

# INSPECTION REPORT

**BENJAMIN HARGREAVES C.E. PRIMARY SCHOOL**

Accrington, Lancashire

LEA area: Lancashire

Unique reference number: 119441

Headteacher: Mrs D A Durham

Reporting inspector: Mr M J Mayhew  
22197

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> February 2000

Inspection number: 194275

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Barnfield Street  
Accrington  
Lancashire

Postcode: BB5 2AQ

Telephone number: 01254 232130

Fax number: 01254 232130

Appropriate authority: The Governing Body

Name of chair of governors: Mrs K Jones

Date of previous inspection: February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M J Mayhew	Registered inspector	Science Art Music Under fives Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught?
Mr W Walker	Lay inspector		How high are standards? How well does the school care for its pupils? Partnership with parents
Mrs M Handsley	Team inspector	English Information and communication technology Design and technology English as an additional language	How good are curricular and other opportunities?
Mr K Hobday	Team inspector	Mathematics Geography History Physical education Special educational needs	How well is the school led and managed?

The inspection contractor was:

TWA Inspections Ltd  
5 Lakeside  
Werrington  
Peterborough  
PE4 6QZ  
Tel: 01733 570753

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The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves a catchment area which is close to the centre of Accrington, Lancashire. It is a voluntary aided school with 165 boys and girls aged from 4 to 11 on roll. The school was originally built towards the end of the 19th century and currently provides accommodation for six classes. Pupils come from a wide range of socio-economic backgrounds, and live in either privately owned accommodation or, more usually, in privately rented housing. There are currently 32 pupils on the school's register for pupils with special educational needs. This is a below average proportion. The number assigned Statements of Special Educational Need is above average and is likely to rise further when three pupils awaiting statutory assessment are given statements. Thirteen pupils speak English as an additional language, their first language being either Bengali or Urdu. Just over nine per cent of pupils are known to be eligible for free school meals, a proportion which is similar to the national average. Children's attainment on entry to the school at the age of four is judged to be below what might be expected nationally for children of this age. Many children at this age have below average levels of language and literacy skills.

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

The school's overall effectiveness is good. Pupils achieve sound standards in English, mathematics and science by the time they leave the school at the age of 11. Pupils have very good attitudes to learning, and their personal development is also very good. The quality of education provided is good. This includes the quality of teaching, which is much improved since the last inspection, mainly because of the importance attached to monitoring and improving the effectiveness of teachers in lessons. The school is well led and managed. It has made good progress in dealing with the issues raised at the last inspection, and a good level of improvement is achieved. Taking all these factors into account, as well as the average pupil unit costs, the school gives good value for money.

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

- The school is well led and managed.
- The governing body fulfils its duties very well.
- The good systems for monitoring the quality of teaching are beginning to have the desired effects. The overall quality of teaching throughout the school is good.
- The future development of the school is planned very well, and the appropriate priorities selected for school development are supported by careful financial planning.
- Pupils achieve good levels of attendance.
- Pupils' attitudes to school, their behaviour, personal development and relationships are all very good, and are particular strengths of the school.
- The school's provision for pupils spiritual, moral, social and cultural development is good.

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

- The work given to those pupils with higher levels of prior attainment does not consistently challenge them to reach better standards.
- Insufficient attention is given to developing pupils' range of literacy skills in subjects other than English.
- Achievement at the end of both key stages in information and communication technology is below national expectations.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in February 1997, the school has made a good level of improvement. Standards in English have risen considerably at Key Stage 2. Standards in mathematics are better and are generally in line with the national average at both key stages. Overall, standards in the three core subjects together have risen over the past four years, in line with national trends.

The school development plan is now more relevant to the future needs of the school. It indicates criteria by which success is measured, is clearly costed and is a tool to help the school to improve. There are clear procedures for monitoring and evaluating the quality of teaching and learning. These appropriately include facilities for all subject co-ordinators to observe other lessons in the school and to share good practice. The roles of the subject co-ordinators are more clearly defined. Their responsibilities reflect the priorities for school improvement and effectiveness as specified in the school development plan

The quality of teaching at Key Stage 2 is better than at the last inspection, as is the teachers' subject knowledge, for example in design and technology. The school is better equipped to teach the requirements of the information and communication technology programmes of study. There are more computers, most of which are up to date, and software appropriate to pupils' needs. The co-ordinator for the subject has considerable expertise and some staff training has taken place. However, much still needs to be done because the current strategies for improving and practising pupils' information and communication technology skills do not fully assist them to make the expected progress.

Governors are effective and now very well involved in supporting the work of the school, particularly in curriculum matters. They are well informed and knowledgeable about school activities. They make considered and appropriate decisions which are based on sound information, much of which they have collected from first-hand experience in the school. The school has developed schemes of work to help teachers plan their work in all subjects, except music.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	B	A	well above average A above average B average C below average D well below average E
mathematics	E	C	C	D	
science	D	B	C	C	

The school's test results at both key stages are on an upward trend as noted in the table above. At Key Stage 2, the rising trend compares well with the national trend over the past four years. However, inspection evidence shows that pupils in the current Year 6 are unlikely to achieve results in English and mathematics which match those reached in 1999. These pupils have made sound and sometimes good progress over their time in the school, but there is a higher proportion of pupils with special educational needs in the class than last year. Most of the work seen in English was broadly average. Consequently, whilst the proportion of pupils likely to

reach the expected Level 4 should match the national average, the proportion reaching the higher Level 5 is likely to be below the average. The targets that the school has set for these pupils in English, mathematics and science are below the results reached by the 1999 cohort. Nevertheless, the targets are realistic. In mathematics and science, pupils make sound progress over their time in the school. However, in the lessons seen in the inspection, many pupils often made good progress. Standards at both key stages in information and communication technology are below those expected nationally, although some progress has been made in raising attainment levels. Pupils still do not have enough time to work on computers, either to improve or to practise their skills. Progress in other subjects is generally satisfactory and pupils achieve appropriate levels of knowledge, skills and understanding, except in history at Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and their learning are consistently very good. They listen well to their teachers, settle to their work quickly and are generally proud of what they do.
Behaviour, in and out of classrooms	Pupils behave very well, both in their lessons and when they are engaged in other activities around the school.
Personal development and relationships	Relationships are very good. Throughout the school, pupils work well with each other and with their teachers whom they hold in high regard.
Attendance	Pupils achieve a good level of attendance; most enjoy school and arrive on time.

## TEACHING AND LEARNING

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

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

The quality of teaching in the school ranges from excellent to satisfactory. The teaching of pupils under the age of five is very good overall. In the rest of the school, a quarter of teaching is very good, half is good, and the rest is satisfactory. There is no unsatisfactory teaching. This represents an improvement on the last inspection when a significant proportion of teaching in Key Stage 2 was unsatisfactory. The skills of literacy and numeracy are taught effectively. However, some teachers do not always set appropriately challenging work for those pupils who have the ability to reach higher than nationally expected standards. Other pupils' needs are generally met well, and pupils with special educational needs are given good support. Sound support is given to those pupils who speak English as an additional language. All teachers have very good relationships with their pupils and manage them very well. There are high expectations for pupils to behave well and to take a full part in the learning opportunities presented. Introductions to lessons are well managed and most teachers use questioning effectively to involve and interest pupils in their work.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and relevant, but there is some imbalance. Too much time is taken in English lessons for teaching writing skills at the expense of opportunities for pupils to practise a range of writing in other subjects of the curriculum. Pupils do not have enough time to practise and refine skills in information and communication technology. The school makes good use of the local and wider community to enhance the quality of the curriculum.
Provision for pupils with special educational needs	These pupils are given good support and they learn well.
Provision for pupils with English as an additional language	There is sound provision for these pupils and they make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision overall for pupils' spiritual, moral, social and cultural development. The provision for pupils' moral development in particular is very good.
How well the school cares for its pupils	There are good procedures for child protection and for ensuring pupils' well being. Behaviour is monitored well, as is pupils' academic progress. The results of assessments of pupils' progress and attainment are not used as well as they could be to help teachers plan their lessons.
How well the school works in partnership with parents	The school has a good partnership with parents. It is effective in promoting pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who has a clear view of what needs to be done to improve further. There is currently no deputy headteacher, but the headteacher is very well supported by her teaching staff, who competently take on extra management responsibilities. Subject co-ordinators contribute very well to the effective management of the school.
How well the governors fulfil their responsibilities	The governing body is well informed about the work of the school, through close involvement, and carries out its statutory duties admirably. Governors make important decisions which are based on sound and reliable knowledge. They take their responsibilities for standards achieved in the school very seriously.
The school's evaluation	The monitoring of teaching and learning is firmly established and

of its performance	is effective. It is undertaken by the headteacher and other members of staff. The good school development plan provides the basis for governors and staff to measure the school's effectiveness. Appropriate targets are set, the means to achieve them planned and measures of success are made.
The adequacy of staffing accommodation and learning resources	There are sufficient and appropriately qualified teachers to meet the demands of the curriculum. The hardworking support staff help the teachers well. The range of learning resources available to the school is satisfactory. The accommodation available for the under fives is unsatisfactory, and the generally cramped conditions elsewhere in the school place constraints on the ability of the school to fulfil its requirements to teach information and communication technology
The strategic use of resources	The resources available to the school are used well. Sensible decisions are taken to ensure that the school provides best value from the finances available.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school</li> <li>• Behaviour is good</li> <li>• There is good quality teaching</li> <li>• The school is well led and managed</li> <li>• The school helps their children to mature and be responsible</li> <li>• Their children are expected to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that their children are given to do at home</li> <li>• The range of out-of-school activities</li> <li>• The information that parents are given about their child's progress and the work of the school</li> </ul>

Inspection evidence supports parents' positive views of the school. There is a satisfactory range of extra-curricular activities in which all pupils have the opportunity to take part. Pupils are consistently asked to do an appropriate amount of homework which supports their learning in school. Overall, the quality of information given to parents is satisfactory. It is soon to include regular information about topics to be studied each term.

## **PART B: COMMENTARY**

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

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

1. The results of assessments of children in the reception class made towards the end of their first term in school show that there are wide variations in attainment. On entry to the school at the age of four, children attain the expected levels in the mathematical, creative, physical, and knowledge and understanding areas of learning, but overall their attainment in language and literacy is below average for their age. They settle well in the reception class where the quality of teaching is very good and the staff plan activities which are stimulating and effectively meet the needs of all children. Despite their level of attainment on entry, the attainment of these children meets the expected standards in all lessons, and they exceed the expected learning outcomes in personal and social development.
2. In the national tests in 1999 at the end of Key Stage 1, pupils' performance was close to the national average in reading and mathematics, but was above the average in writing. The proportion of pupils reaching the higher than expected Level 3 was below the national average in reading and mathematics, and above the average in writing. Teacher assessments for science showed that the proportion of pupils who reached the expected Level 2 and above was in line with the national average, and the proportion reaching the higher than expected Level 3 was above the average. In comparison with similar schools nationally, pupils' attainment was below the average in reading, in line with the average in mathematics, and well above the average in writing. From 1997 to 1999, the trend has been upwards, in line with the national trend. Inspection evidence shows that the proportion of Year 2 pupils currently achieving the nationally expected level in reading, writing and mathematics at the end of Key Stage 1 is in line with expectations. The proportion of pupils achieving at the higher Level 3 is below expectations. Pupils' attainment in speaking and listening at Key Stage 1 is in line with national expectations.
3. The statutory tasks and tests taken by 11 years old pupils at the end of Key Stage 2 in 1999 showed that the proportion of pupils scoring Level 4 and above in English was well above the national average. The proportion reaching the higher than expected Level 5 was above the average. In mathematics and science, the proportion of pupils reaching Level 4 and above, and of those reaching Level 5, were in line with the national average. In comparison with schools having a similar percentage of pupils eligible for free school meals, pupils scored below the national average in mathematics, in line with the average in science, and well above the average in English. Trends over the three years to 1999 show a gradual raising of standards in all three subjects, in line with the national trend.
4. Inspection findings show that pupils in the current Year 6 are in line to meet expectations in all three core subjects. Whilst the proportion of pupils reaching the expected Level 4 in English is likely to be the same as last year, the proportion scoring at Level 5 is likely to be smaller. This fall in achievement in English at the higher level is due to a higher proportion of pupils in the current Year 6 cohort having special educational needs. Indeed, in English and mathematics, the proportion of pupils reaching Level 4 is likely to match national averages. However, in some small part the lower proportion of pupils reaching the higher Level 5 is because work on some occasions is not sufficiently challenging for those pupils in Year 6 who have higher prior levels of attainment
5. Since the previous inspection, standards in English have improved significantly. Pupils' attainment in speaking and listening is in line with national expectations at the end of both key stages, in good part because of the emphasis given to this aspect of their development in the reception class and Year 1. They speak out clearly and at length

when talking to the rest of the class. By the time they leave the school at 11, the quality of pupils' language is sound in group work, but it is not as well developed when talking individually, for example, to explain preferences in reading.

6. Attainment in reading is also in line with expectations at the end of both key stages. At Key Stage 1, pupils have developed a sound range of strategies to decipher new words. They understand the structure of a story, but the comprehension skills of a few pupils are not well advanced and they do not fully understand what they read. At Key Stage 2, most pupils read a range of texts clearly and talk about their favourite authors. Pupils develop sound comprehension skills, for example, when reading about myths and legends. Higher attaining pupils enjoy a broad range of fiction and non-fiction books. However, a significant number of pupils lack fluency when they read aloud.
7. At Key Stage 1, pupils write stories and reports which contain an increasing range of vocabulary. They write stories sequentially, and the higher attaining pupils are becoming aware of the need to choose words for effect. Most pupils write stories of a length expected for their age. At Key Stage 2, pupils write with an interesting choice of vocabulary and expression and develop their ideas logically. They use punctuation correctly in lively stories, which may involve the correct use of speech marks. They write for a range of purposes and audiences, but opportunities to write independently in a wide range of forms, both in English and in other subjects, are too limited.
8. In mathematics, as in English, pupils make satisfactory progress in their learning as they move through the school. There is scope for higher attaining pupils to improve their rate of learning in mathematics, and indeed in science, if all their lessons offered them work which was more consistently challenging. Pupils' progress through Key Stage 1 in mathematics is good and they achieve standards in number which match expectations for their age. By the end of Key Stage 2, all pupils have learned and practise competently a sound range of mathematical skills. However, lower attaining pupils sometimes find it hard to apply to real life situations the mathematics they have learned. For example, they cannot readily calculate two-fifths of 20. Even higher attaining pupils, whilst they have a firm understanding of many concepts and can make some complicated calculations, have some difficulty understanding the concept of probability.
9. Pupils make satisfactory progress overall in science. The best progress is in Key Stage 1 and in the lower part of Key Stage 2 where teachers ensure that all pupils are appropriately challenged with work which makes them think, and which takes their learning forward at an appropriate pace regardless of the relative achievement levels of each pupil. A good level of improvement has been achieved in this subject since the last inspection because more emphasis is placed throughout the school on giving pupils better opportunities to carry out practical investigations. However, more needs to be done to allow pupils to make their own deductions and to carry out their own original written recordings of experiments.
10. Achievement in information and communication technology is still below expectations at the end of both key stages. This is because there is an imbalance between opportunities for pupils to acquire the necessary skills and the practising of skills across the school curriculum. Recent additions to computer hardware and software mean that the school is now appropriately equipped to teach all aspects of the subject, and most staff have had some training to make them more knowledgeable and confident. The school recognises that further improvements need to be made, both in staff training and in the way that the subject is taught throughout the school.
11. Pupils reach a satisfactory rate of learning in most other subjects of the curriculum and reach levels of attainment appropriate to their ages. The exception to this is in history at

Key Stage 2, where achievement is slightly below what might be expected. For example, pupils in Year 6 have a limited knowledge of historical vocabulary, and they have insufficient understanding of the sources of evidence that are appropriate in studying particular periods of history.

12. Pupils with special educational needs learn well because of the good level and quality of support they receive. Most pupils have special educational needs relating to literacy. Many in each class have identical individual education plans and so are often taught together in small groups and make good progress.

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

13. The positive attitudes to learning and good standards of behaviour found at the time of the previous inspection are still very much in evidence, and are now a strength of the school. Pupils at Benjamin Hargreaves are proud of their school and have a high regard for their teachers. They enjoy both their lessons and their recreational activities. With a few exceptions, pupils attend regularly and arrive at school on time, eager to start the day with the assembly and act of worship which is celebrated by the whole school community. Pupils move about the school quickly and quietly. They settle down in their classrooms with no fuss or waste of time, enabling teachers to make a prompt start to lessons. In the main, pupils are very friendly and personable and are happy to talk freely to visitors about their work and their school. They listen attentively during lessons, respond enthusiastically but in a sensible, orderly way to questions, and contribute well to discussions. Their very positive attitudes are found in all classes. It is particularly impressive to observe even the youngest pupils in the school responding to their teacher in a confident and purposeful way. Pupils work very well at their individual tasks and apply themselves conscientiously, taking pleasure and pride in their allotted tasks. They can be trusted to sustain their efforts without direct observation by their teacher. Pupils with special educational needs, and those who speak English as an additional language, have positive attitudes to their work. They are usually determined to improve and behave very well.
14. Pupils' behaviour is very good. Pupils react well to the high standards set by their teachers. They know what is expected of them and are familiar with the system of rewards and sanctions which are explained in the good discipline policy. Pupils appreciate the rewards and consider the sanctions to be fair. Pupils in each class contribute to and respect the class rules which are agreed at the start of the school year. The orderly behaviour makes a very good contribution to the learning environment in the classrooms. At playtimes and on occasions when pupils are moving about the building, the very good behaviour helps to create the civilised and safe environment which is a hallmark of the school. Whilst there is some boisterousness and occasional unpleasantness, pupils are generally courteous and polite in their dealings with each other, and they show respect and confidence when addressing adults. There have been no exclusions in recent years.
15. From their early days in school pupils learn to be independent and to take responsibility for their own actions. By the time they leave at 11, pupils develop a level of maturity and confidence which equips them well for the next stage of their education. In the classrooms, most of which are rather cramped, pupils routinely support their teachers by preparing and setting out work for the day. They ensure that materials and resources are put away after use, keep their desks tidy and stack chairs to facilitate the easier cleaning of the accommodation. Older and higher attaining pupils readily give support during lessons to colleagues who may be experiencing difficulty in their work. At play, the more senior pupils show much care and consideration for the needs of younger ones. Key Stage 2 pupils follow a well established routine at play periods during bad weather by

supporting and supervising young children. This helps to preserve the well ordered environment and contributes significantly to the good efforts of teachers and other supervisory staff.

16. Relationships at all levels are very good. The school is characterised by a strong sense of community, epitomised by the daily assembly and reflected in the routines of school life. Pupils learn to accept responsibility for their own actions, and the period of reflection imposed on those who persistently misbehave helps them to understand how their actions affect others. No evidence was seen of bullying and no pupils expressed any concerns about it. The pupils understand fully that they should report any oppressive behaviour to a teacher or member of the supervisory staff.
17. The levels of attendance at the school are good. They have been consistent over the last three years, during which time they have always been above the average level for primary schools nationally. There is very little unauthorised absence, and most parents agree that their children enjoy coming to school

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

18. The quality of teaching is good overall. Nearly three per cent of teaching is excellent, 22 per cent very good, 54 per cent good and the rest satisfactory. There is no unsatisfactory teaching. This represents a considerable improvement on the judgements made at the last inspection, when a significant amount of teaching in Key Stage 2 was judged to be unsatisfactory or poor. There is no doubt that the improved quality of teaching in this key stage is having the desired effect of raising the level of pupils' attainment.
19. Consistently high quality teaching is most evident in the provision for the under fives, where most teaching is very good. Staff in the reception class ensure that all children are given work at an appropriate level of difficulty. Indeed, it is notable how well the reception class staff know their children. The teacher has consistently high expectations of children to achieve, and finds time to give each child a good level of individual attention.
20. In the rest of the school, all teachers have high expectations of pupils, expecting them to listen and to behave well. Lessons are all conducted in a calm and efficient way, and pupils respond well to their teachers' requests to concentrate and to listen. A strength of the teaching is the way that teachers manage their pupils. For example, all teachers expect, and get, a high level of interest and a good pace of working from their pupils. A glance or a short reminder is usually all that is necessary in any class for the teacher to have total concentration from all the pupils. The teaching staff have a range of knowledge, specialisms and experience, in a balance which is helpful to improving the quality of education for the pupils. For example, one teacher is very competent in the use of computers in school, and her expertise is beginning to improve the quality of teaching of this subject across the school. More teachers are using computers in their lessons to support pupils' learning.
21. The teaching and learning in the Literacy Hour is always at least good, and in one lesson in the inspection it was very good. Teachers have good knowledge and understanding of the subject and are thorough in their approach to teaching the skills of reading and writing. The teaching of mathematics, including the National Numeracy Strategy, is at least satisfactory, and is often good, but it is better in Key Stage 1 than in Key Stage 2. This is because, in Key Stage 2 in particular, there is a tendency for all pupils to be asked to do the same work, rather than work better suited to the level they have been assessed as achieving.



22. The improvements to the quality of teaching owe something to the structure provided by the two national projects, for example, in using the end of lessons to evaluate what pupils have learned in the lessons. But more debt is owed to the very good way in which teaching and learning are regularly monitored by the headteacher and the subject co-ordinators. This strategy, whilst still requiring more development, gives good opportunities for all teachers to benefit from the many examples of good teaching practice so evident in the school.
23. A strong feature of most of the teaching is the very good way in which questioning of pupils at the beginning of lessons is used to good effect. This approach reminds pupils of and consolidates their previous learning. In the best teaching, for example, in a Year 3 science lesson, very good use is made of this first part of lessons. It provides a firm basis for taking pupils' learning forward through a range of tasks appropriate to each pupils' level of achievement, and which are designed to extend and consolidate pupils' knowledge. Teachers' planning for lessons is satisfactory overall and always takes appropriate account of the need to teach subjects progressively. It does not always take into account each pupils' stage along the path of learning, with the result that some pupils, particularly in the second half of Key Stage 2, are asked to do work which is too easy for them.
24. Time and resources are generally used well, although generally too much time is spent on teaching writing skills in English lessons at the expense of opportunities to practise writing skills in other subjects, for example, in science and history. The quality and use of day-to-day assessment is satisfactory overall, but is better in Key Stage 1 than in Key Stage 2. Teachers mark pupils' work regularly and give praise where it is due. Some teachers set targets for improvements in pupils' workbooks, but this is not undertaken consistently and where it is done, the teacher does not always follow up at a later date to see if the pupil has taken the necessary actions.
25. The tasks that teachers provide for pupils with special educational needs are usually appropriate. However, the targets in some of the individual education plans written for these pupils are not specific enough. As a result, teachers do not always address their exact needs as they plan activities. Teachers often make suitable adaptations to the work for these pupils to enable them to play a full part in the lesson. For example, in a history lesson a pupil was asked to record using drawings rather than words. Teachers ensure that pupils are given homework on a regular basis in accordance with the school's homework policy, and the work given enhances and extends work done in the classrooms. Pupils who speak English as an additional language are taught well.

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

26. The school provides a broad and relevant curriculum which satisfactorily meets statutory requirements. There are strengths in the provision for pupils with special educational needs, the consistent use of homework to develop skills in literacy and numeracy, and in the links with the local community which enhance pupils' learning. However, the balance of the curriculum is unsatisfactory in some areas. The time allocated to information and communication technology, and some foundation subjects, has been limited by the extra time given to English and mathematics. This affects pupils' learning in information and communication technology and in history at Key Stage 2. The curriculum for children under five is good, except for outdoor activities. The lack of a suitable adjoining play area restricts children's opportunities for physical development.
27. Since the last inspection, the school has put into place policies and schemes of work for all subjects except music. They take into account the need for equality of opportunity and

access for all pupils. However, there is no explicit mention in the language and literacy policy of the needs of pupils learning English as an additional language, neither is there a formal scheme of work for personal and social education. The governing body has an up-to-date policy for sex education, but not for education about the dangers of drugs. Long- and medium-term planning are clear and take into account the national strategy frameworks for literacy and numeracy, and the nationally recommended desirable learning outcomes for children under five. Schemes of work for other subjects are effective, and advice given by recently acquired national schemes of work is well integrated into medium-term planning. However, teachers' short-term planning does not always cater well enough for the more able pupils.

28. The overall provision for pupils with special educational needs is good. A high level of expertise, common to all teaching and non-teaching staff, enables work to be provided at an appropriate level. However, there are some weaknesses in the individual education plans written for these pupils. The targets set are insufficiently precise and exact dates are not set by which the school aims to meet the targets. There is no reference to the strengths these pupils have so that they can be used as a means of developing areas of weakness. Special educational needs assistants are effective and are well used to give groups of pupils extra attention.
29. The school has implemented the National Literacy Strategy satisfactorily. Teachers have undertaken a programme of training, the school has bought good quality resources and the teaching of literacy is planned effectively throughout the school. All teachers make effective use of the Literacy Hour to raise pupils' attainment in English. However, the above-average amount of time given to English is not always used to best effect. Pupils spend significant amounts of time practising literacy skills which they have insufficient opportunity to use in developing a range of reading and writing for different purposes in English lessons and in other subjects.
30. The National Numeracy Strategy is being implemented satisfactorily. Teachers are receiving training and numeracy is planned effectively through the school. However, planning for individual lessons does not always make good enough provision for the more able pupils, or allow sufficient time for older pupils to develop investigation skills.
31. The school provides a satisfactory range of extra-curricular activities in sport and includes football, netball and cricket in its list. There are also opportunities for pupils to develop skills in music groups to play recorders, brass instruments and keyboards. The curriculum is enriched by visits to local places of interest, such as the library, art gallery and theatre, for example, to see a performance of 'The Wind in the Willows'. Pupils have the opportunity to take part in a residential visit to the Whitehough outdoor pursuits centre. This provides an excellent opportunity for physical, social and emotional development, as well as enriching subjects such as science, geography and history. Photographs on display demonstrate pupils' huge enjoyment of the experience.
32. Teachers are aware of the need for pupils' equality of opportunity. They make sure boys and girls have equivalent experiences and that pupils with special educational needs are catered for. Awareness of the needs of pupils learning English as an additional language is not as evident, but good quality teaching ensures these pupils make sound progress. Planning and assessment show that all pupils have access to the curriculum. Notably, it is school policy that no pupil is excluded from educational visits or extra-curricular activities.
33. Provision for personal, social and health education is satisfactory. Although the school has no formal policy or scheme of work, teachers make appropriate provision in the



course of their lessons. Pupils develop independence and organisational skills in the course of their classroom work. For example, they organise and manage work in design and technology in a small space. The way lessons are planned, with pupils working in pairs or in groups, promotes very good relationships. Health education takes place as part of the science curriculum. Pupils learn about their bodies and what they need to do and to eat to stay healthy. There is no co-ordinated programme to use the curriculum to raise the pupils' awareness of the dangers of drugs.

34. The school has numerous links with the local community which make a good contribution to pupils' learning. A number of local clergymen take assemblies and introduce projects, such as 'looking after animals'. Members of a local professional football club spent some time with pupils, encouraging them to learn their multiplication tables. A local historian worked with pupils on a project about the 'Accrington Pals', which was extremely effective in promoting pupils' knowledge and understanding of world events and the impact these have on the local area. Pupils published a very moving book of poems about the Accrington Pals' involvement in the First World War. A further very good example of community involvement is 'The Waterways Challenge' project. Pupils were invited by the British Waterways environmental and scientific services to investigate 500 metres of waterway, to study habitats, record species of plants, mosses, lichens, small creatures and mammals, and to look at the impact of human activity on the environment. The results of this very exciting project are published on the Internet.
35. The school has good links with two feeder nursery schools. Nursery nurses exchange visits and pupils get together for a 'teddy bears' picnic' in the summer term before changing schools. Staff and children get to know each other and get off to a good start in the new school year. Similarly, links with the high school are good. High school teachers visit before pupils transfer, and pupils spend a 'taster' day in their new school. Teachers from both schools pass on information about pupils to ensure their smooth transfer.
36. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. It has built on the strengths noted at the previous inspection and has made a significant improvement in the way in which it prepares pupils for life in a culturally diverse society.
37. Provision for pupils' spiritual development is good. A strong feature of the school is the way in which pupils' contributions are valued and their achievements are celebrated. In all classes there is the opportunity to reflect on things or events which are special to each pupil. Pupils express their wonder and excitement when presented with the unexpected. For example, reception pupils were fascinated by a 'frozen hand' produced by freezing water in a rubber glove. Millennium celebrations were used well to help pupils reflect on their places in the future world. Their written wishes for the new millennium were presented in church before Christmas and now form part of an attractive display in the hall. The daily act of corporate worship is a focus for the life of the school and makes a significant contribution to spiritual development. Many teachers include a brief moment of quiet before lunch or at the end of the afternoon, incorporating a prayer or moment of reflection. For example, in a class of older Key Stage 2 pupils, a mathematics lesson concluded with an imaginative reflection on the homework task which had been set. The section on spiritual development in the school's policy document emphasises the importance of this area. However, it gives insufficient guidance, by way of examples, about how teachers should develop pupils' spiritual awareness across a wide range of subject areas.
38. There is very good provision for the moral development of pupils, which is reflected in their overwhelmingly positive attitudes and good behaviour. Pupils are clearly taught which behaviour is acceptable. The reasons why some behaviour is unacceptable are

explained carefully. Each class of pupils has evolved its own set of rules, expressed in language easily understood by all and displayed prominently in the classroom. All staff, teaching and non-teaching, have high and consistent expectations of good behaviour and attitudes based upon Christian ideals. The school emphasises the development of self-discipline and a sense of responsibility. The latter is facilitated well by the school's curriculum. For example, the geography curriculum enables pupils to consider how the actions of people can influence their environment.

39. The way in which all members of the school community are held in high regard has a strong impact on pupils' social development. All staff provide very positive role models. There is an emphasis on good relationships, both between adults and between pupils and adults. All staff display high levels of care and concern for the pupils entrusted to them. Pupils are encouraged to listen to and respect each other's contributions in lessons. They are given good, though not extensive, opportunities to exercise responsibility and initiative. They learn to work well in co-operation with each other, but have less opportunity to participate in truly collaborative activities. The school has begun to use 'circle time' to develop pupils' social competence and to explore and share common problems. However, at present it is confined to only two classes. Several subject areas are used to enable pupils to consider their relationships with others and understand themselves. For example, in art pupils consider the effect of colour on their moods and feelings and they express feelings of anger in their writing of poetry.
40. The provision for pupils' cultural development is good and has improved since the last inspection, particularly in respect of multi-cultural provision. In all classrooms, displays and collections of artefacts reflect the ethnic diversity of the United Kingdom. The school has recently added substantially to its stock of reading books, ensuring that these reflect the multi-cultural nature of British society. The history and geography curricula give some attention to the culture of the local area, although the restricted time available for these subjects allows insufficient time for much study in depth. However, pupils gain an insight into important formative influences on present society through studying aspects of the Second World War. Other opportunities are taken to enlarge pupils' understanding, such as a study of William Shakespeare which combines elements of history and literacy. Visits to places of interest, and visitors to the school, help pupils to widen their understanding of their own culture. However, there is scope for several other subject areas to contribute more actively to this understanding. For example, too little attention is given to referring to music other than from western European sources.

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

41. This is a very caring school where open and trusting relationships help teachers to build up a clear picture of their pupils and to be sensitive to their needs. Consistent records are maintained on the personal and health needs of pupils. These are reviewed regularly at staff meetings to ensure that all staff are aware of any problems. Staff are very approachable and make themselves available to pupils who may wish to discuss their worries or concerns. An unusual feature whereby older pupils are given the opportunity to correspond with their teacher confidentially, using a private diary, provides an alternative approach and is much valued by the pupils who use it. Health and safety provision has recently been reviewed, and the local authority guidance on the care and control of pupils has been adopted. Appropriate procedures are in place for regular risk assessment and for the routine maintenance of fire and electrical equipment. Governors have shown themselves to be very alert to issues of security and they provide a safe environment for staff and pupils.
42. The school complies fully with the guidance provided by the area child protection committee. The child protection policy has been recently revised and training has been

provided or is in prospect for all members of staff. Governors have yet to agree a whole school personal, social and health education policy which would address the current absence of teaching pupils about the dangers of drugs.

43. Despite the already good attendance record, the school has recently introduced an attendance policy which provides for a system of rewards to encourage higher attendance levels. The good discipline policy is brief but effective. Pupils are well aware that any form of oppressive behaviour is not tolerated in the school. The system of rewards and punishments is used consistently and appropriately throughout the school.
44. The systems for assessment of pupils' academic progress are comprehensive and of good quality. Pupils complete a range of standardised tests in English, mathematics and science each year. The results of these assessments are used to identify target groups for extra help, at each National Curriculum level, and the information is passed on to class teachers. For example, some pupils are selected for grouping arrangements which take advantage of the 'Additional Literacy Strategy'. The use made of assessment information to set individual and group targets, and the monitoring of its effectiveness, are variable but sound overall.
45. Whilst the teachers are aware of the range of pupils' attainment, they do not have ready access to monitoring information which would tell them if individual pupils are making enough progress. As a result, the curriculum for the more able pupils is not always sufficiently challenging. Teachers sometimes underestimate the potential of pupils with high prior attainment, leading to underachievement amongst some pupils at the end of Key Stage 2. For example, the more able pupils in mathematics lessons, particularly in Key Stage 2, are often asked to do work at the beginning of lessons which is well within their capability.
46. Pupils are not always fully aware of the targets set for them, or of what to do to improve. Teachers' marking does not always make this clear. Reports vary in consistency in letting parents know pupils' targets for attainment. Assessment in the foundation subjects fulfils statutory requirements. Assessment in information and communications technology is not sufficiently rigorous to be useful in raising standards. Pupils' individual achievements are always recognised and celebrated in class and in assemblies, and this does much to raise their self-esteem and to encourage them to higher achievement.
47. There are effective measures in place to monitor personal progress, behaviour and attendance.
48. There is an effective system to assess those pupils who have special educational needs. When a class teacher expresses concern about a pupil's progress in learning, this concern is recorded in writing on a suitable form. A part-time teacher, employed by the school as a consultant in this area, then undertakes thorough assessment of the pupil. She makes written recommendations including specific targets to work towards. The class teacher then uses these targets, following discussion, to write an individual education plan for the pupil should this be necessary. This good system might be further improved by providing more precise criteria for the initial expression of concern to be generated and by encouraging teachers to be equally precise in identifying targets on the individual education plan.

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

49. The school has worked hard to build up effective links with parents and carers and has succeeded in gaining their confidence. The great majority of parents have very positive views of the school, reflecting the strong support expressed at the time of the previous inspection. Certainly parents are well informed about events and developments at the school. There are frequent letters and a good range of meetings to advise parents, for example, about changes to the curriculum or the introduction of new policies. Additionally, there are special consultation evenings for parents to discuss their children's progress with teachers. Parents of children starting school for the first time are given valuable guidance to support their children's learning. They are invited to share with the teacher any indications of their child's attainment at that stage. A revised procedure was introduced recently to inform parents at termly intervals about topics to be studied in school. Some parental concerns were expressed about the quality of annual written reports on pupils, particularly in relation to the information about pupils' progress. The inspectors found good practice in the reports, notably in relation to the provision for parental comment on pupils' extra-curricular attainment, but no targets for future learning are identified in the reports, and there is inconsistency between teachers in the amount of detail given and clarity of judgement made. A review is currently taking place within the school to evaluate the annual reports before any changes are made.
50. The whole subject of parental involvement in the work of the school has been given particular focus through the governors' 'Parental Involvement' policy and by the introduction of a home-school agreement. Parents are made to feel welcome in the school and contribute to the learning of their children in many ways. Some help teachers in the classroom, some assist with supervision on trips. Many parents support the valuable work of the Parent Teacher Association in raising funds to develop and broaden the curriculum. A recent example of this was to finance an artist in residence for a week, to involve pupils in art lessons designed to raise their awareness of the work of famous artists in a practical way. The association has also been imaginative in supporting topics, such as Victorian studies, by holding a Christmas Fair in the school as a Victorian occasion with period dress and stalls.
51. There is a coherent homework policy which is linked well to learning in class and which enables parents to give individual support to their own children. A particular feature is the reading notebook scheme which is well used as a means of communication between parents and teachers. The parents of pupils with special educational needs are involved at an early stage after the needs are identified.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school benefits from the good leadership and management of the headteacher. She has a clear view of the school's strengths and weaknesses and knows what needs to be done to improve it further. Her cheerful, friendly presence inspires all those who work in the school. As a result, she has an excellent relationship with staff, pupils and governors. The promotion of the deputy headteacher to another school has left her with a temporarily reduced senior management team, but she is capably and willingly supported by her teaching staff, who have voluntarily taken on extra duties until a new deputy headteacher is appointed.
53. A commitment to the furtherance of good relationships has prompted the school to work towards the Investors in People standard, which has now been awarded. The aims of the school strongly emphasise the high priority it places upon care and concern for each pupil, underpinned by a strong Christian ethos. The school is increasing the importance it attaches to high academic performance and it is committed to providing equal

opportunities for every pupil. However, there is insufficient emphasis on enabling individual pupils to aim at higher levels of attainment where they are capable of achieving them. Data provided by the assessment carried out when pupils enter the school and by the standard assessment tasks at age seven is analysed carefully. It is used to provide targets for these groups of pupils at ages seven and 11, but not to provide targets to which individual pupils can aspire.

54. The quality of the governing body's contribution to the work of the school is very high. The governors are clear about their important role as part of an effective partnership with the school's staff and parents. There are very good arrangements for both formal and informal consultation with the school's staff. Governors hold themselves accountable for the performance of the school and ensure that their decisions are based on sound and reliable knowledge gained, whenever possible, through regular visits to the school. This represents a significant improvement since the last inspection, when monitoring by governors was inadequate. Governors also assess their own performance through a system of self-appraisal. They work very hard to support all areas of the school's work. Individual governors have high levels of appropriate expertise. This has been put to very good use in the various committees which meet regularly. The conclusions of these meetings, all of which are clearly minuted, are reported back to the next full meeting of the governors.
55. A very good feature is the management committee, which is comprised of the chairs of all the other committees, together with the headteacher. This committee meets as frequently as necessary and adopts a strategic role in arriving at decisions about the future direction of school's work. Governors carry out their statutory duties admirably, with only minor omissions. For example, they do not report on the success of the school's policy for special educational needs in their annual report to parents.
56. The school's good development plan covers the current academic year with an outline plan indicating priorities further into the future. The plan is compiled mostly by the headteacher and staff but the governing body, initially through its management committee, examines it carefully and thoughtfully, adding priorities they consider to be important and modifying others. It is an effective working document enabling governors and staff to measure the school's progress towards the targets that have been set. Governors and the headteacher regularly evaluate progress and change priorities where necessary. The plan focuses on standards of attainment and gives suitable attention to the implementation of the literacy and numeracy initiatives. However, because the development plan is so comprehensive the most important targets to be achieved are not sufficiently clearly prioritised.
57. There is a well-qualified teaching and support staff with a good range of expertise. Teachers are well aware of the needs of pupils with special educational needs, but their awareness of the needs of pupils learning English as an additional language is less well developed. The headteacher and governors recognise the crucial importance of staff development in raising standards of attainment. The school uses the system of appraisal well to link the clarification of teachers' roles and development of their skills to the priorities of the school development plan. Teaching and non-teaching staff have detailed job descriptions and annual appraisal meetings with the headteacher, where they review their practice and set targets for improvement. Induction arrangements are sound. To improve teaching skills, staff have been trained to observe and evaluate lessons and to feed back information following this monitoring process. This has had a significant effect upon the quality of teaching, contributing to the elimination of unsatisfactory teaching. Subject co-ordinators, through this monitoring process, gain a good understanding of the way in which the learning of their subject takes place throughout the school. As yet, however, there has been insufficient action to spread the good practice of the best



teachers to the whole staff, particularly in raising their expectations of the levels of attainment possible for each pupil.

58. The monitoring of pupils' attainment is only partially effective as a means of securing improvement. Although the analysis of test data is used to identify targets for each cohort of pupils, it is not used consistently to identify weaknesses or under-performance in individual pupils. Pupils' work is regularly examined to gain a general impression of the progress of a group of pupils. It is less often used to enable remedial action to be taken where performance is below the expected standard.
59. All subject co-ordinators fulfil their duties well. As well as monitoring the teaching and learning, they are responsible for the subject's resources and have a limited budget to spend to update them. Arrangements for co-ordinating the work with pupils with special educational needs are slightly different. The co-ordinator is the teacher of the reception class. She has no regular release time from her teaching responsibilities. Because of this, the headteacher fulfils some of the duties of the special educational needs co-ordinator, such as monitoring the work and teaching and completing much of the paperwork. A third member of staff involved is the special educational needs consultant employed about one day per month. Her particular expertise and her knowledge of all the pupils in the school are used well. All three ensure that this area maintains a high profile in the school. Special educational needs form the focus for one staff meeting each half term. External agencies are used well to bring additional expertise into the school. For example, visiting speakers have provided valuable input on subjects such as strategies to manage challenging behaviour.
60. The finance available for special educational needs is used well. The employment of a consultant is an efficient way of bringing appropriate expertise into the school. Support staff, particularly those employed under the Additional Literacy Support scheme, are used very effectively to support the learning of groups of pupils. However, the school does not examine the effectiveness of the provision it makes. For example, it does not examine the special educational needs register in detail to discover how many pupils make sufficient progress to move down a stage or to be removed from the register altogether, nor does it analyse the reasons why other pupils do not make such progress.
61. There is efficient use of the resources available to the school. The governors keep a tight rein on financial expenditure and ensure that best value is obtained for their spending. Through its management and finance committees, the governing body equates expenditure with the standards that are achieved. The school development plan appropriately includes estimates of costs where appropriate, and reviews are regularly undertaken to identify the success of spending decisions. The school secretary is well qualified to carry out her duties with respect to financial control. There are secure procedures for raising orders, checking the receipt of goods and authorising payment. Up-to-date printouts are regularly made available to the finance committee, and good use is made of the local education authority bursarial service to help the school draw up its budget.
62. The accommodation is cramped and poses organisational problems. Teachers and pupils work in a well-organised way to cope with the constraints. However, the teaching of information and communication technology is constrained by lack of space in classrooms and shared areas. The outdoor accommodation also imposes constraints as the stone stairways need constant supervision. The accommodation for pupils under five is unsatisfactory. Pupils have no adjoining outdoor play area available for developing physical skills in cycling, climbing and so on. This has a negative impact on their ability to fulfil the desirable learning outcome by the age of five. Despite the cramped conditions in some classrooms, much thought is successfully given to the available accommodation to

ensure that pupils are taught the full requirements of the National Curriculum. Indeed, imminent additional buildings give scope for improved conditions for those children who are under the age of five. The building of a new classroom is scheduled after the inspection. This will provide space for an extra class so that classes can be organised in single year groups.

63. The learning resources are satisfactory. Improvements in those for science, information and communications technology and history have been made since the last inspection. Books purchased for shared and guided reading are of good quality.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. The headteacher, staff and governors should continue to work together to raise standards and should now:

- 1) ensure that pupils of higher prior attainment reach better standards by:
  - a. making better use of regular assessment results to identify all pupils' individual needs;
  - b. raising teachers' expectations of the more able pupils to achieve higher standards;
  - c. giving all pupils work which more consistently takes account of their individual levels of prior achievement, and which appropriately challenges them to make greater strides in their learning;  
(paragraphs 8, 23, 30, 45, 57, 95, 97, 103 and 107-8)
- 2) make better use of available time by giving pupils more opportunities to improve their range of literacy skills both in English lessons and in other subjects of the curriculum;  
(paragraphs 7, 24, 29, 88, 103 and 107-8)
- 3) \* raise standards in information and communication technology at the end of both key stages by:
  - a. extending training for all teachers to improve their confidence and expertise in teaching the subject;
  - b. improving the quality of planning to provide a better balance between the teaching and learning of information and communication technology skills and the opportunities for pupils to practise and refine those skills in other subjects of the school's curriculum;
  - c. making regular and accurate assessments of pupils' achievements and progress in the subject in order to help teachers to plan the next stage of pupils' learning.  
(paragraphs 10, 45, 109, 111 and 114)

*\* It should be noted that the school is aware of the need to raise standards in information and communication technology, and there are appropriate plans in place to make improvements.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	22	54	22	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		165
Number of full-time pupils eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		33

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	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	14	13
	Girls	10	11	10
	Total	22	25	23
Percentage of pupils at NC Level 2 or above	School	86 (74)	96 (84)	88 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	13	14
	Girls	10	11	10
	Total	21	24	24
Percentage of pupils at NC Level 2 or above	School	81 (80)	92 (84)	92 (72)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	9	11
	Girls	11	9	9
	Total	21	18	20
Percentage of pupils at NC Level 4 or above	School	88 (78)	75 (69)	83 (73)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	9
	Girls	11	10	10
	Total	21	20	19
Percentage of pupils at NC Level 4 or above	School	88 (86)	83 (73)	79 (77)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	7
Chinese	0
White	136
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)	7.1
Number of pupils per qualified teacher	23.2
Average class size	23.3

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

Total number of education support staff	5
Total aggregate hours worked per week	39

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	1998/1999
	£
Total income	262,332
Total expenditure	261,205
Expenditure per pupil	1,593
Balance brought forward from previous year	14,637
Balance carried forward to next year	15,764

## Results of the survey of parents and carers

Questionnaire return rate 65%

Number of questionnaires sent out	165
Number of questionnaires returned	108

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	6	1	0
My child is making good progress in school.	53	44	2	1	0
Behaviour in the school is good.	59	38	3	0	0
My child gets the right amount of work to do at home.	37	48	13	0	2
The teaching is good.	60	35	2	3	0
I am kept well informed about how my child is getting on.	42	39	13	6	0
I would feel comfortable about approaching the school with questions or a problem.	68	17	7	7	1
The school expects my child to work hard and achieve his or her best.	63	29	8	0	0
The school works closely with parents.	47	40	7	4	2
The school is well led and managed.	60	32	6	2	0
The school is helping my child become mature and responsible.	53	41	3	0	3
The school provides an interesting range of activities outside lessons.	20	35	19	8	18

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**

65. Children under the age of five are taught in the reception class on a full time basis and join the school at the beginning of the academic year in which they become five. At the time of the inspection there were 25 pupils in the reception class, 13 of whom were still aged four. The provision for the under fives is good and has a significant and very positive effect on children's learning and progress. Children's level of attainment on entry to the school covers a wide range, but most enter with levels of language and literacy development which are judged to be below expectations for children of their age. In all other aspects of development, children are judged to be average. They make good progress in the reception class, particularly in acquiring vocabulary skills and in their ability to listen and to speak.
66. There is a good range of resources which are used well, but the accommodation for the under fives is unsatisfactory. For example, there is no easily accessible sink for use by the class, and there is no secure outside area for children to use for large play equipment.

**Personal and social development**

67. Children make good progress in this aspect of their development. They work together in groups, co-operating very well in the activities they undertake. All children are successfully encouraged to take part in whole class discussions. Even the least able are confident about offering their comments, which are valued by the teacher and all other children. Emphasis is rightly placed on developing children's independence and initiative. They sensibly get out equipment and clear away tidily at the end of their lessons, usually without being asked. For example, children take on appropriate roles when playing in the class 'café', order food and leave the area in good order when they have finished. They increasingly respond well to adults' questions and think carefully before speaking. In this way, friendships are nurtured so that, by the time they become five, children work and play in complete confidence with each other, respect each other's views and opinions, and take sensible decisions.
68. The teacher has very high expectations of all the children in her care, and pays good attention to each child. The part-time nursery nurse and teacher work very well together as a team, encouraging and giving very good support to the children, for example, in giving praise. One notable instance was when a child answered incorrectly in a whole class discussion about a computer program. The teacher praised the child for answering despite his wrong answer, and the child's self-esteem was raised. The teacher has very good knowledge of each child's level of personal and social development and ensures that they are given work at all times which is appropriate to their capabilities. In this way, children feel comfortable about their work and make good progress happily.

**Language and literacy**

69. When children enter the school in September, many have poorly developed language and literacy skills. Most children make good progress so that, when they become five, they attain appropriate levels. They handle books on an increasingly regular basis and fully understand that words written in books carry meaning. By the time they are five, most children recognise and can sound out the letters of the alphabet. In short literacy lessons, children learn to recognise some words by the sound of the first letter. For example, a less able child said, "That's what my name begins with," when recognising a 'b' on a flip chart. In another example, when asked by the teacher why 'bear' sounds as it

does when read, one child said, "Because 'b' is at the top (beginning) of the word". The least able know only a few letters. Some children begin to read simple texts and recognise a reasonable number of words. They try hard to write letters correctly, often copy-writing short sentences they dictate to their teacher. Some higher attaining children write recognisable words, often misspelt, for example, to make a shopping list or a recipe for a baking activity. A few children write a short sentence independently, such as 'I went to Sophie's party'.

70. The very good quality of teaching ensures that children are exposed to a good range of strategies and activities to develop their language and literacy skills. Activities are very well planned and take account of all children's needs. For example, good efforts are made to support the needs of those children who speak English as an additional language. The teacher continually assesses all children's progress so that, even in introductions to activities given to the whole class, the teacher phrases individual questions and responses in ways which are appropriate to each child. In this way, the teacher ensures that all children are fully involved. Indeed, in one lesson the way in which children looked at and listened to the teacher as she drew a 'p' in the air was remarkable. Very good attention is given to developing children's reading and writing skills through a programme of word recognition tasks, short writing exercises, the use of jigsaws to develop children's phonic skills, and through the use of appropriate computer programs. Good use is made of role-play to develop language skills, such as pretending to be a chef, a waiter or a customer in the class 'café'.

### **Mathematical development**

71. Progress is sound in the area of mathematical development. By the time they are five, most children can count and know the names of numbers up to 10. Some children make good progress and can count accurately beyond 20. Children are given a good grounding in numbers, and much of the conversation between adults and children has a positive effect on children's mathematical learning. For example, good use is made of rhymes to firm up children's counting skills. Similarly, children work together in pairs and threes on the computer and in groups to improve their knowledge and understanding of mathematical concepts. For example, less able children sort out real socks into matching pairs. They can talk about the activity and confirm the differences between the pairs of socks. Many children write recognisable numbers, the most able confidently writing the numbers from 1 to 5 independently.
72. The teacher always ensures that children are clear about what they have to do in their tasks. Good use is made a range of resources to support children's learning, for example, to measure sand and water, and to develop mathematical language such as 'bigger than' and 'smaller than'. The teacher and other available adults give good attention to individuals when they are engaged in mathematical activities, and use questioning very effectively to draw out and build on pupils' learning.

### **Knowledge and understanding of the world**

73. Children make sound progress in developing their understanding of the world around them. They are beginning to name the days of the week correctly and are regularly reminded of them at the beginning of each day. The use of teddy bears individually to identify days is just one of many effective strategies that the teacher uses to support and enhance children's learning. Children gain a good sense of chronology in this way and when they look at the changing seasons in their artwork. They can place the stages of development of a baby in the correct order. Geographical knowledge develops through walks in the locality, when children look at houses, shops and other important buildings. They look at simple maps and begin to understand how plans show positions of roads

and buildings. Children know that water turns to ice when it is put into a freezer. They make very good progress in their understanding of science when a rubber glove full of water makes 'Jack Frost's fingers'. They use their initiative to overcome the problem of removing the rubber glove from the ice, such as when one child said, "If we cut the glove off the fingers won't break". Very good teaching in this kind of activity encourages the development of children's scientific vocabulary. For example, a child used the word 'dissolve' to describe a red ice cube melting in hot water.

### **Creative development**

74. Progress in creative development is satisfactory. By the time they are five, most children know the names of the primary colours; several can name a good number of secondary colours. Their drawings show good progress as they choose colours to fill in mathematical shapes to make similar sets. Despite the absence of a sink in the classroom, children have reasonable opportunities to mix and experiment with a range of media, including paints. Pictures on display around the classroom show that children can observe and transfer to paper the characteristics of faces. They place features such as eyes, nose and mouth in the right place after drawing an outline. Some of these drawings show some understanding of shape and proportion. Children take part well in singing sessions, both explicitly to develop musical skills and as part of other activities, such as using musical rhymes to develop mathematically. They learn that music can portray mood, and follow a musical rhythm by accompanying their singing with simple percussion instruments or clapping. Teaching in these activities is sometimes excellent because children are fully involved and learn at a very good rate. The teacher is particularly adept at providing activities which engage all children in worthwhile tasks.

### **Physical development**

75. Despite the absence of a secure outside area for play activities, and no large apparatus or wheeled toys and vehicles, children make satisfactory progress in the physical area of development. They practise their fine motor skills and become reasonably adept at controlling equipment, such as pencils, paint brushes and modelling media. Their writing skills develop appropriately so that, by the time they are five, most children write letters and numbers in a recognisable form. Hand-to-eye co-ordination progresses well and children use scissors, cut and stick with increasing fine control. They sort large jigsaw pieces and manipulate pairs of number cards to match them correctly. There were no opportunities to observe children in games activities or in their physical lessons in the hall, but they were observed moving in the classroom. All pupils are developing good awareness of space and they move with due regard to safety and to others around them. Teachers' planning for children's physical development is sound and ensures that they have appropriate time each week to improve their physical skills.

## **ENGLISH**

76. Standards in English have improved significantly since the last inspection.
77. In the national tests at Key Stage 1 for seven year olds in 1999, standards in reading matched the national average at Level 2 and above. The proportion of pupils reaching the higher Level 3 was below the national average. However, standards in reading were below average when compared with similar schools. In writing, the proportion of pupils reaching Level 2 and above was well above the national average, and above average at the higher Level 3. Standards in writing were well above average when compared with similar schools nationally. National Curriculum test results for seven year olds from 1996 to 1999 show wide variation in attainment from year to year in both reading and writing. The overall trend is a rise in attainment in line with the national trend. Inspection

evidence shows that the proportion of Year 2 pupils currently achieving the nationally expected level at the end of Key Stage 1 is in line with expectations. The proportion of those attaining at the higher level is below expectations.

78. In the national tests for 11 year olds at Key Stage 2 in 1999, the proportion of pupils reaching the expected Level 4 and above was well above the national average. The proportion reaching the higher than expected Level 5 was above the average. Standards were well above average when compared with the results from similar schools nationally. Standards reached in the national tests at Key Stage 2 from 1996 to 1999 show an upward trend in attainment, with performance above average overall. Inspection evidence shows that the proportion of current Year 6 pupils achieving nationally expected levels at the end of Key Stage 2 is on the top side of average, but the proportion of those achieving at a higher level is below expectations.
79. Results from 1996 to 1999 together show that girls perform better than boys at the end of Key Stage 1. This is in line with the national trend. There are no gender differences at the end of Key Stage 2. The differences seen in attainment from year to year reflect the differences in cohorts. For example, the current group of pupils in Year 6 includes a higher proportion of pupils with special educational needs than last year. The number of pupils in each year group is relatively small. Therefore, even small changes in performance can result in significant changes in percentage outcomes. However, the trend over time shows rising standards in English.
80. At the end of Key Stage 1, pupils' attainment is in line with national expectations in speaking and listening. Pupils listen well to their teachers and to each other. They show understanding of the main points of what is being said, for example, when talking about tales from other cultures, such as 'Anancy and Mr. Drybones', and express opinions about stories, such as 'The Mousehole Cat'. Most pupils speak out clearly and at length when talking to the rest of the class.
81. At the end of Key Stage 2, pupils' attainment is close to the national expectation in speaking and listening. Pupils express themselves clearly and speak confidently in response to questions about a science fiction text, for example, 'Star Child from Clarke Street'. They are aware of the needs of the listener by adding detail as necessary, such as when talking about their favourite computer games. Most pupils understand the correct vocabulary to talk about language and literacy. However, pupils' use of Standard English is underdeveloped. The quality of pupils' language is sound in group work, such as when they identify different text genres. It is not as well developed when talking individually, for example, when explaining preferences in reading.
82. Attainment in reading at the end of Key Stage 1 is in line with national expectations. Most pupils know how to go about reading new words. They use their knowledge of letter sounds and blends, look at pictures and take into account the context of the story to help them. They show interest in stories and poems and talk about the main characters and sequence events in a story, such as 'Brothers and Sisters'. They are developing a sound understanding of story structure. However, the comprehension skills of a few pupils are not sufficiently advanced and these pupils do not fully understand what they read. Most pupils know the differences between fiction and non-fiction. Some pupils use a simple dictionary appropriately and research information from a library book.
83. At the end of Key Stage 2, attainment in reading is in line with national expectations. Pupils read an appropriate range of texts and talk readily about their favourite authors. For example, they are developing a sound understanding of genre and mystery stories, and recognise the main points of a text. Pupils can use reference books but they have insufficient opportunities to use the library to research information. Pupils'



comprehension skills are developing appropriately, such as when they recognise the main ideas behind a story, infer meaning or make deductions about things that are not spelled out in the text. For example, pupils understand that creation myths are people's attempts to make sense of existence in a symbolic way. Higher attaining pupils enjoy a broad range of fiction and non-fiction. They read with sufficient fluency to understand extended stories such as 'The Incredible Journey'. However, a significant proportion of pupils lack fluency in reading aloud, despite tackling books written at an appropriate level of difficulty for their age.

84. At the end of Key Stage 1, pupils' attainment in writing meets national expectations. Pupils write stories and reports with an increasing range of vocabulary. Good examples of this kind of work seen were the writing about the Pilgrim Fathers. Pupils imagined themselves in the place of a pioneer and described their experiences. The higher attaining pupils are becoming aware of the need to choose words for effect and of writing in story style. They structure sentences correctly and arrange them in a logical sequence. Most pupils extend their writing to the standard expected for their age. Pupils' attainment in spelling is generally satisfactory, but their correct use of punctuation is erratic. Pupils' handwriting is generally immature, but reasonably legible.
85. At the end of Key Stage 2, the range of achievement in writing is in line with the national expectations. Pupils write with an interesting choice of vocabulary and expression, developing their ideas logically through the text. They use punctuation correctly, such as full stops, speech marks and question marks in lively stories, such as 'Lost in the Desert' and poems expressing anger. They are aware that they are writing for an audience and make their work interesting. However, pupils have too few opportunities to extend their writing in a wide range of forms, both in English lessons and in other subjects. Higher attaining pupils are not yet able to extend and develop their writing to the higher level for their age. Pupils' handwriting is generally fluent and legible but some pupils do not readily join their writing, nor is it consistently well formed. They make frequent use of dictionaries and standards of spelling are sound.
86. The quality of teaching and learning is consistently good in both key stages. Teachers have good knowledge and understanding of the subject and are thorough in their approach to teaching skills in reading and writing. For example, pupils in Key Stage 1 gain a sound understanding of letter sounds and blends which they use in reading and spelling. Pupils in Key Stage 2 learn how different kinds of texts are structured. They can pick out significant features and know how these are used to create an effect, for example, in science fiction. Lesson planning is clear and meets with the recommendations of the National Literacy Strategy document. Learning objectives are appropriate for the age of the pupils. Pupils tackle work at the right level of difficulty for their age, although some lower attaining pupils need support to cope with the work. Teachers plan interesting activities that are well matched to pupils' needs to help them work productively in independent group sessions. Pupils are interested and concentrate on their task. Teachers work very hard to keep a brisk pace to their lessons so that pupils are involved and responsive. They make good use of special educational needs support staff, making the most of the time they are allocated to the class, and pupils with special educational needs make good progress. Those pupils who learn English as an additional language have appropriate work set for them. Teachers know all of their pupils well and understand their learning needs. They set appropriate targets to improve pupils' achievements. However, they do not always explain the targets to the pupils to explain what they are learning or what they need to learn next. Some use is made of computers for pupils to practise their writing skills. Teachers make good use of homework to reinforce pupils' learning and to raise standards.
87. Pupils' attitudes to English lessons are good throughout the school. The younger pupils



enjoy the lessons and most are keen to take part in discussion, for example, about the rhyming words in 'This is the Bear' in Year 1. Pupils like the texts that are chosen for them to study and are always keen when it is time to start a new one. They willingly help each other and appreciate each other's work, for example, when sequencing a story as part of a writing activity. In response to teachers' good quality behaviour management, pupils' behaviour in lessons is good. Pupils co-operate well during group sessions and take responsibility for organising themselves. However, a small proportion of pupils at the end of Key Stage 2 lose interest in reading at home, preferring to play on their computers or to watch television.

88. The leadership and management of the subject are good. The co-ordinator is well qualified and has made good progress during the last 18 months to improve the quality of provision. Teachers have received up-to-date training to improve their skills. The planning and teaching of lessons are appropriately monitored to make sure pupils are given work which matches their needs. Pupils' work is assessed well and targets are set for improved achievement. However, the tracking and monitoring of individual progress through the school is less well developed. The school takes proper advantage of the national Additional Literacy Strategy and funding for 'booster' classes to improve standards. However, in upper Key Stage 2, the curriculum is weighted towards formal grammar at the expense of giving pupils opportunities to develop a range of literacy skills across the curriculum. There is a good range of good quality, attractive texts for shared, individual and group reading. The curriculum is enriched by events such as a visiting author, Michael Coleman, theatre visits, such as to see 'The Wind in the Willows', and a theatre group in school, for example to perform 'Aladdin'. Improvements in the provision for English are showing improvement in pupils' achievement. The good support for teaching the subject means that the school is in a good position to continue to improve standards.

## **MATHEMATICS**

89. In the 1999 national tests for seven year olds, almost nine pupils in every 10 reached the expected Level 2, a similar result to those nationally. One pupil in eight reached the higher than expected Level 3, a result which was below the national average. These results are close to those of similar schools and continue the steady improvement which has taken place since 1996. The present Year 2 group, on the evidence of the inspection, is also expected to reach levels broadly in line with the national average.
90. National Curriculum test results at the end of Key Stage 2 in 1999 indicated that three-quarters of the pupils achieved the expected Level 4, with about one in five reaching the higher Level 5. This was close to the national average but below the results of similar schools nationally. As with Key Stage 1, there has been a steady improvement in results since 1996. This summer the present group of Year 6 pupils is expected to perform broadly within the average range of schools nationally.
91. In the reception class, some pupils count confidently up to 20 and recognise and name all the digits. In Year 1, pupils count in tens from one multiple of 10 forwards or backwards to another. They know the doubles of most single-digit numbers. Higher attaining pupils in this age group count in tens starting at any number. Pupils weigh teddy bears or vegetables, estimating their answers with increasing accuracy before using marbles or cubes to compare weights. All pupils, including those with special educational needs, understand the principle of the balance, comparing it to a seesaw, and know which side contains the heavier item.
92. Pupils progress well through the key stage so that, by the end of Year 2, they have extended their knowledge of doubles and halves to much higher numbers and begin to

understand place value. For example, they recognise that 29 is equal to two tens and nine units. Most pupils know their addition and subtraction facts to 10 and many have progressed to numbers which add to 20. They recognise whether numbers are odd or even. Pupils know the names and order of the days of the week and begin to understand other units of time, such as minutes and hours. They have a limited understanding of lines of symmetry.

93. At the beginning of Key Stage 2, pupils count on or back in fives competently. Many extend the process successfully into negative numbers, which they have already encountered in studies of temperature in geography. Most pupils, especially those with higher levels of attainment, use a range of strategies to aid computation. They recognise and use doubles or near doubles and add 28 by adding 30 and subtracting two. Some identify the nearest multiple of 10 or 100 to any given number. Those with lower attainment levels tend still to use their fingers when adding numbers, but do so accurately. Pupils know how to use the process of tallying as they collect data.
94. Pupils in Year 4 use several strategies well to add pairs of two-digit numbers and to multiply them by a single-digit number. They have begun to understand and use co-ordinates in the first quadrant and to calculate areas and perimeters. By the end of the key stage, most pupils know their multiplication tables and use them well in multiplying large numbers. Lower attaining pupils recognise equivalent fractions and measure angles with reasonable accuracy. Most pupils work well with decimal quantities, but few understand squares and square roots. They sometimes find it difficult to use and apply the mathematics they have learnt. For example, they cannot readily calculate two-fifths of 20. Higher attaining pupils explain clearly how a pyramid is different from a cone and estimate lengths and weights well. They have some understanding of the concept of probability but find it difficult to suggest an event whose occurrence has a probability close to 0.5. The skills and understanding of these older higher attaining pupils is only marginally above most of the Year 6 group.
95. The overall quality of teaching in Key Stage 1 is good. Three-quarters of the lessons observed were judged to be good or very good and there was no unsatisfactory teaching. Teachers in this key stage control their classes very effectively to ensure that no misbehaviour disrupts the learning process. They give clear instruction in which new vocabulary is emphasised carefully. Teachers provide work at the correct level for each individual pupil, especially in the reception and Year 1 classes. As a result, the quality of learning is good as pupils are clear about what they have to do. Each task challenges them to think carefully but does not frustrate them by being too difficult. Most pupils, including those with special educational needs, make good progress. However, in the Year 2 class some work is not difficult enough for the more able pupils so they make less progress than they might. In all three classes, work is structured very well to provide a logical progression in pupils' learning. For example, pupils who are using marbles to weigh teddy bears discover some larger marbles in the box. The teacher discusses the use of these, laying the foundations for future work on standard measures. There is a strong emphasis on practical activities. For example, in Year 2 pupils are given extensive experience of working for exactly one minute on a range of tasks to establish firmly in pupils' minds how long a minute is. The suggestions contained within the National Numeracy Strategy are used effectively to provide a good variety of activities which motivate pupils to work quickly and with enjoyment.
96. In Key Stage 2, the quality of teaching is satisfactory, but with some good features. Again, no unsatisfactory teaching was observed in the course of the inspection. The teachers in this key stage adopt a lively approach to the initial mental or oral portion of the numeracy lesson. Their approach is characterised by much gentle encouragement tempered with humour, particularly for those pupils with lower levels of attainment. This

strongly motivates all pupils to try their best to participate and succeed in each activity. Teachers highlight positive attitudes and behaviour in their pupils. Consequently, pupils respond by behaving very well so that interruptions to the flow of the lesson are comparatively rare. The main activities of each lesson are planned thoroughly and teachers know exactly what they wish the pupils to learn, both over the course of a week and in individual lessons. There is particularly good attention given to the strategies pupils could use to make calculation more rapid or efficient. These strategies are taught very clearly. There is some good use of assessment to ensure the correct level of work is provided so that all pupils learn at a suitable rate. For example, a daily mental arithmetic test is given in one class. Pupils complete as much as they can of one of four or five tests of varying difficulty and their efforts are marked by another pupil. When the teacher judges a pupil is ready to move to a higher level, the pupil records the new level on a class chart. The process is quick and efficient and shows pupils the progress they are making in their learning. As the teacher uses praise and encouragement well, all pupils, including those with special educational needs, are determined to improve their performance.

97. The results of assessments are not used enough to lead to appropriate work being provided for all pupils. There is a tendency in some classes for all pupils to receive the same work, rather than work suited to the level they have been assessed as achieving. As a result, many higher attaining pupils are working at too low a level. Although they often enjoy the tasks they are given, they are not making the rapid strides in learning of which they are capable. This has a significant effect upon the number of pupils achieving Level 5 by the end of Year 6. Pupils with special educational needs fare rather better. The extra support provided for those with statements of special educational need is used flexibly to give help to a larger group of pupils. Support staff are skilled in adapting tasks and in using more appropriate equipment and materials to ensure these pupils make good progress with their learning.
98. The headteacher is currently co-ordinating this subject as it was previously the responsibility of the deputy headteacher, who left at Christmas. A Key Stage 1 teacher supports her in this responsibility. Work in the subject forms a prominent part of the school development plan and the school has made a good start in the implementation of the National Numeracy Strategy. It has set realistic targets with an element of challenge for the performance of Year 6 pupils in the national tests in the summer. A generous proportion of curriculum time is devoted to mathematics, especially in Key Stage 2, but there is an under-emphasis on the attainment target relating to using and applying the subject. There are too few opportunities for pupils to apply the mathematics they have learnt in substantial investigations. Resources for teachers are adequate but the library contains insufficient books to act as a stimulus to pupils to pursue their interest in the subject.

## SCIENCE

99. The results of the statutory assessments by teachers of seven year old pupils in 1999 showed that the proportion of pupils reaching the expected Level 2 and above was in line with the national average. The proportion reaching the higher than expected Level 3 was above the average. Inspection findings show that most pupils in the current Year 2, including those with special educational needs and those who speak English as an additional language, make sound progress and meet expectations for their age in the subject. This judgement compares well with that made at the last inspection, when pupils at Key Stage 1 were judged to achieve levels below expectations.
100. In the statutory tasks and tests taken by pupils at the age of 11 in 1999, the proportions of pupils reaching the expected Level 4 and higher Level 5 were close to the national

average. The results were also in line with the average when compared with similar schools nationally. There was no difference between the results of girls and boys. Over the period of four years from 1996 there was a gradual rise in results, in line with the national trend, with just a slight dip in 1997. Inspection evidence suggests that the current Year 6 pupils, including those with special educational needs, make satisfactory progress and are on course to achieve national expectations in terms of the proportion of pupils likely to achieve Level 4 and above. However, the proportion likely to achieve the higher Level 5 is below the national average. There are two reasons for this. The first is that there is a higher proportion of pupils with special educational needs in the current Year 6 than in previous years. The second reason is that the more able pupils are not always sufficiently challenged in lessons to achieve the higher levels of scientific thinking.

101. At Key Stage 1, pupils can name correctly the major parts of the human body, such as the limbs, the heart and the skull. They classify fruits and vegetables appropriately and can distinguish animals by their characteristics, such as their number of legs or whether they are covered by scales, hair or fur. Pupils in Year 2 list the factors which distinguish living and non-living things. The higher attaining pupils know that all living things feed, grow and reproduce. They know how to make a working electrical circuit and that the circuit must be closed in order to light a bulb. Pupils list sources of light and sound, and carry out experiments to investigate how the volume of sound diminishes the further the ear is from the source of sound. Indeed, much investigation work takes place in this key stage and higher attaining pupils have some opportunities to record their work independently. However, there is a considerable use of worksheets which are completed by all pupils, regardless of their capabilities. Whilst this approach has its place, evidence suggests that higher attaining pupils are too often asked to undertake work which does not challenge them to think beyond average levels. Pupils in this key stage develop a good range of scientific vocabulary. For example, they know the meaning of the word 'predict', and apply the word well when they explore how a tuning fork 'vibrates' to produce sound. Pupils make appropriate deductions from their experiments and some write sensible reports about how they have come to their conclusions.
102. Pupils at the beginning of Key Stage 2 in Year 3 develop their knowledge of science well. They tackle a wide range of topics in a variety of interesting ways during the course of the year. There are good opportunities for pupils to undertake independent research and writing. For example, they write interesting descriptive pieces about the workings of the ear and include in their writing evidence of their understanding. Some detailed written work includes pupils' independent thoughts about how the brain interprets the sense of taste. Pupils use their skills of classification well to investigate both man-made and natural materials. For example, they describe the properties of plastics, sand, metals and even a tin can. In Years 3 and 4, pupils learn how to separate mixtures, for example, of sand and gravel. They use filter papers and evaporation to undertake some of their work and then write about how their experiments were carried out. However, in contrast to Year 3, little independent thought is applied to this work since all pupils are required to record observations almost identically.
103. Pupils in Years 5 and 6 appropriately improve their scientific knowledge and understanding at an increasing rate of progress. Average and higher attaining pupils name the major organs of the body, such as the lungs, the liver, the brain and the kidneys, and can describe the functions of some of them. Only higher attaining pupils describe the essential relationship of oxygen and carbon dioxide exchange between the heart and the lungs. Most pupils understand the word 'insulator' as applied to electricity. Pupils' knowledge and understanding of forces, their sources and effects, are limited, although they can describe the effects of gravity. All pupils are clear about the properties of solids, liquids and gases, and some higher attaining pupils describe clearly how steam condenses to a liquid, for example, when meeting a cold surface such as a window pane.

All pupils can recall some experiments they have carried out, but most find it difficult to relate those experiments to the acquisition of scientific knowledge. This is because pupils are required, more often than not, to copy out experimental procedure as a whole class and not to extend their own scientific thinking and problem solving capabilities through independent work.

104. Pupils throughout the school have good attitudes to their science work, and their attitudes are particularly good when they are engaged in work of a practical nature or first-hand experience. For example, pupils in the reception class became totally absorbed in watching coloured ice cubes melt in hot water, and Year 2 pupils are amazed when a vibrating tuning fork causes water to splash. Pupils throughout the school listen well to their teachers and then settle quickly to the tasks they are asked to do. Occasionally there is some noise in the classrooms, but this is caused more by pupils' own sensible discussion about the work in hand rather than any wish to upset the progress of the lesson. Most written work is presented well, showing that pupils take a pride in their work. In nearly all lessons observed, pupils work together well and share their ideas and equipment.
105. The quality of teaching is good overall. There is no unsatisfactory teaching and some teaching in Key Stage 2 is very good. All teachers have very good relations with their pupils, and this factor does much to enhance the quality of the lessons and the progress that pupils make. Teachers plan their lessons over a period of time to cover an increasingly wide range of scientific information and knowledge. This is a significant factor in the improvements in standards that have taken place, and is directly attributable to the help afforded to teachers by the good scheme of work and the sharing of ideas and effective strategies between the staff. Nevertheless, sometimes teachers are not clear about what it is the pupils are to learn, nor are pupils made clear about the purpose of the lesson. Greater emphasis is now put on the practical aspects of science and this promotes pupils' learning well.
106. In the best lessons, teachers remind pupils of previous learning by asking pertinent questions and then build on pupils' knowledge and understanding. They ask pupils to do tasks which pose demanding problems and which give pupils opportunities to practise skills they have acquired in other parts of the school curriculum. For example, in one very good lesson in Key Stage 2, the teacher reminded pupils of the properties of materials through getting them to build a vocabulary list which included words such as 'transparent', 'flexible', 'rigid' and 'absorbent'. The teacher questioned the pupils to draw out their understanding of the words they listed, such as 'fragile' as applied to glass. One child said "It means really, really delicate". The tasks given to the pupils arranged in ability groups appropriately gave pupils the opportunity to further research the meanings of the word list, yet also to investigate the word 'insulate' as applied to heat retention. In this way, each pupil was challenged at a level appropriate to his or her level of ability and made a good rate of progress.
107. All teachers have high expectations for pupils to listen and behave well, but not enough emphasis is given in some lessons to the need for high quality finished work. Indeed, evidence from books shows that some pupils rarely complete the work set, despite the teacher writing in the books reminders at the end of the work. This usually happens when the pupil has had to copy down a long piece of writing into his or her book. Similarly, the work given to higher ability pupils does not always take their learning forward at an appropriate rate because it is too easy. Some teachers use the end of a lesson to evaluate and assess what pupils have learned in the lesson. This is a good strategy to consolidate pupils' learning. However, this approach is not consistent and is not always rigorous enough. The use of information and communication technology to enhance the



science curriculum is improving, but there is still some way to go before it is effectively incorporated on a day-to-day basis.

108. The subject co-ordinator has worked hard to improve the quality of learning in science, with some considerable success. Teachers are now more confident to teach science. Indeed, teachers' subject knowledge and confidence to teach the subject is much improved. Available resources are used well to support lessons and there is a corporate desire to raise standards further. However, there is a need for higher attaining pupils to be more consistently challenged in their lessons, for all pupils to undertake more independent writing, and plan and record their own investigations. All aspects of the National Curriculum are taught, but there is a need for regular revision of previous work so that pupils' knowledge and understanding are reinforced.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Achievement at the end of both key stages is below the national expectation.
110. By the end of Key Stage 1, pupils write short pieces of text, for example, to create a display on 'Celebrations'. They know that their work can be saved and retrieved. Pupils use a graphics program effectively to illustrate their work. They know that the floor robot can be controlled by programming and learn how to control it by giving simple instructions. Pupils use a CD-ROM to play simple number games. They have some knowledge and understanding of the use of technology in the real world, such as tape recorders. Although pupils in Key Stage 1 have a sufficient range of experience in the subject, their skills are not well enough developed by the end of the key stage.
111. At the end of Key Stage 2, pupils produce short pieces of writing using different fonts and sizes of text, such as in poems on the theme of anger. They can save, retrieve and redraft their work and illustrate it using clip art. However, pupils' knowledge about designing and creating a page, such as making a poster, are underdeveloped. Their ability to use data handling programs for a variety of purposes is also underdeveloped, for example, to produce graphs and charts to illustrate their findings of a survey on birthdays. Pupils research information from a CD-ROM, for example, about the human body, but they have no experience of creating their own multimedia presentation. They know about the Internet and understand it is a worldwide source of information. They demonstrate a sound knowledge and understanding of the use of technology in the real world, such as video recorders and play stations. However, pupils' knowledge and understanding of control technology are limited. They have limited experience of three-dimensional control and of how to use a computer-controlled sensor to measure, for example, light intensity. Pupils demonstrate knowledge and understanding in all areas of the subject but at too low a level for their age.
112. As very little direct teaching of the subject was seen during the inspection it is not possible to make a judgement on the quality of teaching. Teachers are aware of the need for equality of opportunity and they make sure that all boys and girls have a fair turn, including those with special educational needs and those learning English as an additional language. Teachers' planning describes a sound range of experience and opportunities for pupils to use the computer to support other subjects, such as data handling in science. However, teachers' confidence and expertise in the subject are not yet consistently high enough through the school to put their plans to good effect. Overall, expectations of standards are not high enough to enable pupils to reach expected levels of attainment. Pupils in the early stages of Key Stage 1 have regular opportunities to learn how to use the computer and the range of tasks it can be used for. They are usually keen to learn and enjoy any successes. Reluctant pupils have opportunities to observe others and gain confidence by learning from them. Pupils work well with the

nursery nurse, making good gains in knowledge and understanding. However, as pupils move into older year groups, the time each pupil has to learn and practise their skills is too little for them to make progress fast enough. Pupils in upper Key Stage 2 have not had enough consistent teaching in the past for them to catch up to the expected level of knowledge and understanding.

113. Pupils enjoy the subject and are keen to learn. They work well both individually and in small groups. They behave well, take turns and help each other. Pupils are interested in their work and can concentrate for a good length of time when they have the right level of support. This contributes to their personal development. They form constructive relationships when working in pairs.
114. The subject co-ordinator is very enthusiastic and has a commendable level of knowledge and expertise. She works hard to support colleagues. The school now has a good quality policy and scheme of work. The latter appropriately lays the foundations for the curriculum to be taught in a progressive way so that pupils can systematically build on their skills. Assessment procedures are not yet well enough developed for teachers to be able to track the progress of individual pupils, and opportunities for learning are not yet sufficiently organised to have the desired impact on all pupils' attainment.
115. The school has benefited from the provisions of the 'National Grid for Learning'. It is now satisfactorily resourced with computers and has access to the Internet. The co-ordinator will spend her half-term week on a course building a computer, which the school will be able to keep. The subject is appropriately identified for close attention in the school development plan. Development planning is thorough and detailed and includes plans for further staff training supported by 'New Opportunities' (lottery) funding. The school's cramped accommodation places constraints on the teaching of the subject. The provision of a new classroom, scheduled at the time of the inspection, is designed to ease the situation. The provision for information and communication technology has improved since the last inspection. The co-ordinator's subject knowledge, the scheme of work, better resources and development planning for next year place the school in a good position to raise standards.

## **ART**

116. A total of only four art lessons were seen during the course of the inspection, but further evidence was gathered from looking at a wide range of previously completed work on display and in portfolios, and from talking to pupils and staff. All pupils make satisfactory progress in both key stages, with the result that the standard of their work is generally in line with that normally found for pupils at the ages of seven and 11. These judgements match those made at the last inspection. Pupils with special educational needs are set appropriate tasks, for which they are well supported, so that they make sound progress.
117. The work of all pupils becomes progressively more precise and thoughtful, so that they learn to appreciate, interpret and try for themselves some of the techniques used by well-known artists. The use of the work of famous artists to exemplify technique and representational art is a particular strength of the curriculum. For example, records seen of recently completed work show paintings and sculptures in the styles of Kandinsky, Klimt and Seurat, amongst others. Consequently, pupils' experiences of art in both two- and three-dimensional forms are good.
118. Pupils in the reception class carefully observe and distinguish facial features in their portraits of each other. Year 1 pupils experiment with primary colours and learn how to mix them to produce tones in a range of secondary colours. At Key Stage 1, pupils

already have an idea of shape, colour, line and texture. Year 2 pupils show these skills when they paint attractive pictures of cats in the styles of Van Gogh and Warhol.

119. By the time they reach the age of 11 most pupils show particular skills in their close observational drawings and in representing mood and feelings in their paintings. Some particularly effective pencil drawings of a training shoe showed the skills with which pupils represent tone, shade and proportion. In a series of lessons in a Years 4 and 5 class, pupils use their skills well to blend pastel colours when copying work by Kandinsky. They talk about the feelings engendered by his paintings and why he used particular combinations of shapes and colours. By this age, pupils evaluate and refine their work to ensure that it meets with their intentions. Some of the oldest pupils in the school are particularly skilled at using colour, tone and shade, for example, to create abstract designs which represent happy, lively or sad moods. They skilfully create paintings and drawings which express movement, and use the work of Toulouse-Lautrec as a basis for their work.
120. Pupils throughout the school enjoy their artwork, whether they work individually or in groups. For example, pupils in Year 2 concentrate equally well and talk sensibly about their work when they create papier mache models of cats, and when they use imagination to produce interesting Picasso style paintings in Year 3. "I'm painting in his blue period, you know," said one hardworking pupil. Pupils listen carefully to their teachers and converse quietly with each other, usually about technique and effect of the work in hand. During art lessons, the classrooms are usually calm, with a quiet hum of concentrated activity.
121. The teaching of art is satisfactory, with some good teaching evident. Teachers use the scheme of work well to plan their lessons, and good use is made of available resources. Where support staff or volunteers are available these are used well to assist in supporting small groups of pupils or individuals. The work in lessons is appropriately challenging, sometimes particularly so, for example, in a Key Stage 2 lesson on Kandinsky's work. Teachers try to build on pupils' skills as they move through the school, often successfully. Just occasionally, tasks set are too easy, for example, when the teacher accepts paintings done only in primary colours despite most pupils' ability to mix paints to produce their own secondary colours, shades and tones. Good use is made of whole school topics for pupils to explore a wide range of artistic techniques. For example, one topic about hats gave good opportunities for pupils to explore and learn about collage, sculpture and painting, and to explore the work of Seurat, Klimt and Beaton. Artwork in the school contributes well to pupils' cultural development, but there is little opportunity for pupils to use computers as part of their art work.

## **DESIGN AND TECHNOLOGY**

122. When the pupils leave the school at 11 their knowledge and understanding of design and technology processes is typical for pupils of their age. All pupils, including those with special educational needs and those learning English as an additional language, demonstrate expected levels of knowledge and skill and have had the experiences of using a wide range of tools and materials. Pupils design and make a variety of artefacts in card, plastic, wood, fabrics and food. They use a good variety of techniques to shape, join, fasten and finish models. Many of their designs support work in other subjects.
123. Pupils in Key Stage 2 make models to reflect the current and past environment. These models are nicely proportioned and finished. For example, pupils have fun making costumes in the Tudor style. A collection of Greek vases demonstrates careful work in clay in the style of the Ancient Greeks. Pupils in upper Key Stage 2 make masks for Shakespearean characters. These are carefully moulded in polystyrene foam and



attractively decorated to represent characters such as Puck, Titania or Bottom from 'A Midsummer Night's Dream'. They are very thoughtfully finished using a wide variety of decorative materials and techniques, such as with sequins, ribbon, paper, fabric and wire, to portray the individual character. The masks proved to be successful when worn in a school concert. Pupils could evaluate the success of their designs from the response of the audience. Pupils in early Key Stage 1 design a special memory box to contain photographs and keepsakes of their young lives. These are carefully made and finished to each pupil's specification, often having carefully used numeracy skills to measure out the materials. Pupils in Year 1 make a self-published book about 'Mothers and Babies' which successfully introduces information and communication technology into the design and technology process. Pupils in Year 2 design a model of a cat to illustrate their story of 'The Mousehole Cat'. These are carefully designed and are attractive, and the more powerful medium of modroc is used in their construction. Overall, pupils' understanding of the process of recognising a design need, designing, making and evaluating is satisfactory.

124. The quality of teaching and learning is good. Pupils enjoy the subject and talk enthusiastically about the work they have done. They respond very well to design challenges and express ideas with confidence. Teachers have sufficient knowledge and understanding to teach the topics planned for their year group. Their planning clearly shows the point of the lesson and appropriate activities for pupils to undertake, such as when taking cereal packets apart to see how they are made, and to help pupils to plan and make their own packets. Lessons are well organised, with due regard given to safety. Pupils show interest, work hard and enjoy success. They organise themselves very well in the cramped conditions of some classrooms, and take a good level of responsibility for organising themselves and tidying up. Long-term planning indicates activities which provide experience of a satisfactory range of tools and materials, and which are designed to develop in pupils an appropriate range of skills.
125. The co-ordinator is well qualified and enthusiastic. The scheme of work ensures that pupils cover the required range of work. Procedures for assessing pupils' progress fulfil requirements and are effective. An outstanding feature of the provision is a project on 'Fantastic Hats' carried out in partnership with an artist in residence. Pupils in upper Key Stage 2 designed and made hats in the style of famous artists, such as Gustav Klimt, Kurt Schwitters and Bridget Riley. This gave pupils good opportunities to study the work of famous artists for a design purpose. The results were imaginative, individual, varied and delightful. They were exhibited at a local art gallery for a period of time. A photographic record of pupils' work demonstrates a range of work of satisfactory quality and variety, with some outstanding examples.
126. The school has made good progress since the last inspection. Teachers have developed a satisfactory level of confidence and expertise. The co-ordinator is well qualified, has developed a thorough scheme of work and provides continuing support for colleagues to make sure the curriculum is properly taught. The school is well placed to continue improvement.

## **HISTORY AND GEOGRAPHY**

127. As the subjects were not being taught to most age groups during the inspection, only three lessons were observed in these subjects, two in geography and one in history. Discussions were held with two groups of Year 6 pupils and with the teacher who co-ordinates both subjects. Teachers' planning and work completed since September 1999 were examined. The evidence indicates that pupils attain appropriate standards in both subjects at the end of Key Stage 1. At the end of Key Stage 2, achievement in

geography is as expected for 11 year olds, but in history achievement is slightly below expectations.

128. Younger pupils in Key Stage 1 learn to distinguish between old and new kitchen equipment. They learn about the seasons of the year and their typical weather patterns. At the end of the key stage, pupils begin to learn about some significant events of the past and famous people such as Grace Darling. In geography, pupils are introduced to map skills as they portray their routes from home to school. Effective links are made with work in mathematics and information and communication technology when producing pictograms showing pupils' modes of travel to school. Opportunities are taken to study a contrasting locality when families take holidays in other parts of the country. However, some of the work is rather superficial or lacking in subject content, for example in pupils' colouring of treasure maps or pictures of the Mayflower.
129. At the beginning of Key Stage 2, pupils make significant progress in their learning in both subjects. They learn about the Vikings and study Britain since 1930. They are very interested in the work on the Second World War and relate the experiences of older relatives to whom they have spoken. They develop well the skills of comparison as they contrast life at that time with life today, for example, in games played in the playground. Pupils develop empathetic understanding of those experiencing hardship when evacuated from large cities. In geography, pupils learn about water and know how pollution can occur. They study the weather, making accurate observations using a range of instruments, such as anemometers, thermometers and rain gauges. Pupils learn about their own locality, past and present, contrasting it with Malham in Yorkshire. Skills in using maps advance steadily as pupils learn to use scales, keys and grid references. Pupils' learning is enhanced by suitable homework tasks which they attempt enthusiastically.
130. Pupils continue to make satisfactory progress in learning geographical skills and, by the end of the key stage, use four-figure map references competently. They estimate distances on a map accurately by referring to the scale. They learn about contrasting regions of the world and about rivers, but not in any great detail. Pupils have visited a nearby canal in connection with the 'Waterways Challenge' project. They carried out an interesting range of investigations well, but most of the work was scientific rather than geographical. However, they know how to assess the quality of an environment and suggest ways in which it could be improved.
131. Progress in learning historical skills is slower towards the end of Key Stage 2 and pupils' knowledge and understanding of history are less than might be expected. Pupils have a good understanding of the cause and effects of the various invasions of Britain that have taken place, and of the legacy of such events. They have studied the life of William Shakespeare as well as his works, but some pupils find it difficult to place his life at the correct point on a timeline. Pupils have insufficient understanding of the sources of evidence that are appropriate or reliable in studying particular periods of history. Their knowledge of historical vocabulary is limited.
132. All the teaching observed in these two subjects was of younger Key Stage 2 pupils. The overall quality of both teaching and learning is good, with no unsatisfactory lessons. Teachers use primary and secondary sources of evidence to engender lively interest in their pupils. They adopt a clear teaching style and use questioning effectively, for example, when examining population changes in Accrington and Malham. As pupils are interested and experience a good range of enjoyable activities, many of which are practical in nature, they often become fascinated with aspects of their work. A very good lesson about temperature made effective links with a number of other subjects. Information and communication technology was used to record temperatures, and the

resulting bar charts and line graphs were interpreted. The concept of negative numbers arose as the temperature of ice was measured and scientific understanding advanced as changes of water to steam and ice were discussed. Written answers to a series of questions provided opportunities for the teacher to consolidate or extend pupils' literacy skills.

133. It is evident that the limited standards of attainment in these two subjects are principally a result of inadequate curriculum time rather than a consequence of the quality of teaching. In Years 5 and 6, in particular, a very low proportion of time is available. This necessitates either a superficial coverage of several areas from the programme of study or better coverage of fewer topics. Opportunities to enhance historical and geographic understanding through other subjects are under-developed. For example, letters and diaries from past ages, or accounts of life in other parts of the world, are little used as texts for study in the Literacy Hour. Both subjects are co-ordinated by the same teacher, who is very aware of areas of weakness. She is planning to revise the schemes of work as new national requirements become known, particularly to ensure a progressive development of skills in each subject. At present the schemes give insufficient attention to the varying needs of the different age groups in some of the Key Stage 2 classes.

## MUSIC

134. Only three lessons were seen in music. Further evidence was obtained from talking to pupils and staff, from listening to recordings of past musical activities, and from hearing pupils play instruments. It is clear that pupils experience a satisfactory range of musical activities to help them to make sound progress in this subject. Although teachers successfully plan lessons to include all the elements of the programmes of study, they are constrained by the lack of a detailed scheme of work to help them in this task.
135. In Key Stage 1, all pupils, including those with special educational needs and those who speak English as their second language, make sound progress. Reception class pupils listen carefully to recordings of 'Stranger on the Shore' and to music from Africa. They make discerning comments about the feelings engendered by the music. For example, pupils use the words 'quiet' and 'restful' to describe the first piece, and one pupil described the singers in the African piece as 'making patterns with their voices'. Pupils of this age use simple percussion instruments to beat time satisfactorily to a song they know well. Pupils in Year 1 accompany their singing with appropriate actions; for example, when learning about high, medium and low sounds as they sing a song about the three bears. They practise and perform songs with improving quality, although a minority do not take part as well as they might.
136. Insufficient evidence is available to make a judgement about the progress of pupils in Key Stage 2. However, in the one lesson seen in this key stage, pupils showed by their playing of percussion instruments that they understand the meaning of dynamics, and they could follow a simple notation to play percussion instruments. Some pupils have specialist instrumental tuition in brass instruments. They make good progress and take part well in assemblies and whole school music and drama productions. For example, in a recent millennium celebration, brass instrumentalists introduced a drama about space. A good number of pupils in Key Stage 2 learn to play recorders. They play well together and are often accompanied by percussion players, for example, to accompany a 16<sup>th</sup> century dance performed by pupils in Year 6.
137. Most pupils enjoy their music making and their studies of music, particularly in Key Stage 1. They take an interest in listening to recorded music and in opportunities to perform. Opportunities to play tuned instruments, such as in recorder groups as an extra-curricular activity, help pupils to work together and to gain self-esteem. However, in the one lesson

seen in Key Stage 2, many pupils pay less attention to their work, despite the good efforts of their teacher to help them concentrate.

138. Teaching in Key Stage 1 is very effective; one lesson seen was excellent. In this lesson, the teacher's control of the pupils was total. Expectations of pupils to listen were of the highest order, so that they were absorbed in listening to and thinking about the music they heard. Through carefully chosen vocabulary, the teacher successfully challenged the pupils to express their own ideas and introduced new musical words appropriate to each pupils' level of understanding. Consequently, the quality of learning was also excellent and a very good contribution was made to pupils' cultural and literacy development. There is insufficient evidence to form a judgement about the quality of teaching in Key Stage 2. In the one lesson seen, the teacher successfully used Holst's 'Mars' from the Planet Suite as a basis for pupils to extend their learning about timbre and dynamics. There was an appropriate range of activities for the pupils to enjoy but too much time was taken in giving out instruments. The pace of the lesson slowed and some pupils lost interest.
139. Currently the subject suffers from the absence of a co-ordinator. The school recognises the need for a replacement and for the subject to be developed, initially by implementing a well-constructed scheme of work which is understood by all teachers, and hopefully includes opportunities for pupils to use information and communication technology as part of their learning in music.

## **PHYSICAL EDUCATION**

140. At the time of the last inspection there were some deficiencies in this subject in Key Stage 2. Some teachers lacked expertise and consequently their teaching was unsatisfactory. As a result, pupils made insufficient progress through the key stage. The position is now much improved. Teachers present their lessons confidently and pupils make good progress in gaining skills and understanding, attaining standards which are as expected at the end of each key stage.
141. In Key Stage 1, the programme includes gymnastics, dance and games. To these are added athletics and outdoor adventurous activities in Key Stage 2. Currently no swimming lessons are provided. During the inspection, lessons were observed only in gymnastics, dance and indoor games.
142. Pupils in Year 1 show a good sense of space, using the whole area of the hall well. They stop a large ball with their feet before kicking it accurately to a nearby partner. Pupils in Year 2 show good control as they bounce a ball and are beginning to know how to use the inside of the foot to control the movement when kicking it. Their learning progresses well, as there is an emphasis by teachers on developing such skills.
143. At the beginning of Key Stage 2, pupils display high levels of responsibility and a good awareness of safety as they help to assemble apparatus in the hall. They travel across trestles, tables and mats using their hands and feet well. Forward rolls are mostly executed neatly. Pupils are very confident and sometimes adventurous as they move on and off pieces of apparatus, with many striving to perform to the limit of their capability. They work hard to improve the quality of sequences of movements.
144. Year 6 pupils are sensitive to changes in mood of the music to which they dance. Their ability to compose and control their movements is variable. Many achieve a high level of co-ordination and poise. Pupils work effectively in pairs, mirroring each other's shapes and gestures. Pairs tend to be single sex and a few, mostly boys, have an insufficiently serious attitude to improving their performance.

145. Teaching is always at least good and a half of it is very good. Lessons are well planned to include a 'warm up' which enables pupils to undertake vigorous activity and to note the effect this has on their bodies. Teachers have established very effective routines. These ensure that no time is wasted so that pupils have the maximum amount of time possible to practise their skills. A particularly strong feature is the praise and encouragement given to those who are less confident or less able physically to perform particular movements. When this is combined with a challenge to each pupil to perform at a higher level, pupils strive to improve their skills and there is significant progress in the course of the lesson. These were features evident in very successful lessons for Year 2 and Year 3 pupils. There are very few unsatisfactory elements in lessons in this subject. Occasionally, the activity is not energetic enough to render pupils breathless. In one class, the teacher is too tolerant of pupils' conversation as she gives instructions. As pupils have not listened well enough, they make less improvement than they otherwise would.
146. There are good opportunities for pupils to increase their skills in extra-curricular clubs and activities. These vary according to the season but include football, netball, cricket and athletics. A very popular cross-country club makes good use of the school field. Good relationships with a prominent local football club have led to courses being run at the school during holiday periods. Despite the generally cramped accommodation, facilities for physical education for all pupils, apart from those under the age of five, are adequate, but some equipment is rather worn.