources is good and includes globes, maps, atlases, compasses, aerial photographs and worksheets, in addition to topic books. Those for study of the local area are particularly good. There is very limited use of information and communication technology in this subject. There are planned visits to places of geographical interest every year including a residential trip to Borwick Hall in Year 6. Displays of pupils' work in the subject in classrooms and in the junior hall reward them for effort and provide a further incentive for learning. Homework is not set regularly to extend classroom learning. There is no conspicuous use of numeracy in the pupils' work.

HISTORY

139. The attainment of pupils at the end of Years 2 and 6 is at the expected level for pupils at those ages. The pupils with special educational needs make satisfactory progress under the close guidance of support assistants. Pupils with English as an additional language also make satisfactory progress.
140. The achievement of pupils at the end of Year 2 is good because of their excellent attitudes to learning and the very good standard of teaching. In Year 1, they begin to learn that the past is different from the present as they compare modern household appliances such as irons and kettles with those that were used in an earlier era. In Year 2, they learn about the Great Fire of London and the life and work of Florence Nightingale. Higher attaining pupils appreciate the problems that she faced and some of the ways in which she tried to resolve them. They also visit a war memorial and gain an understanding of the significance of 'Poppy Day'.
141. The achievement of pupils at the end of Year 6 is satisfactory because of the satisfactory teaching of pupils aged seven to 11 years. In Year 3, their knowledge and understanding of similarity and difference in history is enhanced when they compare the weaponry of the Roman and the Celtic armies. They also acquire a satisfactory knowledge of historical terms such as 'invaders' and 'settlers', 'barbarians' and 'rebellion'. Their numeracy skills are advanced when they consider a time frame of the different periods in the history of the Roman Empire. In Year 5, a study is made of the work of children in the Victorian period and pupils develop a sense of empathy as they come to appreciate its arduous and sometimes dangerous nature. Some higher attaining pupils have written fascinating accounts of life at sea in an imaginative style. The pupils have used sources of evidence, both written and illustrative, for their study of the Tudor period in Year 4 and the Ancient Egyptians in Year 6. This represents an improvement since the previous inspection. Although pupils in Year 6 have a satisfactory knowledge of facets of Ancient Egypt, they are unable to explain the crucial importance of the River Nile in making possible the Egyptian civilisation.
142. The pupils aged five to seven have an excellent attitude to learning. They take a very keen interest in the subject and want to answer as many questions as they can about it. They maintain a high level of concentration. Pupils aged seven to 11 have a good attitude to learning. They also work with concentration on set tasks and are keen to learn more about the subject, using their imaginative as well as their intellectual faculties.
143. The quality of teaching and learning was very good in the Year 2 lesson that was observed. The lesson began with a brisk review of prior learning. To encourage their thinking, the pupils were asked what improvements they would have wanted to make in the hospital where Florence Nightingales worked. They were further encouraged when some of their suggestions were written up on the white board to promote literacy. The task that was set later in the lesson was well planned to match the requirements of pupils at differing levels of prior attainment. In a Year 5 lesson, the quality of teaching was satisfactory. The teacher had a secure knowledge of the subject. The use of primary sources of evidence created a high level of interest amongst the pupils in the life and work of Victorian children. However, good opportunities were missed during the lesson to emphasise the connection between poverty and child labour and to increase the pupils' understanding of chronology. The marking of work is good throughout the school, setting targets for improvement as well as praising high quality effort and presentation.

144. The management of the subject is unsatisfactory. The subject leader scrutinises the evaluations that teachers make at the end of each study unit, but the standard of teaching and learning is not monitored through classroom observations. There is a written policy for the subject. A good range of learning resources has been assembled, especially for studying the history of the local area, including video recordings and a few CD-ROMs that are used in Year 2. Apart from these, however, information and communication technology is not used in teaching. The classroom learning of pupils in Year 4 has been enhanced by their visit to an Egyptian artefacts exhibition and Year 6 pupils visit the museum in Fleetwood. The displays on various history topics in classrooms and the junior hall give further encouragement and support to learning. Homework is not set regularly to extend classroom learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Pupils aged seven achieve standards that are generally those expected nationally and all pupils, including those learning English as a second language and those with special educational needs, make sound progress. All pupils are fully included in all aspects of work in information and communication technology. Pupils aged 11 years achieve standards that are below the standards expected nationally and all pupils, including those learning English as a second language and those with special educational needs, make unsatisfactory progress.
146. The school is endeavouring to catch up with current developments, in terms of knowledge and expertise and the required provision of computers. Since the previous inspection, when information and communication technology was judged to be a key issue, there has been a good improvement, mainly in the last two years, in several aspects of the subject, but standards overall, remain similar. The amount of software has increased, but the quantity of computers lags behind the required ratio, even with the installation of a computer suite, which is not yet completely networked. All pupils still have restricted opportunities to use computers frequently and regularly as an integral part of the everyday life in the school. Scrutiny of pupils' work confirmed that although the amount of work seen was of satisfactory quality, the quantity was limited.
147. By the end of Year 2, most pupils are aware of the use of information and communication technology to communicate ideas. There is some evidence of it being used to enhance other subjects such as science in Year 1 and history in Year 2 when pupils wrote and printed their impressions of Florence Nightingale. Most pupils move the cursor to where they want to work on the screen and correct their mistakes. They know how to put capital letters and full stops into their sentences on the screen. Year 1 pupils practise keyboard skills and are able to write their names and the words 'winter' and 'summer' in larger font. In one good lesson in Year 2, the pupils were very eager and attentive as they listened to the teacher explaining how to search a CD-ROM and choose the most appropriate search technique for the purpose; for example, by using the menu, index or the key word. A number of pupils were chosen to demonstrate the process and gasps of wonder were heard from the pupils, when eventually a picture of a cheetah was accessed. Work cards were used to reinforce the activity, but computer skills could not be practised by most pupils, because there was only one computer in the classroom. Listening centres where pupils can listen to tapes are available to help pupils in literacy.
148. By the time they are 11, many pupils show more confidence in the use of a word processor. They format their work in a variety of ways, using different fonts and sizes of texts. This was well illustrated in Year 6 pupils' English writing, where pupils changed the size of font and the colour and underlined their work where relevant.

However, currently, there are limited opportunities for pupils to set up programs, use rudimentary word-processing skills and edit and print their work, because of the limited number of computers available. Many of the lessons seen took the form of teachers explaining and demonstrating, rather than pupils practising their computer skills. The slowness of their keyboard work indicates limited experience and practise of these skills. Most of the pupils who were seen using the computer competently, to enhance their work and to support other subjects, usually had computers at home or were higher attaining pupils. These pupils are more skilled in their work and readily share their knowledge and skills with the pupils who require support. There is satisfactory use of a range of programs to display material, enhance poems and stories in English and interpret data; for example, on the reigns of British monarchs. Year 3 use a database to produce a bar graph to categorise animals by the type of food they eat. Pupils learn the use of everyday sensors and how they can be activated. For example, in a Year 6 lesson, the teacher's very good computer demonstration of traffic light procedures to further pupils' understanding of the programming of a control box resulted in the pupils making good progress. This was because pupils' behaviour was very good as they watched with interest, volunteering sensible examples of other controls, such as timers on ovens.

149. Planning shows that older pupils have opportunities to use spreadsheet modelling and input information and work out various problems and that CD-ROMs are used to research scientific information. Evidence from work indicates that use is now being made of the Internet to gather and interpret information and that many pupils are at an early stage of treating computers like books to find information in other subjects. Independent research skills are as yet underdeveloped. Work in copying images and text from web pages and pasting these accurately into word-processing packages is at a very early stage of development for many pupils and there were no examples of finished work.
150. Overall, teaching was good in the four lessons seen during the inspection and many pupils achieved satisfactorily. However, other judgements can be made from teachers' lesson planning and assessment sheets, an analysis of pupils' work in all years and discussions with pupils and teachers. Older pupils' progress is unsatisfactory, even though during the observed lessons the pupils made good progress in the designated area. The teaching of the subject has improved since the previous inspection, but has not yet had time to make an impact on standards. Improvement is due to the good, detailed scheme of work now in place to offer all pupils opportunities to acquire information and communication technology skills and develop their capabilities. There is now an outstandingly well qualified and informed co-ordinator who has given excellent leadership to the present level of development. A computer suite has been installed. The teachers' ongoing professional development, which is part of the national initiative to improve teachers' confidence and understanding of information and communication technology, is to be further developed. The school is fully aware of the shortcomings in this subject.
151. When pupils are working with computers, generally they have good attitudes and work with obvious enjoyment and effort. Behaviour is consistently good when they are concentrating on the task in hand and they work co-operatively, when sharing the computer.
152. The co-ordinator has a good grasp of what needs to be done to raise standards, but progress is recent. He has introduced a scheme of work based on nationally agreed guidelines and a skills-based checklist to monitor pupils' progress, but currently, the system of assessing pupils' attainment is not fully implemented. The monitoring of

classroom practice has not begun. No marking of pupils' work was seen, but rather completed pieces of work, which act as class portfolios. Generally, there is a satisfactory range of software resources. The subject contributes well to pupils' spiritual, moral, social and cultural education. Pupils learn to work with one another and are beginning to appreciate the power of ICT. For example, older pupils are beginning to learn how to e-mail people and how control technology works. In this way the pupils learn to appreciate the application of ICT in the outside world. Pupils are taught to be critical thinkers and readers of electronic information.

MUSIC

153. At the ages of seven and 11, pupils' attainment is in line with that expected of pupils of these ages. The pupils make satisfactory progress in both key stages. Satisfactory standards in music have been maintained since the last inspection.
154. In Key Stage 1, the pupils' behaviour is satisfactory and sometimes good. Teachers use suitable strategies to maintain the pupils' interest and keep them engaged. The pupils enjoy their music and join in enthusiastically with singing, actions and the use of instruments to keep time. In Key Stage 2, the pupils' behaviour is generally satisfactory and sometimes very good, but the pupils can be restless when they are not fully engaged in practical tasks or motivated by what they are asked to do. With the older children, when there are quick interventions to deal with unacceptable behaviour, the pace of lessons and teaching and learning are not adversely affected. In both key stages the pupils work well together in groups of varying sizes. They readily accept the distribution of different instruments to other pupils without fuss and listen well when other pupils are playing instruments or singing. They readily share instruments with each other and accept the lead from another pupil, as in a Year 6 class when learning a school rule song. The pupils listen well to the teachers' instructions and show respect for adults and their peers.
155. In Key Stage 1, teaching in music is of a satisfactory standard overall and sometimes good. Teachers exercise good control and have clear expectations. They select songs that are appropriate for children of this age. Lessons proceed at a suitable pace and teachers hold the children's interest with a variety of strategies such as incorporating the pupils' names into the verses of songs. The pupils respond by showing interest and joining in. Teachers provide good role models by participating in songs and actions themselves. Suitable strategies are used to sustain the interest of the younger pupils who are showing signs of tiredness and restlessness at the end of the day. Examples are the use of stickers to reward good behaviour and allowing well-behaved children to choose a favourite song.
156. In Key Stage 2, teaching is of a good standard overall and ranges from satisfactory to very good. Teaching is of at least a good standard where teachers have expertise in this subject and it is often very good. The pupils respond well where teachers exercise good control and have high expectations of behaviour and the pupils' work. In a Year 3 class, very good planning and thoughtfully differentiated activities produced a good response from the pupils. A short period of time-out for a pupil is effective in re-engaging the pupil's attention. The writing of objectives in classrooms is good practice and is seen in some classrooms. Some very good teaching takes place where resources and time are used effectively so that all the pupils can take part in practical tasks. Calm and positive class management in a Year 6 class resulted in enthusiastic responses from the pupils and some good singing and the good use of instruments. In hymn practices, good planning, good control and high expectations by the teacher result in the pupils being fully engaged and producing robust and enthusiastic singing.

157. In Key Stage 1, the pupils are developing a good sense of rhythm and singing is tuneful. The pupils keep a good sense of time when singing and learn to use sticks to beat time to a song. In a Year 3 class, pupils use instruments to beat time to a rhythm in 4/4 time while other rhythms are played simultaneously. Pupils learn to read a rhythm that is displayed using crosses to indicate the beats. In Key Stage 2, the pupils learn to interpret the mood of music played on tape or disc and to identify which musical instruments are being played in recorded music. Pupils learn about the use of 'long' and 'short' notes and how to vary the pace and volume of singing. While standards overall are satisfactory and sometimes better, pupils need more opportunities to experiment with music and develop their own composition. Good use is made of recording musical items, but this could be further developed to encourage more independent work. Singing in assembly is enthusiastic, tuneful and in time. Standards overall are in line with those expected of children of a similar age.
158. At Key Stage 1, the pupils develop speaking and listening skills through participating in songs that involve actions and conveying different meanings. At Key Stage 2, the pupils in addition, learn new musical vocabulary and become more aware of conveying the meaning of their music, vocal and instrumental, to different audiences. At both key stages, listening skills are developed through listening to a variety of recordings on tapes and CDs.
159. At Key Stage 1, teachers ensure that all pupils participate and in a Year 1 class the teacher engaged the boys by separating verses of a song to be sung by boys and girls respectively. In both key stages good use is made of support staff to help pupils to keep on task and to be included in all activities.
160. Management is satisfactory with the co-ordinator setting a good example with her own class and having high expectations of behaviour and response in hymn practices. The school choir meets weekly after school and participates in a variety of Christmas events including visits to old peoples' homes, local churches and the local shopping centre. Attendance at choir practice varies and the possibility of holding choir practices at other times could be considered. The school uses a published scheme from which termly plans are highlighted. Teacher's weekly evaluations are collected at the end of each half term and are used to determine staff training needs. Monitoring of the subject and opportunities for the co-ordinator to support and monitor teaching and learning are, however, unsatisfactory at the present time and mainly on an informal basis. Some sharing of expertise takes place, but this needs to be extended if standards are to continue to rise throughout the school. Good use is made of peripatetic staff and over 40 children receive tuition on strings, guitar and brass instruments. The instruments are provided by the local authority's music service and lessons are subsidised by them. Instrumental tuition is available to all pupils in Key Stage 2. There is scope for other musical activities to be offered such as recorder groups, either as an extra-curricular activity or during school time. The subject is well resourced and good use is made of the school accommodation for musical activities.

PHYSICAL EDUCATION

161. At the end of Key Stage 1 standards of attainment and pupils' progress are better than those expected of pupils of this age. At the end of Key Stage 2 standards of attainment and pupils' progress are in line with those expected of pupils of this age. Since the time of the last inspection, standards have improved at the end of Key Stage 1. Since the time of the last inspection, standards have been maintained at the end of Key Stage 2.
162. At Key Stage 1, good standards are achieved because of clear instructions by teachers, good class management and the use of demonstration by teachers and support staff. At Key Stage 2, good standards are achieved where there has been careful planning and clear instructions are given, but standards are unsatisfactory where disruptive behaviour interrupts the pace of the lesson.
163. At Key Stage 1, the pupils enter the hall in a quiet and orderly manner. They show enthusiasm for what they are doing, listen well to teachers' instructions and behave well. At Key Stage 2 the pupils behave very well; any misbehaviour is dealt with quickly and efficiently. Where this is not the case, important learning opportunities are lost.
164. Teaching in Key Stage 1 is good. Clear planning by teachers and high expectations lead to a calm, orderly start to lessons. Good preparation from previous lessons ensures that the pupils make good use of space without being instructed to do so. In a lesson on a 'Cornflakes' theme, a good choice of music and good use of the teacher's voice in keeping with the mood of the music, led to a good response from the pupils. In a lesson using ropes and small balls, good demonstration by the teacher and the teacher and a support teacher together, led to a good, enthusiastic response from the pupils. The activities in Key Stage 1 provide suitable challenges to take the pupils' learning forward.
165. Teaching at Key Stage 2 is satisfactory overall, but ranges from poor, where disruptive behaviour has an adverse effect on the pupils' learning, to very good. In Year 3, the pupils responded to a very well planned lesson with clear objectives and clear instructions by the teacher throughout. The final team activity provided challenge at all levels with the lower attaining pupils helped by the teacher and a trainee teacher. In other lessons pupils respond well where the teachers have high expectations of pupil behaviour and standards of work and where a brisk pace is maintained. Sometimes children are praised effectively for their efforts and are encouraged to do better. Praise is ineffective, however, where mediocre examples are held up as an example for others to follow. This has the adverse effect of lowering pupils' expectations of what they can and do achieve. In the lessons seen, teachers made good use of demonstration and gave clear instructions about what was required. Teachers know what they would like the pupils to achieve, but objectives are not always reached.
166. By the age of seven, pupils learn to make good use of space. They learn to take big and small steps in time to music and to interpret the mood of music to move quickly, slowly, smoothly and jerkily. They can also use their bodies to make spiky or sluggish shapes. The pupils learn to jump over a space defined by two ropes and to throw and catch small balls in a variety of ways by themselves and with a partner.

167. In Year 3 the pupils can bounce a large ball in a variety of ways with one or both hands while changing their body position. They can bounce the ball with a partner and while running in a team game. Year 4 pupils learn to develop a sequence of movements while listening to music. Year 5 pupils are learning country dancing from taped instructions and music.
168. At Key Stage 1, following tape recordings, the pupils develop their listening skills and learn to interpret the mood and feel of music through body movements. In one class the pupils worked well with a partner, following the example of teachers and a support teacher who were good role models. At Key Stage 2, the pupils work well together with partners and in a team while bouncing large balls. In one class the pupils developed their listening skills by listening to and interpreting music from a popular film theme. In Year 5, the majority of the pupils work well together in country dancing.
169. At Key Stage 1 there are suitably challenging activities for all levels. Support staff help appropriately to ensure that all the children are included in all activities. At Key Stage 2, in a lesson with large balls, the teacher ensures that the lower attainers are able to join in by being helped, without losing a pupil's confidence or self-esteem. Most of the pupils are helped to participate and were encouraged by praise for individual efforts, but several disaffected boys are excluded from a considerable part of one lesson, missing learning opportunities.
170. There are uncertainties about the responsibility for leadership in physical education at the present time. This is unsatisfactory. The previous co-ordinator is managing the physical education resources and responding to requests for advice from other members of staff on an informal basis. The senior management team collects weekly evaluations half-termly, but there are indications that this process is not sufficiently rigorous as not all evaluations are completed. There are currently no formal arrangements for the review and monitoring of teaching and learning in physical education on a systematic basis and no formal arrangements in place for the recording of individual progress. The curriculum, however, is satisfactory and the school offers a good range of extra-curricular activities. Football and netball for older pupils are attended by boys and girls. The school is a member of the local sports association and competes with other schools in football and other sporting activities. The school takes part in a local swimming gala. Rounders is played in the summer term. Annual summer camps, which involve a range of outdoor activities, are offered to the Years 5 and 6 pupils in the summer term. Personnel from a local sports centre help with some activities in school time. Swimming takes place for Year 5 pupils throughout the year. Resources for physical education are satisfactory, but agility mats are in need of replacement. The budget is sufficient for the replacement of small apparatus, but a bid is required for large items. Storage facilities for Key Stage 2 are good and large and small apparatus is readily accessible. Storage for Key Stage 1 items is unsatisfactory. The school is well provided with indoor accommodation with two halls used by the different parts of the school. Playground space is satisfactory, but there is an urgent need for better outdoor facilities. Plans are in place for the development of shared sports facilities at a nearby community centre.

RELIGIOUS EDUCATION

171. The pupils' attainment at the end of Year 2 matches the requirements of the Locally Agreed Syllabus. The pupils with special educational needs make satisfactory progress under the close guidance of support assistants. Pupils with English as an additional language also make satisfactory progress.

172. The achievement of pupils aged five to seven is very good because of their excellent attitudes to learning and the very good standard of teaching. They learn about the importance of 'special books' both for themselves and for people who are members of different religious communities. They learn some basic facts about the 'Bible' and church worship. They are able to compare, at a very simple level, the 'Bible' with the holy book of the Sikhs and they also learn about the religious worship of the Sikhs.
173. The achievement of pupils in Years 3 to 5 is satisfactory, but it is unsatisfactory in Year 6. In every year, they extend their multicultural awareness as they study the main differences and points of similarity between the major world religions with regard to buildings, ceremonies, festivals and sacred texts. They make good use of what they learn in literacy lessons when writing about these various aspects. In Year 3, they examine 'Bible' stories in both the Old and New Testaments and enhance their moral development in considering some of the forms that temptation may take. Their spiritual awareness is notably developed in Years 4 and 5 as they consider the nature of God and also contemplate the important distinction between Jesus the man and Jesus as the Messiah. Progress in the subject is developed to a much more limited extent in Year 6 and because of this, standards at the end of Key Stage 2 are not as high as at the last inspection when they were above those expected by the Locally Agreed Syllabus. The pupils with special educational needs make satisfactory progress under the close guidance of support assistants. Pupils with English as an additional language also make satisfactory progress.
174. The attitudes to learning of the pupils in Years 1 and 2 are excellent. From Years 3 to 6 they are good. The younger pupils are very interested in the subject and are keen to learn as much as they can about it. They pay full attention when listening to the teacher and respond very well when set to work in groups. Older pupils take a thoughtful approach to the subject and are willing to explain their thoughts and feelings. When set to work in groups or in pairs they discuss the tasks sensibly amongst themselves and support each other's learning very well.
175. In the Year 2 lesson observed, the quality of teaching and learning was very good. There was good revision of prior learning at the beginning and the pupils' high level of interest was sustained by the display of 'special books' that they had brought into school. The lesson proceeded at a very good pace and the task set was well planned to suit pupils' differing levels of attainment. The quality of teaching and learning of pupils in Years 3 to 6 is good. Teachers have a secure command of the subject and manage pupils well. This was particularly evident in a Year 6 lesson that was organised as a 'circle time'. Constant encouragement allied to a firm level of control allowed a number of pupils to make interesting and thoughtful contributions to a discussion of behaviour in school and the sanctions that are applied when behaviour is unsatisfactory. In another lesson in which the teaching was only satisfactory, a weakness was that the teacher failed to ensure that pupils had a sufficient understanding of the different individuals in the parable of the Good Samaritan.
176. The management of the subject and curricular provision are unsatisfactory. The combining of religious education with personal and social education in Year 6 means that significant areas of the Locally Agreed Syllabus are not adequately covered, in respect either of content or skills. The school is aware that provision does not currently fulfil statutory requirements for the subject and that this issue needs careful attention. There is a policy for the subject. The range of learning resources is good and includes some objects of religious interest relating to different faiths. Homework is not set regularly to extend classroom learning. Numeracy does not feature prominently in the pupils' presentation of their work.

