

INSPECTION REPORT

Holme Slack Community Primary School

Preston

LEA area: Lancashire

Unique reference number: 119234

Headteacher: Mrs C Jobling

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 5th – 8th June 2000

Inspection number: 195703

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Manor House Lane
Preston
Lancashire

Postcode: PR1 6HP

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Appropriate authority: The governing body

Name of chair of governors: Mr A Jackson

Date of previous inspection: 27th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Storer	Registered inspector	Mathematics Art Physical education English as an additional language	What sort of school is it? - characteristics - improvement - effectiveness How high are standards?
Mr T Clarke	Lay inspector		Attitudes, behaviour and personal development Spiritual, moral, social and cultural development Attendance How well school cares for pupils Partnership with parents Accommodation and resources
Mrs M Palmer	Team inspector	Children under five English Music	Teaching and learning
Mr D Matthews	Team inspector	Science Design and technology Religious education	Leadership and management
Mr M Barrand	Team inspector	History Information and communication technology Equal opportunities	
Mr G Wallace	Team inspector	Geography	Curricular and other opportunities
Mrs A Dakin	Team inspector	Special educational needs	Assessment

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holme Slack Community Primary School is situated near to the centre of Preston. The majority of pupils are from homes in the immediate locality, although a number come from further afield to attend the school's special unit for hearing-impaired pupils. Children entering the school come from diverse social and ethnic home backgrounds. A considerable number of families experience hardship in their lives. There are 43 per cent of pupils entitled to free school meals, a proportion above the national average. The school is popular with parents and is almost fully subscribed. There are currently 246 pupils on the school roll. This is a bit bigger than the average primary school. Children's attainments on entry to the reception class vary widely but are below average overall. The percentage of pupils identified as having special educational needs (28 per cent) is above the national average and the number of pupils with Statements of Special Educational Need is well above average for a school of this size. The percentage of pupils from homes where English is an additional language (18 per cent) is high, although only one pupil is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

The school is effective. By the age of 11 most pupils other than those with special educational needs are achieving nationally expected standards in English, mathematics and science. The school's results are well above average overall when compared to those of similar schools. The quality of teaching is improving. There is good teaching throughout the school and over half of the lessons are good or very good, particularly in Key Stage 2. The headteacher provides very good leadership. She receives sound support from the governing body and together they have improved aspects of leadership and management. They have a clear view of the way ahead and are committed to school improvement. The school provides good value for money.

What the school does well

- The headteacher provides very effective leadership that is taking the school forward rapidly.
- The school's response to the National Literacy and Numeracy Strategies is raising standards. This is particularly evident in mathematics throughout the school.
- There are frequent examples of good teaching throughout the school. In Key Stage 2 and in the unit for hearing-impaired pupils teaching is good or very good in a high proportion of lessons.
- The ethos¹ for pupils' learning is of a very high quality. Staff are committed to helping all pupils to achieve and this reflects the school's increasingly successful motto 'our children can'.
- The school provides a rich curriculum that is further enhanced by a very good range of extra-curricular activities and by effective links with parents and the wider community.
- The arrangements for pupils with special educational needs work well. These pupils are fully integrated into school life, the quality of their learning is good and most make good progress.
- Pupils have very good attitudes to school. They behave very well and work hard.
- The school's provision for pupils' personal and social education is very effective; pupils form very good relationships with their teachers and with each other that improve the quality of their learning.

What could be improved

- By the time children are five years old the standards that they attain are below average.
- Pupils' standards in writing are well below average by the age of seven and below average by the age of eleven.
- Teachers' assessments do not show what children under five need to learn next or how standards in writing could be improved throughout the school.
- Teachers' strategies for managing pupils with emotional and behavioural difficulties are not fully effective in some classes in Key Stage 1.

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

¹ Ethos – climate for learning that includes a commitment to high standards, good relationships high expectations and a belief in pupils capacity to succeed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the last inspection. The leadership provided by the headteacher and key staff is even better than it was. Arrangements for monitoring standards and quality are more rigorous and are contributing to improving pupils' achievements. The overall quality of teaching has improved. The proportion of good and very good teaching is higher, particularly in Key Stage 2, and the teaching of the basic skills of literacy and numeracy is better throughout the school. Standards in design and technology, geography and history have improved. By the time that they leave the school pupils are achieving appropriate standards in these subjects. Teachers' curriculum planning is more effective. This provides all pupils with rich learning experiences and ensures that children under five and pupils throughout the school receive the full curriculum to which they are entitled. The school has introduced procedures for assessing pupils' attainment in English, mathematics, science and some other subjects at half-termly, termly or yearly intervals. This enables the school to track pupils' progress more carefully. However, there is still work to be done in this area as this does not yet extend to all subjects, to daily or weekly assessment of children under five or to teachers using assessment information effectively to identify weaknesses in pupils' writing. The school's provision for pupils' moral and social development has continued to improve so that with the exception of some pupils with emotional and behavioural difficulties the majority of pupils behave very well. There are improved individual education plans for pupils with special educational needs so that work is better matched to the needs of pupils with learning difficulties. Opportunities for integrating pupils with special educational needs into the life and work of the school remain of high quality and are very well planned. The school provides parents with more information about the content of the curriculum, current developments and targets for their children and so enables parents to be more involved in their children's learning.

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

The most recent National Curriculum tests indicate that pupils' attainments were in line with the national average in English and science and below average in mathematics. When compared with similar schools pupils' results were well above average overall, although mathematics was slightly below English and science. These results reflect the work of the school. The majority of pupils achieve satisfactory standards in relation to their age and prior attainment. Of the pupils capable of attaining the nationally expected standard most did so and a number of pupils attained above average scores, particularly in science. This is broadly consistent with standards in the current Year 6 class, although standards are set to improve in mathematics. A greater proportion of pupils are on course to attain or exceed the nationally expected standard. This is because of the school's successful introduction of the National Numeracy Strategy with greater emphasis on problem solving and better provision for higher attaining pupils. Over the last four years results have improved in line with the national trend, although there has been a marked acceleration in the rate of improvement in the last two years. Pupils' attainments in information and communication technology are in line with national expectations and standards in religious education are consistent with those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects. The school has already achieved its targets for raising attainment this year. Future targets may need to be revised in order to maintain the pace of improvement or to meet the specific needs of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are enthusiastic, eager to learn and willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. The great majority are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils are mature and responsible in their approach to school life. Relationships at all levels are very constructive and there is a high degree of racial harmony.
Attendance	Well below average in the last complete year. However, there is evidence of sustained improvement during the current year.

Pupils' attitudes, values, relationships and personal development are strengths of the school that have a considerable impact on the quality of their learning and on the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 overall quality of teaching is good. There are examples of good and very good teaching throughout the school. During the inspection just over half of the teaching was good or very good, though this was most evident in Key Stage 2 where seven out of every 10 lessons were of this quality. Seven per cent of lessons were unsatisfactory. There was a small amount of unsatisfactory teaching in both key stages. The teaching of the basic skills of English and mathematics is good throughout the school and standards in these subjects are improving. There is, however, scope for improvement in the teaching of writing in both key stages. A consistent strength of teaching in the Early Years and in Key Stage 2 is teachers' effective management of their pupils. Teachers ensure that pupils are interested, concentrate well and become increasingly independent. Teachers in Key Stage 2 have high expectations and there is a greater emphasis on pupils learning by problem solving and enquiry. This improves the quality of their learning. This aspect of teaching is more variable in Key Stage 1 where the management of pupils with emotional and behavioural difficulties is unsatisfactory in some classes. Teaching meets the needs of most pupils. There is evidence that teachers are beginning to adapt daily and weekly plans as a result of their ongoing assessments. This is particularly apparent in mathematics and some aspects of English and science. Teachers plan tasks on the basis of what pupils know, understand and can do and this improves pupils' progress in some lessons. However, there is a need to improve the assessment of pupils' writing in order to raise standards further. The teaching of pupils with special educational needs is effective. They make good progress and achieve appropriate standards in their work in both key stages. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English, mathematics and science, but this does not always extend to other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets National Curriculum requirements and is made richer and more stimulating by a very good range of educational visits, visitors, extra-curricular activities and competitive sports.
Provision for pupils with special educational needs	Good; provision complies fully with the Code of Practice ² and ensures that pupils with special educational needs are fully integrated and make good progress towards targets in their individual education plans.
Provision for pupils with English as an additional language	Though many pupils are from homes where English is an additional language, few (one this year) are at an early stage of English language acquisition. Provision and support in this area are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: moral and social development are particular strengths and contribute to the school's strong and positive ethos, within which the personal development of pupils receives particular emphasis.
How well the school cares for its pupils	This is a caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour is particularly effective.

The school works in effective partnership with parents. By giving their support at home and in school parents contribute positively to their children's learning and achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide good leadership. They have a view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities	Governors are appropriately involved in the management of the school. They are supportive of the headteacher and staff and discharge their statutory responsibilities.
The school's evaluation of its performance	There is increasingly rigorous monitoring of the quality of teaching and learning by the headteacher, senior staff and governors. This is having a positive impact on the school development process.
The strategic use of resources	The school's priorities are supported through effective financial planning. The school uses its budget and other grant funding effectively. The school provides good value for money.

The school is managed effectively. The recently appointed headteacher has a strong and positive impact on many aspects of the work of the school. The number of teaching and support staff is good and effectively meets the needs of pupils on roll, particularly those with hearing impairment and other special educational needs.

²Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The teaching is good. • The school is well led and managed. • How closely the school works with parents. • The school helps pupils to become mature and responsible. • Behaviour in the school is good. • Parents feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of work that pupils are expected to do at home. • The information about how pupils are getting on. • Teachers' expectations of what pupils can achieve.

There were 26 questionnaires (11 per cent) returned and 18 parents attended the pre-inspection meeting for parents. Parents' responses were very supportive of the school and of the quality of education provided for their children. A small number of parents expressed concern over some aspects of the school's work. The inspection endorses the positive views of parents but also supports some of their concerns. There are some inconsistencies in teachers' use of homework. These relate to amounts set and to the range of subjects covered. However, homework generally relates quite well to pupils' on-going work and so contributes appropriately to their attainments. The pupils annual progress reports meet statutory requirements, although there is scope to improve format and the content so as to give parents clearer information about what pupils know, understand and can do and how they might improve. Teachers in Key Stage 2 have high expectations of what pupils of different levels of attainment can achieve. This contributes to the success of their teaching. This aspect of teaching, though developing throughout the school, is not so strong in the Early Years and in some classes in Key Stage 1.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception class most attain standards that are below average for children of this age. Children in the reception class make satisfactory gains in all areas of learning³. However, by the time that they reach statutory school age most do not fully attain the Desirable Learning Outcomes⁴, though older and higher attaining children are making a start on the National Curriculum programmes of study, particularly in English and mathematics.
2. The most recent National Curriculum tests and assessments at the end of Key Stage 1 in 1999 showed that standards in relation to the percentage of pupils attaining or exceeding nationally expected levels were below average in reading and well below average in writing, mathematics and science. Pupils' average points score⁵ was well below average in all subjects. This is because of the relatively high numbers of pupils who attained below the nationally expected level or at the lower end of the expected Level 2 range. These results are due in part to pupils' low attainment on entry and to the relatively high number of pupils with special educational needs. The school makes good provision for these pupils and many make good progress during their time in the school and especially in Key Stage 2. In comparison with pupils from similar schools nationally attainment in the 1999 tests was average in reading and writing but well below average in mathematics. The poor comparison in mathematics is because the proportion of pupils attaining a secure Level 2 or the above average Level 3 was well below that found nationally. This resulted in average points scores in Key Stage 1 that were well below those of schools with pupils from a similar background. Inspection evidence is not entirely consistent with the picture of attainment that emerges from the 1999 tests and assessments at the end of Key Stage 1. Pupils' current work suggests that standards, though still below average in comparison to schools nationally, are rising. The school analyses test results more carefully and this has highlighted weaknesses in pupils' reading and mathematics. Measures to strengthen pupils' understanding and use of letter sounds in reading and their competence at problem solving and mental agility in mathematics are beginning to bring about improvements. However, there are weaknesses in the teaching of writing and in this area of English, some pupils could be doing better. There are too few opportunities for pupils to write independently and this reduces the rate at which pupils gain and consolidate skills. Overall standards in English and mathematics are below the national averages, though in both subjects an appropriate number of pupils are on course to attain the above average level. This will raise the pupils' average points score and improve the comparison with similar schools.
3. Inspection findings indicate that by the end of Key Stage 2 pupils' attainments are in line with national averages in English, mathematics and science. This is similar to the position indicated by pupils' average points scores in the 1999 national tests, although in that year results in mathematics were below the national average. In comparison with pupils from similar schools the 1999 results were well above average in English and science and above average in mathematics. The successful introduction of the National Literacy and Numeracy Strategies is improving standards in Key Stage 2. The very favourable comparison with similar schools stems largely from the good number of pupils who attain

³ Areas of learning – These are the components of the curriculum for children under five: language and literacy, mathematics, personal and social development, knowledge and understanding of the world, creative development and physical development.

⁴ Desirable Learning Outcomes – These are goals for children's learning by the time that they enter compulsory education at the age of five. They derive from the areas of learning and mainly refer to literacy, numeracy and personal and social skills.

⁵ Average points score – pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

above average standards in science and from the fact that despite a high proportion of pupils with special educational needs relatively few pupils fail to achieve the nationally expected standard, particularly in science and English. Pupils in Key Stage 2 experience a consistently higher quality of teaching. Teachers' expectations are higher and the consistent use of problem solving and enquiry methods is improving the quality of pupils' learning. Teachers use ongoing assessments effectively to match tasks more closely to pupils' learning needs. This improves the progress that they make, particularly in mathematics and in aspects of English and so contributes to the raising of standards. However, whilst standards in English are average overall, attainment in writing is below average. Teachers use too many worksheets and this reduces the range and scope of pupils' writing. There are also inconsistencies in the way assessments are used to match writing tasks to pupils' prior attainments. This results in some tasks that are insufficiently challenging to move pupils' learning forward.

4. In English, mathematics and science the trend over time is one of standards rising in line with national improvements in these subjects. Since 1997 the rate of improvement in Key Stage 2 has accelerated considerably. The school has already exceeded its own targets for 2000 for raising standards. Given the current results targets will need to be revised in order to maintain the pace of improvement or to meet the needs of particular year groups.
5. Pupils in Key Stage 1 achieve satisfactory standards of literacy and numeracy in relation to their age and prior attainment. In Key Stage 2 pupils' progress at a better rate and achieve good standards. Since the last inspection the school has improved the performance of higher attaining pupils. In English mathematics and science the percentage of pupils attaining at the higher than average Level 5 at the end of Key Stage 2 is higher than it was and in science is above the national average. By the time that pupils leave the school their attainments in information and communication technology are in line with national expectations. Their attainments in religious education are consistent with those set out in the locally agreed syllabus.
6. There are no significant differences in the attainments of pupils of different gender or background and the majority of pupils with special educational needs make good progress. Pupils with hearing impairment, including those with English as an additional language, make particularly good progress in personal and social development, literacy and numeracy. This is due to the consistently good specialist teaching they receive and the very good opportunities for integration with mainstream pupils that greatly improve the quality of their learning. Work is well matched to their needs in integrated classes and based securely on detailed assessment of their prior language abilities. Pupils with specific learning difficulties and speech and language difficulties are diagnosed early on in their education. They make good progress because they receive very good support from knowledgeable assistants who are monitored well by the learning support service. Pupils with hearing impairment and language difficulties also do well because they have good support from the speech and language therapist whose assessments inform communication targets written in individual educational plans. All individual educational plans for these pupils are now monitored and evaluated regularly. The quality of targets in these plans is now good. The targets are specific, measurable, attainable, relevant and time-related. Despite this good level of achievement many face quite profound difficulties that result in well below average standards by the time they leave school. However, some pupils who experience early difficulties go on to achieve nationally expected standards.
7. A number of pupils with emotional and behavioural difficulties make less progress than other pupils with special educational needs in Key Stage 1. When pupils with these difficulties are managed appropriately and consistently they make satisfactory and sometimes good progress in lessons. Conversely, when pupils are inconsistently and inappropriately managed they make unsatisfactory progress. The pupil referral service and

some teachers do not monitor targets in individual educational plans and support staff have insufficient expertise to monitor these targets for themselves. As a result targets are not always specific, measurable or attainable and this makes it difficult for their behaviour to be monitored either by the support staff, the teacher or by the pupils themselves. Pupils with similar difficulties in Key Stage 2 and those with statements in Key Stage 1 make good progress because they have good support.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school, their behaviour as well as their values and personal development are all very good.
9. Pupils like coming to school, a fact confirmed by parents in their answers to the questionnaires. They show enthusiasm and the great majority arrive at school on time and quickly settle down to their tasks whether in the classroom or around the school. Pupils throughout the school show interest in people visiting the school and are eager to talk to them and ask questions. Pupils are interested in the work they do at the school and take part in the many activities that the school provides.
10. The behaviour of most pupils is very good. They are polite and courteous. They hold doors open for adults as well as saying "please" and "thank you". An example of the courtesy shown by pupils took place during two successive whole school assemblies when a pupil noticed that a visitor was standing and without prompting fetched a chair on each occasion. Attitudes and behaviour in the classroom ranged from good to very good, with only a small number either satisfactory or unsatisfactory in lessons in this respect. However, the value added by the very good and sometimes excellent behaviour seen around the school, for example at lunch and at break times, makes the overall behaviour picture very good. There are a small number of pupils with behavioural problems and who sometimes disrupt lessons in Key Stage 1. Such disruption was rarely seen outside the classroom. There is no evidence of disruptive behaviour in the classrooms at the upper end of the school.
11. The behaviour and attitudes in lessons of pupils with hearing impairment are always good and sometimes very good or excellent. The younger hearing-impaired pupils show a capacity for independent learning and make considerable efforts to succeed in lessons. Older pupils persevere with quite difficult tasks and are strongly motivated to do as well as their peers. All pupils whatever their age take responsibility for their own post aural aids. Pupils use their residual hearing very well or lip-read and as a result attend well to the teacher's questions and respond eagerly in all lessons. The classroom assistants support very well those pupils with less confidence and this encourages them to be confident enough to answer questions that are rephrased for them.
12. The majority of pupils with other special educational needs have good attitudes to work and behave well in lessons. Most are interested and pay attention to the teacher when work is set to meet their needs. They follow the class rules, work hard, increase their levels of concentration, learn empathy for others and gain confidence and self-esteem as they progress through the school. Relationships with teachers, support assistants and peers are particular strengths. However, some younger pupils with additional emotional and behavioural needs take too long to settle in lessons, do not follow class rules and do not always show respect for the teacher. This is particularly evident when teachers do not have enough behaviour management strategies and work and classroom organisation does not meet their very specific needs.
13. There is an almost total absence of oppressive behaviour around the school. During the inspection no incidences of bullying, racism or sexism were observed even from those

pupils with known behavioural difficulties. Last year there were seven fixed term exclusions involving four pupils. The governing body uses exclusion appropriately for episodes of violence or for a failure to respond to other agreed measures. Up to the time of the inspection there have been four fixed-term exclusions involving two pupils in the current year so the incidence is falling.

14. Pupils learn to respect each other's feelings and beliefs and they understand the impact of their actions upon others. This contributes to the school's very positive ethos and to the high degree of racial harmony that is evident throughout the school. The policy of integrating pupils from the hearing-impaired centre within mainstream classes increases the understanding of pupils of those with special difficulties. As pupils grow up through the school the mutual respect they have for each other is reinforced through a comprehensive programme of personal, social and health education during which pupils agree their own rules to be kept in each class. For instance, in one circle time for Years 4 and 5 pupils these rules included 'we don't rubbish anything anyone says during circle time' and 'anything said in this lesson stays within this classroom'.
15. The school encourages pupils from an early age to show initiative and to take responsibility and this increases as they get older. Pupils start with carrying out simple chores like helping to tidy up the classroom at the end of lessons and taking the dinner registers to the office. Older pupils help to set up the hall for assemblies by putting out chairs and setting up the overhead projector. Two pupils in turn relieve the receptionist during lunchtime and take telephone calls. This particular responsibility is carried out with enthusiasm, efficiency and confidence. The example of a pupil fetching a chair for a visitor is a good illustration of the increasing confidence of older pupils.
16. Relationships at the school are very good at all levels. With many pupils coming from challenging home backgrounds the school goes out of its way to raise pupils self-esteem, whether it is by providing good quality resources and equipment or by awarding merits or certificates to celebrate pupils' success and achievement. The result is good relationships between pupils and adults and between the pupils themselves. Classroom relationships are based on mutual respect and result in a pleasant but very purposeful working atmosphere. This is particularly apparent in upper Key Stage 2. In the playground pupils interact happily in groups irrespective of age, gender or race.
17. The level of attendance at the school was well below the national average in the previous reporting year. However, the incidence of unauthorised absences was zero. In the current year the school looks like reaching its target of raising the attendance rate by one per cent. Very few incidents of lateness were observed during the inspection and scrutiny of the late book confirmed this pattern. Registers are taken promptly before lessons in the morning and afternoon. The registers are kept correctly and in accordance with current requirements.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. Ninety three per cent of teaching seen during the inspection was satisfactory or better. In Key Stage 1 teaching was good in almost one third of lessons and in a small number of lessons teaching was very good. In Key Stage 2 teaching was good or better in seven out of ten lessons, very good in almost a third of lessons and in a small number of lessons excellent teaching was observed. The seven per cent of unsatisfactory teaching was observed in both key stages. These findings mark an improvement since the last inspection. These improvements can be attributed to the strong commitment to change promoted by the headteacher and shared by the teaching staff. This has resulted in a thorough programme of monitoring and development. A number of weaknesses identified in the last inspection report have been successfully

addressed. These include the development of curriculum planning for children under five to incorporate the six areas of learning, the refinement of planning based on schemes of work and an improved focus on the learning needs of higher attaining pupils. The issue relating to the assessment of pupils' individual progress to inform day-to-day planning has been addressed. However, further development is needed in the early years and in the assessment of writing.

19. The teaching of children under five is satisfactory. The class teacher and support staff place strong emphasis on making children feel welcome and promoting their self-esteem. The class teacher promotes children's social skills well and consistently praises co-operative behaviour. She gives clear instructions and children respond positively. They know what is expected of them and they behave very well. Basic skills in literacy and numeracy are soundly taught, particularly phonics and counting. The teacher generally matches follow-up activities to the learning needs of children of differing attainment and so promotes sound progress, for example in reading. However, although statutory assessments are appropriately carried out, children's ongoing progress is not sufficiently well tracked and on occasions activities are not well matched to pupils' learning needs.
20. In Key Stage 1 teaching is satisfactory overall with a significant minority of good teaching. In Key Stage 2 teaching is good with a significant minority of very good teaching. Teaching is most successful when teachers inspire pupils with a sense of industry, which is clearly evident in their approach to their work, for example when pupils in upper Key Stage 2 undertook river studies in a local field study centre. Teachers successfully engage and maintain their pupils' interests with well presented introductions, well targeted questions and very high expectations of pupils' application, for example in a Key Stage 2 personal and social education lesson. Following a thorough but well-timed discussion the lesson proceeded at a brisk pace, every pupil participated actively and all pupils listened to what others had to say. As a result pupils very successfully reinforced their previous knowledge and achieved greater understanding of the issues.
21. Teaching is effective when teachers have secure subject knowledge and are clear about what they want pupils to learn in the course of a lesson. This is a strong feature of the literacy and numeracy sessions that are implemented effectively throughout the school. A consistently successful strategy is the sharing of lesson aims with pupils. This gives added purpose to pupils' approach to their activities and improves the quality of their learning. However, when teachers are not sufficiently specific about the objectives of the lesson and teaching points are not well made and reinforced pupils' progress is limited. This was a contributory factor in unsatisfactory teaching in an art lesson in lower Key Stage 2.
22. Throughout the school teachers generally manage pupils well whilst maintaining very positive and constructive relationships. This is most marked towards the upper end of Key Stage 2 where teachers maintain high expectations and in response pupils consistently behave very well. This contributes significantly to the learning environment and improved standards achieved by the older pupils. On the occasions when teachers do not ensure that pupils are giving their full attention to the lesson the pace drops and the quality of pupils' learning is affected, as in religious education and physical education lessons observed in the middle years. Moreover, instances were observed when teachers in Key Stage 1 did not successfully manage pupils with particular behavioural difficulties. This adversely affected their learning in the course of the lesson.
23. Teachers use a good range of teaching styles. There is a successful balance between direct teaching of the whole class and interaction with groups and individuals. Classroom organisation is good; resources are usually well prepared before lessons allowing for a prompt start and the maintenance of pace when pupils begin follow up activities, for example in literacy sessions. However, teachers do not always maintain the balance

between spoken and written responses. For example, worksheets are widely used in both key stages as an element of follow-up work in the Literacy Hour. Whilst some are well thought out and stimulating, they do not consistently provide an appropriate level of challenge to pupils and frequently limit the amount of writing pupils need to do, particularly in Key Stage 1. This is unsatisfactory as it restricts pupils' progress and contributes to low standards in writing throughout the school.

24. Teachers know their pupils well and respond to their efforts with consistent encouragement. They demonstrate the value they place on their work by carefully mounting and displaying it throughout the school. This promotes pupils' very positive approach to learning and pride in their work. Throughout the school teachers regularly mark pupils' work. This is particularly effective at the upper end of Key Stage 2 where comments on pupils' work regularly focus on the development of specific skills, ensuring that pupils know how to improve and what to do next. There are some inconsistencies in teachers' use of homework. These relate to amounts set and to the range of subjects covered. However, homework generally relates quite well to pupils' ongoing classwork and so contributes appropriately to their attainments. Most notably from their earliest days in school pupils are encouraged to take home a range of books and this contributes positively to pupils' learning in reading.
25. The quality of teaching and learning of pupils with special educational needs is good overall. It is good and sometimes very good in the hearing-impaired provision, good in Key Stage 2 and satisfactory overall at Key Stage 1. Teachers and support assistants in the hearing-impaired provision have very good knowledge of special educational needs. This is shown by their ability to set work to meet the range of different educational needs of pupils in their classes and the linking of individual learning plans to whole class planning. Teachers in all classes now write their own individual educational plans and evaluate them regularly with key staff. As a result teachers and support staff know the pupils with special educational needs much better than at the last inspection. Support assistants keep exceptionally detailed evaluations of pupils' work and this is used very well to decide what to recap and when to introduce new concepts. There is an emphasis on subject language development throughout the school and this ensures pupils, whatever their difficulty, make good gains in communication.
26. A significant strength of the special educational needs teaching is the way teachers make very clear what pupils have to learn in lessons and use time at the end of the lesson to assess if they have been successful. This ensures lessons are productive and encourages pupils to make an effort. Pupils' literacy needs are well met in lessons and there are good opportunities for them to practise their reading and writing skills in other subjects. Information and communication technology is used well to support learning in the hearing-impaired provision, but not always used for pupils with special educational needs in the rest of the school. Where information and communication technology is used well it is motivating pupils, increasing their dexterity on the keyboard, helping them to learn spellings and self correct their work. It is also improving the presentation of their work.
27. Specialist teachers use praise, rewards and non-confrontational methods to manage behaviour, increase pupils' self-esteem and self-confidence and to extend effort in most classes of the school. However, some teachers in Key Stage 1 do not have enough effective behaviour management strategies to ensure that the needs of all younger pupils with emotional and behavioural needs are consistently met. Some teachers are inconsistent in their management of these pupils and this results in poor attitudes and behaviour that on occasions reduce their own and others' progress. This contributed to the unsatisfactory teaching of physical education in both key stages. The school has identified the need and has plans in place to provide further training for these teachers in order to improve this situation.

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

28. The overall quality of the curriculum and range of opportunities provided for the pupils are good. This is better at Key Stages 1 and 2 than for the under-fives. However, the curriculum for children under five is satisfactory. It has improved since the last inspection and now meets fully the expectations of the Desirable Learning Outcomes.
29. Overall, the school provides a stimulating curriculum that contains a broad range of good quality learning opportunities. Since the last inspection it has effectively improved pupils' capacity to think and use resources independently as well as collaboratively. These very positive attitudes to learning have been achieved by the headteacher and staff agreeing and working tirelessly to ensure that the ethos for pupils' learning is of a very high quality. In doing this teachers have broadened the range of the curriculum in many subjects, therefore providing a good quality experience for the pupils. This is specifically the case for those pupils whose hearing is impaired and across the school in reading, mathematics, religious education, geography, physical education and science.
30. The curriculum includes all subjects of the National Curriculum, together with religious education, which is based on the locally agreed syllabus. The school meets the national requirement for a daily act of collective worship. The school provides a good, broadly based and supportive personal, social and health education curriculum, which includes a suitable programme for sex education and awareness of drugs abuse. In all classes the provision of a discussion period called 'Circle Time' provides a good opportunity for pupils to talk over issues that face them as part of everyday life.
31. The school has successfully implemented the National Literacy and National Numeracy Strategies and effective methods for teaching both literacy and numeracy are in place. In Key Stage 2 pupils work in groups with other pupils of a similar ability. This ensures that appropriately challenging tasks can be set and that pupils are able to work collaboratively when required. The school is looking to increase next year the amount of grouping according to attainment to meet more effectively the needs of pupils of different abilities.
32. The school has a wealth of clearly written policies, nearly all of which are scheduled to be reviewed over the next 15 months. Teachers work to a clear long term plan that ensures that the pupils in mixed age classes build on their learning skills whilst each year being introduced to new topics based on the requirements of the National Curriculum. Most subjects have suitable schemes of work and these provide a good guide for teachers' to plan their lessons. However, the existing scheme for art gives teachers insufficient guidance on how to build pupils' skills progressively and this reduces the progress that pupils make in some classes. There are good policies which influence all teachers' thinking and planning, for example the way in which teachers should mark pupils' work, appropriate recognition of the ethnic diversity in school and elsewhere, homework and raising achievement. The school brochure shows that a central plank to raising standards is providing a school in which pupils feel valued, happy and confident that they can talk easily with their teachers and learn. The school is successful in these aims and the headteacher and staff are passionate about maintaining and improving its work in this aspect of school life. This reflects the school's increasingly successful motto 'our children can', particularly because the school has a great commitment to ensuring that pupils have an equal opportunity to succeed.
33. The school's broad curriculum is further enhanced by a very good range of extra-curricular activities that have a positive impact on the learning and progress of those involved. Pupils are offered the chance to take part in many sporting activities as well as to take part in

clubs to learn how to play skittleball, complete craft and textile activities and learn Spanish. Older pupils also have opportunities to learn to play the recorder, sing in the choir and participate in such occasional activities as the Guildhall School Festival. These activities are open to different year groups, some for Year 2 pupils, but most for Years 5 and 6. Ninety two per cent of parents who responded to the pre-inspection questionnaire felt that the school provides a good range of activities outside lessons.

34. Teachers provide a wide range of good opportunities for pupils to go on educational visits and to use the local area to help pupils learn. During the inspection pupils in Years 5 and 6 went on a very successful geography trip to study a small section of a river. Pupils of all ages are taken on other geography trips to increase their knowledge of places in central Lancashire. There are history trips to museums and all pupils have been involved in a book week. There is a one-week residential visit to the Lake District organised for Year 6 pupils every June. This outstanding experience effectively introduces pupils to outdoor and adventurous activities, complements their work in geography and physical education and makes a considerable contribution to pupils' personal and social development. A large number of visitors come to the school to provide further good quality activities that enrich the school's curriculum. The school has clear links with the two local secondary schools that take most of its pupils at the age of eleven. Procedures which help pupils to transfer to their new secondary school are in place and some events in Year 6 provide a useful insight into what it will be like at secondary school.
35. The provision for pupils with special educational needs is good overall. The specialist integrated hearing-impaired provision is also good and is used flexibly to provide additional support for other pupils in the school. However, there is a weakness in provision for pupils with emotional and behavioural needs in Key Stage 1. Pupils are organised into classes on the basis of their prior attainment and this is allowing teachers to set work at the correct level in the majority of subjects. Pupils are occasionally withdrawn for specialist help in Key Stage 1, but this does not unduly affect their access to the school curriculum. Targets within individual educational plans have improved since the last inspection as a result of recent training. They are linked to class planning and are now on the whole specific, measurable, attainable, relevant and time related. Teachers now write their own targets and review them regularly with key staff. However, behaviour targets are not always specific and measurable and attainable in Key Stage 1. This makes the provision for these pupils less secure. Needs identified in statements are well met by the school. Pupils with hearing impairment are given full access to the curriculum. However, transport arrangements do not allow them to have access to extra-curricular activities after school.
36. The school's overall provision for personal, including spiritual, moral, social and cultural development is good. The provision for moral and social development is very good, that for cultural development is good and the provision for spiritual development is satisfactory.
37. The school's provision for spiritual development is built on a Christian ethos. The teachers very much value the contribution that pupils make to the school and make a conscious effort to raise pupils' self-esteem. Evidence of spirituality was seen during religious education lessons where pupils were given the opportunity to reflect. Pupils are often excited by learning opportunities. Daily assemblies give pupils the opportunity to sing hymns and say prayers and to recognise special events in pupils' lives. For instance, in one assembly during the inspection a pupil was invited to come to the front to say that on the previous day she had "acquired" a baby brother. However, opportunities are missed for pupils to reflect in assemblies, perhaps due to the pressure of time. The provision for spiritual development is, therefore, satisfactory.
38. The provision for pupils' moral development at the school is very good. Pupils are soon made aware of the difference between right and wrong from the time they enter the school.

The school has a set of rules which are clearly displayed in the classrooms. Pupils are rewarded with merits and certificates when they keep well to the rules. For instance, the playground rule is that when the bell goes all pupils should stand still. The playground supervisors keep an eye out for those pupils who 'stop' quickly and give out merit stickers, which they carry around with them. The moral provision is enforced through the personal, social and health education curriculum, which includes education on the misuse of drugs. The whole ethos of the school fosters the principles of honesty, fairness and respect for the truth.

39. The school's provision for social development is also very good. Once again the personal, social and health education programme supports this provision. As they get older pupils are encouraged to make their own rules for circle time and to decide on an aim for a particular subject under discussion. By the time pupils reach Year 6 they develop a good understanding of citizenship and the rights and wrongs of certain issues based on considering all sides of an argument. For example, a display outside the Year 6 classroom shows the 'pros' and 'cons' of certain issues about the environment. One piece was about cutting trees down in the rain forests and without coming to a fixed conclusion a pupil had set out the reasons why this practice could help the local community by providing work as well as global risks to the ecology. This information was presented in a very mature way and is evidence of moral and social development of a high order. Pupils also collect money for different charities. This aspect sometimes follows a visit from a member of the charity concerned. Ninety six per cent of parents answering the questionnaire and the majority at the meeting believe that the school helps pupils to become mature and responsible citizens.
40. There is good provision at the school for pupils' cultural development. Pupils have the opportunity to visit local museums and study local history. There is a school choir and pupils learn about the work of different artists. Some pictures in the school were painted by pupils in the style of Picasso, not just by copying the painter's pictures but by their own interpretation of his work. The school is effective in helping pupils to understand about the culture of other countries and in preparing pupils for life in a multi-cultural society. There are members of ethnic minority communities on the staff of the school. These members of staff provide very effective role models for pupils from their own and other communities. Pupils develop positive attitudes by listening to African music or to a representative from the Islamic culture talking about the use of a prayer mat. Similarly, a representative of the Asian community has talked to pupils about cultural practices such as the wearing of a sari.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures which the school has in place for child protection and for ensuring pupils' welfare, those for monitoring pupils' academic performance and personal development and for the educational and personal support and guidance for pupils are all good.
42. The school has proper procedures in place for child protection that are in line with those of the local authority. The headteacher is the designated adult and has undergone the full child protection training. The special educational needs co-ordinator has also recently completed the training and in September when she takes on a full-time pastoral role will take over as the designated adult. All the staff are kept up to date with current procedures, which are reviewed at the start of each school year. A member of the governing body is responsible for monitoring child protection issues. At any one time there are always a small number of pupils on the 'at risk' register. The school has an appropriate relationship with the local authority's social services department.
43. Ensuring pupils' welfare is a high priority for the school and the procedures in place are good. There is a comprehensive health and safety policy, which follows that of the local

authority. As with child protection issues the governing body monitors health and safety matters carefully. Pupils are well supervised at break times and during visits out of school. Accidents, whether minor or more serious are properly recorded. An appropriate number of staff members have been trained in first aid. They administer simple treatment correctly where this is appropriate. Electrical appliances are checked annually, as are the fire appliances. No major health and safety issues were noted during the inspection.

44. In spite of the school being without regular education welfare support for the last three years the school's procedures for monitoring, promoting and improving attendance are good. In the previous reporting year the figures were distorted by one family of three children leaving the area for a prolonged period of time. They were kept on the school role for administrative reasons. Occasionally pupils from ethnic minority families take their children home to their country of origin to attend religious festivals and this too can result in prolonged absence that reduces the school's overall attendance rate. The school is making a very positive effort to improve attendance. There are rewards for individuals and for classes that achieve good attendance records. Parents are regularly reminded by newsletter of the importance of attendance and arriving at school on time and in the absence of an education welfare officer the headteacher and the special educational needs co-ordinator follow up all prolonged or unexplained absences. In the current year, it appears likely that the school will achieve its target of raising the attendance level by one per cent and this is a significant step forward.
45. The procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are very good. The school has a range of rewards and possible sanctions in place, with the emphasis on the former in line with discipline policy. This has the effect of raising pupils' self-esteem and results in the very good behaviour seen in the classroom and around the school. There is a significant minority of pupils with emotional and behavioural problems, but these have behaviour management programmes in place. For example, during one assembly a pupil was awarded a file of certificates and stickers for particularly good behaviour during the preceding days. Other pupils do not try to copy the behaviour patterns of this minority. There is also a comprehensive anti-bullying policy in place and no bullying incidents were seen during the inspection. Any incidents of bullying, oppressive or offensive behaviour are recorded in files in the headteacher's office. Scrutiny of these confirmed that some incidents have been recorded but these are few and far between. Teachers involve parents at an early stage when discipline problems arise.
46. **The procedures for assessment are good and are used satisfactorily to plan future work. However, there are some weaknesses in the assessment of English. For example, reading diaries show lists of books read, but do not show the strategies pupils are using to decode new words. The school is building a portfolio of evidence and has samples of moderated work in reading. Pupils' writing work is rarely assessed in relation to the levels of attainment in the National Curriculum in English, although there are some good examples of sympathetic and useful marking. The school was unable to show inspectors the expected levels for individual children in Key Stage 1. The school intends to implement a term-by-term guided writing assessment in the next educational year.**
47. When pupils join the Reception class they are tested to provide a baseline against which future progress can be measured. These initial assessments give teachers a clear idea of the pupils' strengths and weaknesses and are used effectively to group pupils by ability. In Key Stage 1 and Key Stage 2 pupils are tested annually in English and mathematics. Standardised reading tests and pupil performance tests are used each year to see how individual pupils are progressing. The results are used to place pupils in classes grouped by ability and this helps teachers to plan work more effectively. Senior staff make effective use of assessment data to see where there are weaknesses in provision and to identify

groups of pupils who would benefit from additional learning support. This has worked very well in Year 3 where a number of pupils identified in this way have been helped to make very good progress in reading over the year. Assessment opportunities are clearly identified in teachers' planning and are linked closely to the stated learning objectives for individual lessons and to individual educational plans. Teachers use observational assessment, discussion, testing and marking satisfactorily to inform future planning of work. Teachers use assessments against key objectives in literacy and numeracy effectively to set termly targets for individual pupils and to inform parents. Foundation subjects are assessed after each unit of work and the results of these tests inform the annual report to parents.

48. The school's arrangements for assessment make an important contribution to effective procedures for monitoring and supporting pupils' academic progress as well as for monitoring and supporting their personal development. The pastoral system at the school ensures that all pupils are known well to teachers and other staff. Termly targets are set for literacy, for numeracy and for topics. The outcomes are recorded in the pupils' files, which are kept in the classrooms and follow the pupils through the school. These are accompanied by comments on pupils' personal development. These records enable teachers to keep parents well informed about their children's progress as well as about any problems should they develop. Teachers are now producing a large amount of very useful data as a result of the assessments they make. There is scope for the school to make greater use of information and communications technology for organising, recording, storing and analysing this data more efficiently.
49. The school cares well for pupils with special educational needs. The progress of pupils with hearing impairment is very well monitored by the teachers and by the other professionals involved in their care. Staff make detailed assessments of individual needs and use these effectively as the basis for future work with pupils. The school is now able to monitor the progress of the majority of other pupils with special educational needs through the improved individual targets within educational plans. Support assistants also monitor the progress of pupils very well through the very careful evaluations of lessons and targets in individual educational plans. These evaluations are discussed daily with the teachers concerned and allow teachers to keep an overview of pupils' progress. A summative weekly record of progress towards targets gives a useful picture of how pupils are progressing and informs end of term and annual reviews. The child learning support service has also put into place support assistant diaries that allow them to monitor the attendance and personal and social development of pupils. The quality of support and guidance from support assistants, who are monitored by the child learning support service, is very good. However, the monitoring of the progress of pupils in Key Stage 1 without Statements of Special Educational Need, but who nevertheless have emotional and behavioural difficulties is less secure. This is because their targets are not always specific, measurable and attainable by pupils. Teachers and assistants who support these pupils do not always have sufficient expertise to manage their behaviour in classes. The targets set by the teachers of these pupils are not monitored by the pupils' referral service. They have their own targets for these pupils, which are not always understood by the teachers who deal with the pupils on a daily basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. As expressed at the parents' meeting and in their answers to the questionnaires parents' views of the school are overwhelmingly positive. Most parents believe that their children make good progress and mature well socially during their time at the school. They regard

the school as being well led and feel that teachers work closely with parents. A few parents tended to disagree that they were kept well informed about their children's progress. Some parents had concerns about the school's approach to homework and others questioned teachers' expectations of higher attaining pupils. However, whilst inspection evidence indicates that there is scope for the school to develop further its practice in these areas, these views do not form the basis for serious concern.

51. The school has effective links with parents. At the time of the last inspection efforts were being made to revitalise the Parent, Teacher and Friends Association (PTFA). These efforts have been successful. The PTFA arranges a number of fund-raising events during the course of a year and moneys raised are used to buy equipment for the school and to support special events such as a visiting entertainer and a visit from the local 'Life Skills' van. These events add to the quality of pupils' learning. The Association has also been successful in broadening its support amongst parents by arranging social events evenings. The headteacher attends PTFA committee meetings and effectively advises parents on how the funds can be best used in the interests of the pupils.
52. The school provides a wide range of good quality information. For instance, there is a detailed prospectus and governors' annual report to parents. The school sends out regular newsletters approximately once a month informing parents of events and about other school matters. There has been an increase in the number of parents' evenings since the last inspection. The school has responded positively to parents' requests for literacy and numeracy evenings to be arranged as well as meetings on other curriculum matters. Pupils' annual reports are informative about how well pupils are progressing. However, they are sometimes a bit short on detail and do not make reference to future targets. Home/school agreements are in place under the title "Holme to Home agreements". Parents of pupils with special educational needs are involved in annual reviews and their advice is used as a basis of discussion on future targets. Information to parents about the special educational needs provision in the policy is in the process of review. The school prospectus, the governors' annual report and the pupils' annual reports all contain the relevant statutory information.
53. Parents make a satisfactory contribution to children's learning at school and at home. The school encourages parents to come in and work in the classroom. Two parent governors work in the school as support assistants. Some other parents come in to the school to listen to pupils read and to help with special events and educational visits. Other parents come in to help with after-school clubs. About 30 parents and members of the local community were present one evening during the inspection to support the school netball team in a match against another school. This indicates the extent to which parents support their children's efforts. Many of the parents of younger pupils or of pupils with special educational needs contribute effectively to their children's reading development by hearing them read regularly in their homes. Parents also help pupils with their homework related to other subjects, but there is some inconsistency in the amount of homework set.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management provided by the headteacher and key staff are good overall. The headteacher has a very clear sense of purpose. Since her relatively recent appointment as headteacher she has introduced a range of effective measures to improve the school's educational provision. This has included the observation and evaluation of teaching and the subsequent identification of areas for development. She has undertaken nationally recognised training in her role as headteacher and this has enabled her to lead the school into a programme of self-evaluation. The headteacher, governing body and staff share a commitment to succeed. The leadership provided by the headteacher gives clear direction to the work of the school. She knows the strengths and relative weaknesses

of individual teachers and effectively uses this knowledge in the allocation of responsibilities to teachers. For example, when teachers are appointed to the school the headteacher allocates them to age groups where she feels they can best influence the quality of teaching and learning and so help the school in its aim to raise the standard of pupils' achievements.

55. The school has agreed aims and values that are set out clearly in its mission statement. The governors, headteacher and all staff are successful in ensuring that the school's values are reflected very well in the pupils' very good behaviour and relationships and the absence of oppressive behaviour such as bullying. Equality and access of opportunity for all pupils is part of the schools' mission statement and in practice it is good.
56. The school's priorities for development are well matched to its needs and are clearly set out in its development plan, together with targets to help it to achieve its intentions. Priorities are based on effective self-evaluation. For example, an analysis of the school's statutory assessment results at the end of each key stage led to a focus on speaking and listening and on reading. Action plans clearly specify how the school will reach its targets. The plan includes the criteria by which the school can evaluate its success. Effective financial planning clearly identifies the cost of each initiative and links spending with priorities in the school's development plan. The governing body's finance committee and the chair of the governing body in particular monitors the status of the budget regularly.
57. The governing body is well organised and is effective in fulfilling its responsibilities. Governors are committed to and supportive of the school. They played an important role in ensuring that the education provided for pupils during the recent changes in headteachers was disrupted as little as possible. A number are employed in various capacities in the school and all governors give generously of their time and skills. For example, one governor volunteers her expertise as a pianist for accompanying singing. The governing body shares its duties effectively between its committees in order to meet best the needs of the school and to ensure a clear overview of its life and work. Governors consider school issues thoroughly. They are beginning to act as 'critical friends' to the school, for example in challenging decisions regarding the appointment of staff. There is a designated governor who has an overview of the school's provision for pupils with special educational needs. Governors formally monitor standards of pupils' behaviour and this has a positive impact on maintaining the school's commitment to and success in this area of pupils' development. The governing body has a good understanding of the strengths of the school. Through information provided by the headteacher, the body has a growing awareness of areas that need to be developed. The previous inspection found that the governing body's annual report to parents did not include the required information on the effectiveness of the school's policy for pupils with special educational needs. The most recent annual report of the governing body to parents meets this requirement, although there is little detail to enable parents to have a full picture of the school's provision in this important area. Further details of the school's success in supporting pupils with emotional and behavioural difficulties in particular would be helpful to parents. The governing body carries out its duties and responsibilities conscientiously and ensures that statutory requirements are effectively met.
58. A range of responsibilities is delegated to staff so that teachers contribute well to the standards of care and provision that pupils receive. The newly appointed deputy headteacher has a range of management responsibilities and there are plans to increase and extend these. The senior management team effectively analyses assessment information and this has a positive impact on the quality of teaching. The team monitors outcomes on the basis of ability, ethnicity and gender in order to ensure that all pupils have equality of access and opportunity. For example, one analysis revealed that average attaining girls were not achieving as well as boys in mathematics. Subsequent classroom

observations resulted in the discovery that teachers were asking more questions of boys than girls. There is now a whole-school focus on ensuring the equal questioning of boys and girls in order to redress the balance in mathematics lessons. The co-ordinators of English, mathematics and science scrutinise pupils' work and the literacy and numeracy co-ordinators have observed teaching. This strategy has been extended to science and physical education and there are plans to incorporate other subjects. The observation of lessons is effective in ensuring that individual teachers receive targets to enable them to develop the quality of their teaching.

59. The special needs co-ordinator has a clear educational direction for the needs of individual pupils and the group as a whole. She has effectively improved all aspects of the work of the school that were identified in the last report. The role of the co-ordinator is to be expanded in the coming year to include the monitoring of personal development in the school as a whole. The school has recognised the need for further training on the setting of targets for pupils with emotional and behavioural difficulties and in the management of pupils with more challenging behaviour. The school is not yet using information and communications technology to effectively manage and monitor the large amount of information about the targets, needs and provision at the school.
60. The school's accommodation is adequate for the effective delivery of the curriculum. The classrooms are of a good size and a good range of displays brightens up teaching areas and creates stimulating learning areas. There is a new building programme underway funded by the Department for Education and Employment to upgrade much of the accommodation for pupils in the reception class and to refurbish and improve other parts of the building. There is a large playground, which satisfactorily accommodates the whole school at break and lunchtimes. A large attractive grassed area at the back of the building supplements the playground and is available for playing outside games. However, if there is any extensive rainfall the drainage is such that this area may be out of commission for up to two weeks. The school hall is just sufficient to accommodate whole school assemblies. Wall displays around the corridors are, like those in the classrooms, attractive. The buildings and other accommodation are kept clean by an efficient caretaker and his staff.
61. Overall, the resources for learning are adequate. In some areas such as in English, mathematics, science and physical education they are good. In others such as information and communication technology, design and technology, religious education and geography they are only satisfactory. There are two libraries, one for infants and another for the juniors. These are both well stocked with books as well as videos. The books in the infant library are very well indexed, which makes accessibility easy. The infant library is a bit small and cannot accommodate a full class but the junior library is larger. The range of classroom and library resources are supplemented by a good range of play equipment that staff use effectively to keep pupils happy and occupied during break times.
62. Careful financial planning supports the school's educational aims and objectives. The school purchases financial services from the local education authority. These are used well to enable the very efficient office manager to monitor the school's ongoing expenditure on a regular and systematic basis. The service enables the headteacher to focus on the development of the curriculum and on teaching. It also supports the school in planning the expenditure of its annual budget by producing a number of options based on possible developments that the school is considering. As a result the governing body is able to consider a range of financial alternatives that are linked to its differing priorities. Grants for specific purposes such as the Standard Fund for additional literacy support for pupils are used very well and they are targeted accurately at the designated areas. The grants are carefully linked with the priorities in the school's development plan. For example, the funding for pupils with English as an additional language is to be targeted at higher attaining pupils in Key Stage 2 through the planned provision of a Gujarati-speaking

support assistant. The school uses new technology appropriately to maintain records and to monitor the ongoing status of its budget, although there is scope to extend this in areas such as the keeping of special needs records or the collating of assessment data. The school applies the principles of best value well in seeking value for money in its spending decisions. The school's most recent audit of its financial procedures was in 1998. It reported that the school had good financial systems. There were no major issues to resolve and all its recommendations have been addressed.

63. There is a good match of teachers and support staff to the demands of the curriculum. A number of teachers are very experienced and some have been more recently trained. This provides an appropriate balance within the teaching team. Teachers have a range of subject expertise and the school makes effective use of this. For example, one teacher with a good level of knowledge in information and communication technology in Key Stage 2 teaches other classes so that pupils benefit from his skills. Teachers in the hearing-impaired unit are well qualified and experienced. The co-ordinator for special educational needs has no qualification relating to her area of responsibility, but the school plans to address this with training for her and for the headteacher. This will include the aspect of managing pupils with emotional and behavioural difficulties. The student in Year 1 has very good expertise in behaviour management and she effectively plans to begin therapy based on play. Other adults make an effective contribution to the life of the school and well-being of the pupils. There are good levels of adult support for pupils with special educational needs including those pupils with Statements. Those adults who support the pupils with hearing impairment are experienced and well motivated and they receive a good range of training. As a result they make a significant contribution to pupils' progress. There is an appropriate appraisal system in place that includes professional development interviews with the headteacher. The school has plans to implement a performance management policy. Effective arrangements ensure that teachers who are new to the school are well supported, for example through the allocation of a mentor. The school provides effective initial teacher training through its two associate tutors. Newly qualified teachers receive good support from a designated mentor and through a range of opportunities to observe other teachers and to work towards set targets for development.
64. This is an effective school. There is a strong commitment to raising standards and to providing pupils with a good education in a lively and stimulating environment. Standards of teaching and learning are improving. When account is taken of the school's income, its social and educational context, pupils' standards of attainment and the quality of education provided, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:

1. raise the standards attained by children under five* by:
 - ensuring that staff in the reception class carry out more formal and ongoing assessments of children's attainments in all areas of learning;
 - ensuring that assessment data is recorded and used systematically to identify and plan for what children of different abilities need to learn next;(paragraphs: 1, 66, 70 and 72)

2. improve standards of writing throughout the school* by:
 - reducing the use of worksheets and establishing the clear expectation that pupils should record most aspects of their work independently in all subjects of the curriculum;
 - ensuring that teachers use assessments more consistently as a means of matching writing tasks more closely to the needs of different individuals and groups within the class;
 - planning a wider range of structured writing activities for all pupils, but particularly for those in Key Stage 1;(paragraphs: 2, 3, 79, 83 and 87)

3. improve the progress of pupils with emotional and behavioural difficulties* by:
 - enhancing the quality of individual behaviour plans so that the targets they contain are specific, measurable, achievable, relevant and are set within a clear time scale;
 - ensuring that pupils are more involved in setting their own targets and in monitoring their own progress towards them;
 - providing good quality training for teachers and relevant support staff so that they can manage challenging behaviour in the classroom more appropriately, consistently and effectively.(paragraphs: 7, 12, 27, 35, 49, 59, 85, 94, 100, 135 and 139)

* These issues are already included in the school development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- upgrading curriculum guidance for art and for design and technology so as to include a clear progression of skills. (paragraphs: 103, 104, 106 and 108)
- making greater use of information and communication technology in the management and administration of special educational needs provision and for storing and analysing assessment data. (paragraphs: 48 and 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	16	32	42	7	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)	N/a	246
Number of full-time pupils eligible for free school meals	N/a	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	21
Number of pupils on the school's special educational needs register	N/a	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	19	13	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	9	10	9
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	75 (77)	75 (77)	75 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	9	9	9
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	75 (74)	81 (80)	81 (83)
	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	15	21	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	15	9	12
	Total	26	21	25
Percentage of pupils at NC level 4 or above	School	72 (42)	58 (42)	69 (45)
	National	70 (55)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	12	10	13
	Total	22	22	26
Percentage of pupils at NC level 4 or above	School	61 (37)	61 (55)	72 (50)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	25
Pakistani	5
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y1

Total number of education support staff	15
Total aggregate hours worked per week	193

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	4	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	1999/2000
	£
Total income	549,190.00
Total expenditure	654,500.00
Expenditure per pupil	2,295.00
Balance brought forward from previous year	43,852.00
Balance carried forward to next year	28,542.00

Results of the survey of parents and carers

Questionnaire return rate 10.5%

Number of questionnaires sent out	246
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	42	0	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	46	42	8	0	4
My child gets the right amount of work to do at home.	38	31	23	8	0
The teaching is good.	54	46	0	0	0
I am kept well informed about how my child is getting on.	42	35	19	0	4
I would feel comfortable about approaching the school with questions or a problem.	61	31	8	0	0
The school expects my child to work hard and achieve his or her best.	54	35	8	3	0
The school works closely with parents.	35	61	4	0	0
The school is well led and managed.	54	46	0	0	0
The school is helping my child become mature and responsible.	54	42	4	0	0
The school provides an interesting range of activities outside lessons.	50	42	8	0	0

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

66. Children join the school in the September before their fifth birthday. They visit school for two afternoons as part of the induction programme, which includes the opportunity for a home visit by the reception class teacher. These arrangements enable children to be introduced to school and links with home to begin to be established. When building of the current extension is complete the school plans to introduce further opportunities for children to spend time in school before they enter on a permanent basis. Children attend school part-time only for the first week. Children in the current reception class were assessed within their first half term and their standards overall were found to be low in comparison with what might normally be found for children of their age. Many children have under developed speaking and listening skills and limited knowledge of the world. A few have limited social skills. Sound teaching and quality of provision for the under fives promote a satisfactory rate of learning. In personal and social development, aspects of language, mathematical and physical development children's learning is particularly successful. However, few children by the time there are five have attained the Desirable Learning Outcomes in the six areas of learning. At the time of the inspection there were 11 children under five in the reception class. The class teacher appropriately encourages those with particular needs. They settle well and participate in the range of activities. Children with special educational needs often make good progress when receiving specific support, particularly in their language and literacy and mathematical development. These findings broadly reflect those of the previous inspection. Children's progress was found to be sound, although children's attainment by five was in line with some aspects of the Desirable Learning Outcomes. They were not fully meeting all aspects.

Personal and social development

67. Children are happy, settled and well used to the classroom systems. Most are confident and show a steadily increasing degree of independence in their response to activities and daily routines. They put on their aprons for wet activities and change for physical education with a minimum of adult help. In the class group they respond readily to their teacher's questions. They are very well motivated to learn, settling to tasks and concentrating very well for extended periods of time. Children are patient and take their turn, for example when waiting to go for their milk. They show consideration for others and handle equipment carefully. They co-operate with one another, as when they move into appropriate positions on the carpet for 'circle time'. When moving around school, for example going to the hall for assembly, they follow instructions and are very sensible. Their behaviour is very good.
68. The reception class teacher has a sound understanding of how young children learn. Along with the nursery nurse and special educational needs support staff the teacher establishes very good relationships with the children and successfully makes children's learning activities fun. She consistently praises children's efforts, which successfully promotes the development of their self-esteem. The reception class presents a welcoming environment in which the children settle securely into school life.

Language and literacy

69. Children quickly learn to enjoy stories and rhymes. Most listen attentively and readily join in with repeated refrains such as in the story of 'The Gingerbread Man'. Within small groups most children express themselves confidently using appropriate though basic

vocabulary. By the time they are five they understand that written words and pictures convey meaning. They recognise their names in writing and a number of familiar words and most children are beginning the initial stages of reading. Children practise making letter patterns, leading to the formation of letters and are beginning to identify the sounds that letters make. By the time they are five many children write their own names independently, although only a small number begin to express ideas independently in writing using simple words and phrases.

70. The quality of teaching is satisfactory overall. Children are successfully introduced to the literacy hour. Appropriate texts are shared, followed by practical activities that promote children's involvement and successfully reinforce learning, particularly of the sounds that letters make. For example, children in small groups walked around the school with the teacher or a support assistant looking for objects which began with the initial sound of their name. The well-equipped 'Holme Slack Café' provides children with opportunities to explore imaginative language in role-play. However, in the course of the inspection children were provided with few stimulating, well-planned and structured opportunities for further language and literacy development in the classroom. There is a dedicated 'book corner' but this was not a focus of interest. In particular, no stimulating situations were planned for independent mark making or writing to provide children with the opportunity for reinforcing and extending interests and skills. Moreover, opportunities are missed for observing the children, evaluating samples of their work and systematically recording their progress. The teacher ensures that statutory assessments are carried out appropriately and this information is often used in directing support to individual children. She maintains individual children's records, for example in reading. However, the results of ongoing assessments are not regularly examined and consistently used as a basis for the planning of children's work. In consequence tasks do not always match and appropriately challenge children across the range of abilities within the class.

Mathematics

71. Children develop a sense of number, order and sequence through daily counting routines and rhymes, as well as structured sessions that introduce children to the requirements of the National Numeracy Strategy. By the age of five most children count to 20 or more. Most recognise and begin to record numbers to 10. Lower attaining children working with support assistants count and recognise numbers to five. Children recognise primary and some secondary colours and basic two-dimensional shapes.
72. The quality of teaching is satisfactory. Teachers' planning and children's work shows that children have access to a sufficient range of first-hand practical experiences to promote their use of language and to reinforce their counting skills. However, in the course of the inspection practical activities to promote pupils' skills in sorting and adding a range of coins up to £1 were not well matched to children's levels of understanding and did not successfully promote children's learning. Statutory assessments are appropriately carried out. However, there is little structured tracking of children's progress which could be used as a basis for planning the next stage of their learning and to ensure that work builds on what children know and can do.

Knowledge and understanding of the world

73. Children acquire an increasing knowledge and understanding of their world through an appropriate, though limited range of planned activities. They learn about the properties of materials such as sand, water and play-dough by handling them. They show an interest in the tadpole in their classroom and understand that it is changing and growing into a frog. Also, through topics such as 'Toys' children consider old toys and begin to develop an awareness of the past and its difference from the present. Children demonstrate

developing skills in completing jigsaws, handling scissors, cutting paper and using glue sensibly. They begin to use the computer to support their learning and by the time they are five most children competently control a computer mouse. For example, they move pictures around the screen in number and language based programs.

74. The teaching of this area of learning is satisfactory. However, the classroom has not been developed well as a place to stimulate children's curiosity and learning. For example, there is little to encourage children to listen, touch, feel and explore. Children are not consistently encouraged to ask and answer questions and to review what they have seen and done.

Physical development

75. By the age of five most children have met or are well on the way to meeting the Desirable Outcomes in this area of learning. Almost all children move around confidently and control their actions well in the classroom. They show a satisfactory level of physical skill and co-ordination in their indoor and outdoor activities. They enjoy regular physical education lessons, competently using a range of equipment. For example, they roll, bounce and catch small balls with appropriate levels of control. Children demonstrate a sound awareness of space and change speed and direction competently. A range of construction materials is available. Although some children have limited pencil control, most demonstrate appropriate manipulative skills when cutting with scissors and rolling out and cutting dough.
76. The quality of teaching is satisfactory. The facilities of the school hall are used well and an appropriate range of classroom activities soundly promotes children's developing physical skills. When the current building work and secure outdoor area is completed there will be additional opportunities for vigorous outdoor play, including further use of the recently purchased good quality wheeled toys.

Creative development

77. Children listen to, sing along with and carry out the actions to an increasing range of songs and rhymes. These often promote learning across the areas of learning such as the 'Alphabet Song' and 'Five Currant Buns'. Children demonstrate appropriate cutting and sticking skills, for example when cutting out pictures and matching them to sounds during a literacy session. Work around the classroom demonstrates children's experience of making simple puppets using fabric and wooden doweling. Completed work gives examples of painting using techniques including 'marble rolling'. During the inspection painting easels were set up in the classroom but they were not used.
78. The quality of teaching in this area of learning is satisfactory. Children are provided with regular opportunities for singing but opportunities to experiment with musical instruments are limited. Although children have experience of art and craft activities, the teacher or support staff usually direct them. This reduces opportunities for children to make choices, to select materials and tools to express their ideas and communicate their feelings in creative ways.

ENGLISH

79. In the 1999 statutory tests results at the end of Key Stage 1 were well below the national average in reading and writing. At the end of Key Stage 2 pupils' results in English were in line with the national average. However, in comparison with similar schools pupils' results were average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Inspection findings are broadly consistent with these results. In the current Year 2 pupils'

attainments in English overall are below the nationally expected level for the end of Key Stage 1. In Year 6 standards are broadly in line with the nationally expected level for pupils at the end of Key Stage 2. Standards in writing are below those of reading, most markedly at Key Stage 1. Although standards have varied over the last four years, there has been an overall trend of improvement in English at both key stages. These findings do not fully reflect those of the previous inspection when pupils' attainments were found to be in line with the nationally expected levels by the end of both Key Stages 1 and 2.

80. Teachers promote the development of literacy skills appropriately through work in other subjects. Pupils transfer their speaking and listening skills satisfactorily to other areas of the curriculum. For example, in a Key Stage 2 personal and social education session pupils demonstrated appropriate questioning techniques and careful listening when discussing sporting activities and a healthy lifestyle. Pupils have some opportunities to practise and extend their writing skills in other subjects as they move through the school. A good example of this is when they produce brochures and reports in geography. Pupils' handwriting skills are well practised and they present their work neatly, particularly when it is for display. Pupils are introduced to computer programs that soundly support their work in English, for example phonic-based programs for the younger pupils.
81. The majority of Year 2 pupils listen attentively to stories told in lessons and in assemblies. They respond readily, conveying their ideas clearly in simple terms. Most participate appropriately in role-play, for example when learning about the hazards of crossing the road. However, at Key Stage 1 a small minority of younger pupils do not listen or respond well on those occasions when their challenging behaviour is not successfully managed by the class teacher. By Year 6 pupils listen with understanding for an increased length of time. They respond confidently to teachers' well-targeted questions, for example when explaining why they prefer one piece of writing to another. Pupils contribute their ideas confidently and thoughtfully make suggestions. They demonstrate an increasing vocabulary with a minority appropriately using terms such as 'personify', 'modernise' and 'parody' when discussing the author's approach in a piece of text.
82. In reading although the majority of pupils are on course to attain the expected level at the end of Key Stages 1 and 2, few pupils are in line to attain the higher than expected standards at the end of Key Stage 1. From the earliest days pupils are encouraged to take books home regularly. Pupils are well supported at home, particularly in the early stages, and this has a positive impact on their reading progress. By the end of Year 2 most pupils read familiar texts with accuracy and understanding. They use their increasing knowledge of letter sounds as well as pictorial and contextual clues to establish the meaning of new words, although pupils frequently need support in this. A few pupils develop their own interests in stories and favourite books and all have experience of both fiction and non-fiction texts. By the end of Year 6 most pupils read independently. They readily discuss the characters and key events of their current reading books, sometimes making appropriate references to the text to support their views. Most pupils are keen readers. Some talk enthusiastically about their favourite authors and describe the kind of books that interest them. Pupils of all ages readily share and explore books and have regular opportunities to select additional books for reading at home and in school.
83. In writing most Year 2 pupils express their ideas in appropriately sequenced phrases or simple sentences, sometimes with correct basic spelling and punctuation. Most pupils' writing is limited in length. The range of writing experiences is not always wide enough to promote the full range of skills. Also, some activities are insufficiently challenging for pupils of varying abilities within the group. For example, pupils frequently complete worksheets with single words or short phrases rather than expressing themselves more fully in independent writing. By Year 6 higher attaining pupils write confidently for a range of purposes and in a variety of formats which include letters, instructions, persuasive

arguments, creative prose and a good range of poetry. Pupils regularly plan their writing as a means of organising and developing their ideas and readily express a good range of ideas. They have regular opportunities to write at length and under timed conditions.. However, most pupils' use of complex sentences, accurate punctuation within sentences and paragraphs is inconsistent. Pupils' present their work well, writing in a neat, joined script across the range of their work.

84. The quality of teaching and learning is satisfactory overall at Key Stage 1. There are strengths in some aspects of teaching and learning but there are also weaknesses. Teaching and learning are good in Key Stage 2, with particularly effective teaching towards the end of the key stage. In both key stages teachers are interested in their pupils' learning. Their subject knowledge is secure and they have successfully adopted the structure of the National Literacy Strategy. This brings greater consistency to the teaching of English and improves the quality of pupils' learning. Teachers are clear about what pupils are to learn and this is regularly discussed at the beginning of lessons. In the most successful sessions at the upper end of Key Stage 2 teaching points are very clearly made and regularly reinforced throughout the lesson and in the plenary session. As a result pupils work very purposefully and learning is promoted effectively.
85. At all stages teachers have very good relationships with pupils and in most instances manage whole class lessons well. This promotes pupils' very positive attitudes to work and good behaviour in lessons. However, a small number of pupils in Key Stage 1 make limited progress in learning on those occasions when their behaviour is not well managed by their class teachers. The majority of pupils with special educational needs make good progress. Teachers work well with special educational needs support assistants who make a consistently positive contribution to pupils' learning. Teachers are consistently encouraging, successfully boosting pupils' self-esteem and confidence. This promotes pupils' learning particularly successfully from Year 4 upwards when it is combined with teachers' high expectations of all pupils' involvement and application.
86. Teachers regularly check pupils' work. Marking is particularly effective in upper Key Stage 2 when it is consistently used to support and reinforce teaching points made in lessons and to indicate how pupils can improve. Throughout the school teachers reinforce pupils' learning through appropriate use of homework, particularly in reading and spelling. The school allocates extra time to English beyond the Literacy Hour requirements to promote writing and other aspects of English. However, this time is not always well used. For example, in the middle years the quality of pupils' learning is reduced when the opportunity for extended writing is limited by the teacher's over-long introduction so that there is insufficient time to complete the written task.
87. The very good teaching in upper Key Stage 2 is characterised by skilful, well-targeted questioning which effectively promotes pupils' thinking, checks their understanding and reinforces their learning. Teachers' very careful planning ensures a full range of experiences and well-targeted assessment ensures that tasks challenge the different attainment groups and promote progress in learning at all levels. In both key stages assessment procedures are in place and pupils' records are maintained. However, the school recognises that information gained from such records and data resulting from regular statutory and non-statutory assessments are not yet used consistently to guide teachers when planning the next steps in pupils' learning, particularly in the development of pupils' writing skills. In consequence expectations of what pupils can achieve are not consistently high and tasks do not always match the needs of all pupils, particularly at Key Stage 1. This is a current school priority and further staff training is planned with a focus on this area of children's learning.

88. A good range of resources is available to support teaching and learning in the Literacy Hour. Also, activities such as the annual Book Fair and visits to school from drama groups successfully promote pupils' interest and literary awareness.

MATHEMATICS

89. The majority of pupils in Key Stage 1 are working at the expected level for their age, although the proportion that are on course to attain or exceed the nationally expected level by the end of the key stage is below the national average. More able pupils are achieving consistently at the expected Level 2 and sometimes beyond in their understanding of number. Pupils are making good progress in Year 1. Overall standards in the present Year 2 are lower. This is because a disproportionately high number of pupils have special educational needs. However, progress is satisfactory overall. Pupils in Year 2 attain appropriate standards in relation to their age and prior attainment and pupils make steady gains towards the targets that the school has set. Most pupils with special educational needs receive effective support and make good progress. However, a small number of pupils with emotional and behavioural difficulties do not always make the progress that they should. This is because teachers in some Key Stage 1 classes do not always manage these pupils effectively and this has a negative impact on the quality of their learning.
90. This picture of attainment is not entirely consistent with the results of the most recent National Curriculum tests in 1999 when pupils' standards were well below the national average and well below the average for similar schools. The poor comparisons in mathematics are because the proportion of pupils attaining a secure Level 2 or the above average Level 3 was well below that found nationally. This resulted in average points scores in Key Stage 1 that were well below those of schools nationally and of schools with pupils from similar backgrounds. However, pupils' current work suggests that standards, though still below average, are rising. The school analyses test results more carefully and this has highlighted weaknesses in pupils' knowledge and understanding of mathematics. Measures to strengthen pupils' competence at problem solving and mental agility in mathematics are beginning to bring about improvements. Though overall standards in mathematics are below the national averages, a greater number of pupils attain securely at the expected level and an appropriate number of pupils are on course to attain the above average level. This will raise the pupils' average points score and improve the comparison with similar schools.
91. By the end of Year 2 pupils have a sound grasp of number concepts. They become increasingly familiar with mathematics vocabulary such as 'sequence', 'multiple' or 'investigate'. Some explain verbally how they work out number problems and devise general 'rules' based on their experience of number such as that for patterns of odd and even numbers or of doubles in simple times tables. Pupils count and order numbers to 100 and count in twos, threes, fives and tens. Pupils' understanding of addition and subtraction to 10 is secure and higher attaining pupils develop their recall of number bonds to 20 and beyond. They successfully apply these operations in various contexts such as when calculating change from 50p and £1.00. Pupils develop their understanding of place value and apply this when adding more than two numbers or when adding single digit numbers to a two-digit number. Most pupils recognise decimal notation as it applies to money and read the time from different clocks accurately. They correctly name common two- and three-dimensional shapes and measure objects using standard units such as grammes and centimetres.
92. In the most recent tests at the end of Key Stage 2 pupils' average points score in mathematics was below the national average. This is because of the relatively high proportion of pupils (over 30 per cent) who did not attain the nationally expected standard

and the fact that few attained above average scores. Overall standards are set to improve in the current Year 6. Fewer pupils are working below the nationally expected Level 4 and up to 15 per cent of pupils are on course to attain above expected standards. Overall standards are likely to be closer to the national average. All pupils, including those with hearing impairment and other special educational needs, are set to achieve satisfactory standards in relation to age and prior experience, with many making good progress throughout Key Stage 2 and achieving standards above those found in similar schools.

93. By the end of Year 6 pupils use a suitable range of strategies for solving number problems both mentally and when using written methods. They confidently explain their mathematical thinking and use estimation as a way of checking the 'reasonableness' of an answer before using a calculator. Average and higher attaining pupils know their times tables well and use their understanding to solve multiplication and division problems effectively. They work with increasingly large numbers. Most mentally add pairs of two and even three digit numbers. Their understanding of addition, subtraction, multiplication and division is quite secure. Higher attaining pupils confidently use non-calculator methods for multiplying two and three digit numbers. Pupils understand different forms of mathematical notation. For example, they know what each digit in a decimal fraction represents and round up numbers with two decimal places to the nearest whole number. Similarly, they correctly order sequences of fractions and interpret negative numbers. Pupils recognise angles and use a protractor to measure and draw acute and obtuse angles. They know the properties of the angles of a triangle and a straight line and use this knowledge to calculate 'missing angles'. Pupils collect and record data on a range of simple charts and graphs using a computer where appropriate to support their work in mathematics.
94. The teaching and learning of mathematics is becoming more consistent and is now good overall. However, the proportion of good and very good lessons is greater in Key Stage 2. Throughout the school lessons are well structured to make good use of time and of staff who support pupils with special educational needs. Mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. Teachers plan tasks at different levels to meet the needs of pupils of differing levels of attainment. There is evidence of teachers using on-going assessments to modify plans and to match tasks even more closely to the needs of identified pupils. This has a positive impact on the quality of pupils' learning and improves the progress that they make. As a result most pupils in Key Stage 1 respond appropriately to the teaching of mathematics. Pupils in Key Stage 2 respond very well. Teachers in both key stages manage and support pupils with special educational needs effectively. However, in some lessons in upper Key Stage 1 positive patterns of behaviour and response are not established for pupils with emotional and behavioural difficulties. This is unsatisfactory as it reduces the progress that these pupils make and results in occasional behaviour that detracts from the learning of others. Most teachers use the last part of lessons effectively to reinforce and consolidate pupils' learning.
95. In Key Stage 2 teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Teachers promote the subject as fun to learn and this contributes to pupils' positive attitudes towards mathematics. Pupils enjoy the lessons and the majority work hard. The quality of learning is good overall. Teachers use praise effectively to reward successes, effort and attentiveness, to build pupils' confidence and to encourage them to rise to the challenges presented. Teachers expect pupils to concentrate in lessons and this increases the quality and quantity of work produced. The majority of pupils use the time well to improve their learning.
96. Despite the school's very real difficulties all of these positive features are beginning to edge attainment upwards. These improvements in standards result in part from the school's successful introduction of the National Numeracy Strategy. Teachers have secure subject

knowledge and have quickly developed a good understanding of new approaches to the teaching of mathematics. They use these effectively to produce increasingly efficient learning. There are ample opportunities for pupils to apply their developing numeracy skills in other subjects. This was seen to particularly good effect in design and technology, physical education, geography and science lessons in Key Stage 2. The subject co-ordinators lead and manage the development of mathematics very effectively. They have provided very good support for staff during training and throughout the introduction of the National Numeracy Strategy. The monitoring of mathematics is rigorous and always has a very clear purpose. This means that weaknesses at individual and at whole school level are identified and that appropriate steps are taken to address them. This quality of curriculum leadership makes an important contribution to the raising of standards in mathematics.

SCIENCE

97. By the time pupils leave the school their attainments broadly reflect national expectations. The 1999 statutory assessment results reflect this picture, showing that standards at the end of Key Stage 2 were broadly in line with those found nationally and well above those at the end of Year 6 in similar schools. The proportion of pupils reaching the higher than expected Level 5 was well above the national figure. This was a marked improvement on the 1998 results that were well below the national average overall. Since the last inspection the school has effectively improved its provision for developing pupils' enquiry skills through a concentrated focus, for example on enabling pupils throughout the school to raise questions for investigating. This has improved the quality of pupils' learning and increased the progress that they make.
98. By the end of Year 2 pupils' attainments are below those found nationally and this has been a feature of the statutory assessments at the end of Key Stage 1 over recent years. In 1999 no pupil reached the higher than expected Level 3 and overall the pupils' achievements were below those of pupils of the same age in similar schools. Pupils enter school with levels of attainment that are well below those found nationally and the school's strong emphasis on enquiry skills is beginning to have a positive impact on pupils' progress in this key stage. By the end of Key Stage 1 higher attaining pupils have an appropriate awareness of different sounds, but some are less secure about how various sounds compare, for example in terms of loudness or pitch. They recognise a wide range of sources of light but they are less knowledgeable about comparisons of these in relation to brightness or colour. They understand how electric circuits work, but they lack knowledge of different types of circuit. They name parts of the human body, but at a basic level by using words such as neck and ankle. Average and lower attaining pupils competently use simple equipment to test materials to find out if they are waterproof and they record their observations appropriately in simple tables.
99. By the time they leave the school at the end of Year 6 higher attaining pupils know about the effect of the sun's orbit on the earth. They have a good understanding of air resistance and they articulate their thinking precisely. They use investigation skills effectively, for example to gain a clear understanding of how light travels and they have a good understanding of scientific terms such as 'variable'. They use numeracy skills effectively in their investigations, for example in their use of degrees to measure angles. Average attaining pupils show an awareness of fair testing and they make appropriate predictions, for example on the effect of gravity on falling balls of different size. Most pupils can make generalisations about physical phenomena such as the motion affected by forces. One pupil generalised "The more paper clips on the spinner, the faster it falls".
100. Teaching, particularly of scientific skills, is good overall. This improves pupils' learning and as a result pupils make good progress in being able to think, to plan and to work as

scientists. This represents good improvement since the last inspection when teachers placed insufficient emphasis on pupils' independent enquiry skills. Teachers in Key Stage 1 give good opportunities for the development of science skills and consequently pupils gain confidence to raise their own questions, to predict and observe. Teachers enable pupils to make decisions about how to record their findings. Discussion of the recording methods that pupils choose raises their awareness of the range and suitability of different formats such as diagrams and narrative. Pupils with emotional and behavioural difficulties in Key Stage 1 are less able to raise their own questions for investigation and they need to explore freely with resources such as toy vehicles on slopes. Support assistants in Year 1 have a good understanding of these pupils and they ensure that practical tasks meet their needs well so that they learn, for example, about fast and slow movement. Teachers use effective questioning strategies to develop pupils' thinking, but in Key Stage 1 they do not always expect a reply to questions such as "What do you think might happen to the toy vehicle at the end of the ramp?" The positive way in which teachers relate to pupils results in good behaviour. However, sometimes records of what pupils have achieved previously are insufficiently precise with the result that teachers provide work that does not always match pupils' prior learning. For example, teachers in Year 2 do not have a clear picture of what pupils have previously achieved and so the work that is set for them is not always closely matched to their level of understanding. Teachers in Key Stage 2 have established very secure opportunities for pupils to use their investigation skills. As a result pupils in Years 5 and 6 are very confident in applying these skills in their exploratory work. Good links with other subjects also reinforce pupils' learning and add to the progress that they make. For example, geography fieldwork on rivers in Years 5 and 6 effectively reinforces the notion of fair testing. In Key Stage 2 the work that pupils have carried out does not always take sufficient account of their differing levels of attainment. The management of pupils is satisfactory in Key Stage 1 and it is very good in Key Stage 2. In Key Stage 2 teachers manage pupils with emotional and behavioural difficulties very well. They take an active part in all activities and this improves the quality of their learning and ensures that the learning of other pupils is not disturbed.

101. Pupils' good attitudes to science, and in particular to investigation, contribute significantly to their good progress. They behave very well, they are sensible and responsible and they are very interested in practical activities. They mostly listen attentively, offering suggestions for investigation, and they remain well focused and engaged in their work. Pupils with hearing impairment have very good access to the science curriculum through very effective adult support. The co-ordinator has good subject knowledge and understanding and she has a strong role in promoting the subject through the school. The observation of teaching followed by feedback and targets is improving the teaching of science. The curriculum is well balanced, but it sometimes includes aspects of work that are not needed to extend pupils' knowledge and understanding of science, for example a study of the earth's crust and of continents in Year 6. A more specific focus on national curriculum requirements will support the school in its efforts to raise standards further.

ART

102. During their time in school pupils are provided with appropriate experiences in art. They work with an acceptable range of media and materials, develop a suitable variety of skills and techniques and learn about and appreciate the work of several important artists. As a result most pupils, including those with special educational needs, achieve satisfactory standards by the time they leave the school.
103. In Key Stage 1 pupils have frequent opportunities to use paint. Pupils in Year 1 use paint to print patterns, using sequences of geometrical shapes. Pupils in Year 2 paint pictures that represent their holiday experiences or evoke responses to a favourite book. However, whilst there is some evidence of pupils gaining an understanding of simple colour mixing,

there is little to suggest a systematic approach to developing painting skills, such as working with different types and textures of paint or applying paint with different brushes or other tools in order to create particular effects. Work on display also indicates that pupils use pencils and charcoal to make observational drawings. These show good attention to detail and indicate that pupils take care with their work, but the development of pupils' drawing skills over time is weak. Pupils make abstract designs using textiles and in doing so begin to learn simple sewing techniques.

104. In Key Stage 2 pupils use a greater range of media and techniques. They use oil pastels, wax crayon in conjunction with paint, papier-mache, collage, printing, silhouettes and computer art. They use the works of artists such as Holbein, Picasso, Turner, Mondrian and Warhol as the starting points for their own projects. They use art as a means of exploring other subjects and this adds to pupils' cultural development, for example Greek style masks, Tudor portraits or representing the patterns on Muslim prayer mats. However, whilst many of these projects have value in their own right, they are often 'one off' and so do not contribute effectively to the ongoing, systematic development of knowledge, understanding and skills. There is also evidence of repetition. Colour mixing takes place in at least three out of the four Key Stage 2 year groups and whilst each project is different in its detail, there is little real advance in the skills on offer and this further reduces the progress that pupils make.
105. There is insufficient evidence against which to make sound judgements about the overall quality of teaching of art. There were only two lessons seen during the inspection. These were both in Key Stage 2 and very different in their outcomes and therefore their quality. The lesson in upper Key Stage 2 was very good. The teacher set up a task that required pupils to investigate how to get the best results from a new set of media, materials and tools. The teacher's very good use of the works of Andy Warhol during the introduction established high levels of interest and enthusiasm. The pupils responded very well, worked with great care and attention and shared their experiences thoughtfully. As a result the quality of their learning was very good. They made good gains in their understanding and began to work towards a good standard of completed work. The other lesson in lower Key Stage 2 was unsatisfactory. Whilst pupils behaved well and responded positively, nothing in the lesson moved the pupils' learning forward. The objectives for the lesson were very unclear and largely unrelated to artistic skills, the task was almost unachievable and this is unsatisfactory in the context of the teaching of art.
106. Curriculum guidance documentation and the overall planning for art lacks coherence. It is not based on a clear understanding of the progression of skills, nor does it identify appropriate projects and assign them to particular groups of pupils so that new learning builds systematically on what has gone before. This reduces the overall quality of pupils' learning and restricts the progress that they make. Art is designated as a priority subject in the 2001 school development plan and the co-ordinator is preparing to address this issue at that time.

DESIGN AND TECHNOLOGY

107. Only one design and technology lesson was observed during the inspection. Sufficient evidence is available from pupils' completed work and from talking to pupils to judge that pupils of all levels of attainment reach standards in line with national expectations at the end of both key stages.
108. The previous inspection found that standards did not meet national expectations. For example, Key Stage 1 pupils did not know how to hold saws and Key Stage 2 pupils did not make lists of materials, tools or processes in their designs and plans. The school has effectively addressed these weaknesses and this has raised pupils' achievement.

Teachers show Year 1 pupils how to use a saw, for example, to make a wooden axle for a vehicle and Year 6 pupils list materials such as cotton and wool in their designs. The previous inspection report highlighted insufficient planning for the gradual development of pupils' skills. Although the co-ordinator has given some thought to this weakness, the school has not yet introduced a clear structure for developing pupils' skills year on year in order to support teachers in their planning and to ensure that pupils build their skills year by year. Despite national guidance on design and technology the school's scheme of work is still in draft form.

109. By the end of Key Stage 1 pupils use pictures to communicate their designs, but because of limited opportunity they are less skilled in generating their own ideas by using their knowledge of products, materials and techniques. They assemble and join materials such as card in different ways, for example using split pins. They are less competent at using their initiative to select from a range of techniques, tools and materials and making decisions on their own.
110. By the end of Key Stage 2 pupils designs take into account the preferences of users, for example in making a scary mask for a nephew. Their designs sometimes show alternative ideas and the anticipated stages in the making process such as the six steps in making an Easter basket. Pupils incorporate ideas that they gather from different sources. A visit to a museum influenced the design of the eyes on a mask. Pupils appropriately use their numeracy skills such as measuring in centimetres when making a weather vane and they mark out where the corners will be. They cut different materials such as card, paper and wood and they can use a variety of joining techniques such as gluing and stapling when making artefacts. Pupils evaluate what works well and not so well, for example the way lenses are incorporated into the telescopes that they make.
111. As little teaching was observed it is not possible to make an overall judgement about its quality. In the one lesson seen the teacher's planning was detailed and she gave the pupils a clear explanation of what was required from them. She had a pleasant but firm manner that enabled her to deal effectively with a large proportion of pupils with emotional and behavioural difficulties. As a result the Year 1 pupils were able to measure wood and use a saw and their learning, behaviour and attitudes were sound overall. Teachers in Year 6 provide pupils with effective support in the evaluation of their own work, for example through a structured format showing appropriate issues to consider.

GEOGRAPHY

112. By the end of both key stages pupils are reaching standards which are expected of them for their age. Overall, pupils' standards are higher now than at the time of the previous inspection, particularly at Key Stage 1. Pupils are now encouraged to ask questions about places, provide explanations of why a place is changing and to look for similarities and differences between places or situations. This has significantly improved their ability to work independently as well as collaboratively.
113. Good quality teaching encourages pupils to think and ask questions about places. Pupils not only find out where places are but also what they are like and what might be causing them to change. The good quality of teachers' questioning and the very good relationships in class help to ensure that pupils think and use their resources well. There is a very good ethos for learning in lessons. For example, if a pupil makes a mistake he or she is able to learn from it and correct the error quickly because pupils' are supportive and their attitudes to learning are very good. Good teaching also ensures that pupils successfully build up a useful range of geographical skills. These are frequently used as pupils increase their geographical knowledge and understanding.

114. From an early age pupils use atlases and know the location and names of the countries of the United Kingdom and some of the main cities including places local to Preston and many countries in Europe. They are familiar with directions and use these successfully when working in or outside the classroom. Teachers use up-to-date resources, which include photographs and maps. When these are used, particularly photographs of the local area and areas visited, pupils show good levels of interest. Teachers' have high expectations of pupils' capacity to investigate and solve problems and therefore pupils are given very good opportunities to find out and raise questions about places. For example, in Year 2 pupils' know the main climatic areas of the world and correctly use geographical words to describe them. They ask questions about their local area, talk and write about what it is like, how it has changed and sometimes how they feel about it. They make sound progress and in subsequent years show to good effect that they can use the knowledge and skills they have learnt in earlier years. There are good opportunities in geography for pupils to use and improve their literacy skills.
115. By the time pupils reach Year 6 they are well versed in different ways of learning and have made several successful trips to local places. During the inspection all Year 6 pupils, in two separate trips, visited a local outdoor study and adventure centre to do some river studies. This was a very successful event in which pupils learnt a great deal from first hand experience about a small part of a river. By the end of Year 6 pupils have extended their geographical vocabulary, completed many tasks in which they have used their numeracy skills, gathered more facts and asked more questions about places and issues of local or global concern. In addition, they have learnt about the similarities and differences between their local area and a number of other places in Lancashire and beyond.
116. All pupils receive work that is closely matched to their needs. In any one class they follow similar topics, but the level of enquiry and expectation matches the ability of different pupils. Pupils with special educational needs work very well and make good progress. Teachers are good at using a wide range of methods to encourage pupils to work hard, take an interest in their tasks and develop a sense of curiosity about places. Teachers plan their work well, resources are prepared and used well by pupils. The teachers have built up many of the small number of good quality resources held by the school. They have acquired photographs, maps and other sources of local information which serve to increase pupils' interest. Teachers use a wide range of effective ways to ensure that pupils learn and make progress, for example brainstorming, use of spider diagrams, visits to places, posing questions about a place or an issue. Teachers also use praise very well and pupils respond to this positively and succeed in their work. All pupils' work is marked frequently and comments are written not only to increase pupils' pride in but also to give them hints on how to improve their work. Whilst there is a strong and successful approach to developing pupils' ability to work and search for information independently, there is no evidence of good quality independent research leading to pieces of lengthy writing in response to a topic or question for which some significant research is required.

HISTORY

117. The timetable for the inspection and the curriculum organisation in the school meant it was not possible to observe more than one lesson of history. However, a thorough scrutiny of work, interviews with pupils and teachers provided sufficient evidence for judgements.
118. **At the time of the last inspection standards were below national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. The inspection findings show that although a significant minority of pupils still attain standards below expected levels at Key Stage 1, the majority achieve suitable standards which are appropriate for their age. At Key Stage 2 most pupils reach**

levels suitable to their age and a significant minority exceed those standards. This represents some improvement at both key stages from the previous inspection. The improvements are a result of a clear scheme of work, a focus on key skills, particularly at Key Stage 2, and an emphasis on research. Pupils at both key stages make satisfactory gains in knowledge, skills and understanding. Pupils with special educational needs make satisfactory progress according to their prior attainment. Pupils with hearing impairment have effective, well-focused support and make good progress.

119. At Key Stage 1 pupils study history through topic work such as the seaside and holidays. They find out about a seaside town. Pupils look at photographs and video tape recordings, for example, of what the town was like more than 50 years ago. They compare it with the present day, as in the differences in the nature and type of transport. They have and use satisfactory time vocabulary. Pupils make accurate observations based on a close examination of artefacts. They record their findings in simple format. However, pupils produce mostly drawing and diagrams and weak writing skills hinder progress in recording. Pupils are less secure about predicting outcomes and ordering events or objects in a correct time sequence. They successfully use their own childhood and families as a starting point in discussions and move back in time a little. Pupils have underdeveloped interpretative skills. The amount of work pupils produce is somewhat limited and lacks variety.
120. At Key Stage 2 pupils study 'The Tudors', 'The Victorians' and recently 'The Ancient Greeks'. They develop a more sophisticated time vocabulary such as 'in ancient times' and 'generations'. They give opinion based on fact, as when discussing aspects of the education of children in ancient Sparta, comparing this well with modern day equivalents. Suitably researched text enlivens their drawings and diagrams of the Tudor period, although some aspects of pupils writing skills are still weak, particularly at the start of the key stage. They present historical facts in logical sequence, as when discussing the wives of Henry VIII. Pupils present their findings in a wider variety of ways, such as making comparative inventories of personal items. The most significant feature of pupils' learning at this key stage is the level of investigative work they carry out using books, encyclopaedia and CD-ROM. The more able pupils understand the value of historical sources.
121. It is not possible to make an overall judgement about the quality of direct teaching but certain elements in teaching and learning stand out. The work teachers set for pupils is progressive and builds on learning. This is a result of a clear curriculum, which is well followed. Teachers plan their lessons thoroughly and offer a wide variety of interesting activities to pupils, particularly at Key Stage 2. They motivate pupils well, principally because it is clear that most teachers have enthusiasm for the subject. This results in pupils taking a developing pride in their work as they go through the school, enabling them also to talk with eagerness about what they know. Most teachers mark pupils' work well, showing them how to take their learning forward, although this is not consistently carried out. Pupils show interest and the older pupils interviewed had curiosity and eagerness, encouraged by opportunities to find out for themselves. In the lesson observed pupils behaved well because of their commitment to the work and the consistent behaviour management techniques of the teacher.
122. Teachers pay good attention to issues of equality of opportunity in their planning, taking every occasion for pupils to make the most of the somewhat restrictive provision for information and communication technology in their classrooms. The teaching of pupils with special educational needs and those with learning impairment is most effective when there is direct support. Relationships between teachers and pupils are good and teachers create

a productive working environment in their classrooms. Teachers' subject knowledge is at least satisfactory. Some teachers have very good understanding and energy for the subject, which invariably promotes effective planning, well-motivated pupils and good standards.

123. There is competent management of the subject and a good scheme of work, well thought out. Assessment of what pupils know, understand and can do is both formal and informal and most teachers use this information in their planning. Resources are satisfactory overall, although there is a shortage of good artefacts at Key Stage 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. At the time of the last inspection standards met national expectations at the end of both key stages but there were weaknesses in control and usage of information and communication technology to sense and to display information. The school has largely corrected these deficiencies and standards at the end of both key stages are clearly in line with nationally expected levels. However, the subject is still developing and there is some way to go before all pupils consistently reach levels of achievement which match their abilities in all aspects of the subject. The school is on target to achieve this.
125. At the end of Key Stage 1 pupils experiment with different ways of using icons. They confront and use successfully a software 'paint' program, spraying colour, erasing colour and using 'flood'. They understand the functions of the key icons. The more able pupils use competently the main tools in the program. Pupils make suitable gains in levels of independence. They apply the skills learned to draw shapes, becoming increasingly accurate through practice and 'undoing'. All pupils control the computer with a purpose. They print out their work and generate ideas in pictures. Lower ability pupils at this key stage use a mouse to click and drag. They produce and talk about graphs. Pupils prepare and printout weather bar charts using symbols. They represent a simple database of pets they like, presenting it in bar chart format. They write their names accurately on the computer. In addition, higher attaining pupils edit their work using the delete key.
126. At the end of Key Stage 2 pupils have a good range of technical vocabulary. They use basic skills as a matter of course, such as scrolling up and down. They consolidate skills such as returning 'home'. The more able pupils know about search engines and about the importance of 'exact' when defining their requests. Pupils use satisfactory mouse controls for a number of processes. Most pupils are at ease with a number of software programs, opening and closing down the computer and the programs confidently. Pupils consolidate skills from across the curriculum. For example, they transfer mathematical operations into their work on programming robots, breaking down instructions into direction and length of travel. The more able pupils devise other strategies for solving problems when working in this aspect. Pupils print and present their work. These printouts show a good range of keyboard skills and ways of presenting information. They use the word processor to edit their work in other subjects, such as describing a visit to Marton. There was some evidence of creative work such as writing simple poems but the focus was more on format than content. Some pupils used the computer to produce a simple play, others to produce a list of instructions, for example on how to survive a day at Holme Slack School!
127. By the time they leave the school the majority of pupils have suitable skills in word processing, handling information, control technology, graphics, accessing and using information. The school has had a good influx of resources in the last 18 months but these have only recently come into full use at Key Stage 2 with the introduction of Internet provision. Key Stage 1 does not yet have this service. Further, the limited number of computers in the classrooms currently prevents pupils, particularly those of high prior attainment, from practising and developing their skills at a regularly good rate. The school

does everything it can to manage the available resources well and pupils make steady progress. Pupils with special educational needs and particularly those pupils with impaired hearing make good progress overall with the use of specialist programs and extra focused support.

128. The quality of teaching is satisfactory through out the school with pockets of good and very good teaching dependent on the particular expertise and confidence of individual teachers. Most teachers have satisfactory subject knowledge and give pupils clear instructions, particularly when talking about difficult concepts. They make good use of display materials in this respect. They organise and manage their classes well, holding pupils' attention and maintaining good behaviour patterns. Good use of questioning techniques enables teachers to judge the extent of pupils' prior knowledge. Teachers make sound use of support staff and where this is particularly effective individual pupils make good progress. Relationships between teachers and pupils and between pupils are very good, enhanced by good humour and a considerate approach to one another. Pupils share equipment and tasks readily. Teachers allow pupils to make mistakes and pupils have sufficient confidence to do so and learn from them. This independence makes learning effective. Teachers use the available resources suitably to promote learning, for example in the use of the listening centre for hearing-impaired pupils. Teachers plan effectively and introduce new ideas carefully and systematically, ensuring equality of access to the provision for all pupils.
129. The overall result of this at least satisfactory teaching is that pupils' learning is sound. Pupils enjoy their work in the subject. They show interest and good motivation. Pupils are eager to find out and appreciate the helpful, friendly approach of their teachers. Pupils have sufficient confidence to come forward with ideas and suggestions.
130. The subject is well managed and led, with a good distribution of experience and expertise between the key stage co-ordinators. There is room for more development in the links between the two areas of responsibility. The school makes a good attempt at recording, analysing and using the information in pupils' acquisition of basic skills but this is more developed at Key Stage 2. The curriculum takes into account the particular needs and organisation of year groups in the school. There is good support, both formal and informal, for staff. Resources are satisfactory but within the limitations indicated above.

MUSIC

131. Standards are in line with expectations at Key Stages 1 and 2. These findings reflect those of the previous inspection. The support and guidance of teachers ensures that pupils with special educational needs do as well as other pupils. In particular, the specialist teacher adapts the commercial scheme to ensure that pupils with hearing impairment can participate fully in music lessons and make sound overall progress. There are no significant differences in the progress of pupils of different gender, background or ethnicity.
132. At both key stages pupils sing tunefully together in assemblies, class lessons and hymn practices. They know a wide range of songs, action rhymes and hymns by heart. The younger pupils often sing with enthusiasm and demonstrate as they move through Key Stage 1 an increasing awareness of pitch. Pupils have an appropriate understanding of rhythm. The youngest pupils can clap a steady beat and by the end of the key stage they successfully read simple rhythmic patterns from written symbols. At Key Stage 2 pupils sing with control and expression. They recognise and respond to formal notation. By Year 6 they demonstrate a good sense of rhythm. They interpret the mood of music and react to it appropriately.

133. The quality of teaching and learning at both key stages is satisfactory overall. The teaching of pupils with hearing impairment is particularly successful where high expectations of pupils' attention and application leads to good standards of learning in the course of the lesson. However, although pupils throughout the school sing regularly, they have limited opportunities as they move through the school to perform and compose using an increasing range of tuned and untuned instruments. Pupils regularly listen to a range of music, which is played as they enter and leave assembly. They also learn about the lives and work of composers. For example, Year 6 pupils readily discussed composers of the 20th century and were particularly interested in the work of John Lennon and Paul McCartney. Teachers successfully establish and maintain very good relationships with their pupils, which promotes their confidence, enjoyment of music and willingness to participate in musical activities. This adds to the quality of their learning. A commercial scheme of work has been adopted. This gives appropriate guidance to non-specialist teachers. However, there are no procedures in place for assessing and recording pupils' progress or using the results of assessment to guide future planning.
134. School concerts and occasional visits into school of musical ensembles satisfactorily promote pupils' interest and musical awareness. Older pupils also have opportunities to learn to play the recorder, sing in the choir and participate in such occasional activities as the Guildhall School Festival. These activities have a positive impact on the progress of those involved.

PHYSICAL EDUCATION

135. Pupils reach the expected standards in the aspects of the physical education curriculum that were seen during the inspection. This reflects the findings of the previous inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study receive appropriate attention. Most pupils of all levels of attainment in both key stages, including those with physical and learning difficulties, make satisfactory progress. However, pupils with emotional and behavioural difficulties do not always make the progress that they might as at times, their response in physical education lessons is unsatisfactory.
136. Most pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Younger pupils use small games equipment purposefully. They develop skills that are required to play simple games such as rolling and retrieving a ball. Older pupils in Key Stage 1 develop their hand and eye co-ordination appropriately so that they begin to move with and pass a ball with increasing accuracy, using the basic skills of hockey. By the end of Key Stage 1 pupils move in a variety of ways, using hands and feet and include turning, rolling, jumping and balancing movements. They use space appropriately and most develop satisfactory control of movement and balance. Pupils, other than those with special educational needs, seldom bump, trip or fall.
137. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and some exceed the nationally expected standard for their age. Pupils in Years 3 and 4 extend their games skills appropriately using the basic techniques needed for hockey, netball, basketball and tennis. Pupils in Years 5 and 6 use analysis and problem solving methods effectively to investigate running and jumping techniques and in doing so improve their own performances. They sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a good range of extra-curricular and competitive sporting activities. These enable a number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.

138. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. Older pupils are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example maintaining concentration and effort during a 'chilly' outdoor lesson. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. This is particularly impressive when pupils work with and support those with special educational needs, enabling them to be fully involved and make good progress. Pupils enjoy their work in physical education and this reflects in the numbers participating in extra-curricular activities. The quality of pupils' learning is sound. This results from pupils' positive response and from the range and variety of experiences that the school provides.
139. The teaching of physical education is generally sound, although there was one unsatisfactory lesson in each key stage. Teachers' planning is satisfactory. It identifies appropriate objectives. When these are shared with pupils, for example in effective games lessons in upper Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. Most teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good and results in good individual coaching that helps pupils improve aspects of their technique. This worked to good effect in the Years 3 and 4 games skills lesson. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur most teachers use the school's discipline policy consistently and to good effect. However, the ineffective management of pupils with emotional and behavioural difficulties along with other weaknesses in overall class management was a contributory factor to some unsatisfactory teaching in upper Key Stage 1 and lower Key Stage 2.
140. The school has good resources for physical education, including extensive school grounds, a large hall equipped with suitable gymnastic apparatus and a plentiful supply of smaller apparatus. The availability and appropriate use of such facilities add to the quality of pupils' learning and have a positive impact on standards.

RELIGIOUS EDUCATION

141. Pupils' attainments by the end of Key Stages 1 and 2 are broadly consistent with the requirements of the locally agreed syllabus for religious education. These findings reflect those of the previous inspection when standards were satisfactory at the end of both key stages.
142. By the end of Key Stage 1 pupils have good recall of the main characters and events from stories in the Bible, for example those relating to the Israelites in exile in Egypt. They know about Abraham. They are aware of the events surrounding the birth of Jesus. They have an understanding that some things are special and they can write their own prayers. Pupils know that certain buildings such as churches, chapels and cathedrals are for worship and that for Muslims the mosque is the special building. By the end of Key Stage 2 pupils have an awareness of holy books and sacred writings and they have a good understanding of the Bible as being a library containing many different types of books. They also have a thorough understanding of aspects of major world religions. This includes an appropriate awareness of the similarities and differences between Christian and Muslim rites of passage and major events such as weddings. In their study of Judaism they learn about the Torah and about Jewish laws that determine a particular lifestyle. Pupils have an appropriate knowledge of some of the significant events in the lives of Jesus and Muhammad.

143. The quality of teaching and learning is satisfactory at both key stages, with some very effective features and some weaknesses. Teachers plan a wide range of activities, which promote pupils' knowledge and understanding well and so contribute effectively to pupils' wider spiritual and cultural development. For example, teachers in Year 1 use drama effectively to convey the sequence of events in the life of Moses. Pupils throughout the school are encouraged to reflect on the things in their lives that are special to them. They are given opportunities to write prayers and are introduced to a diversity of religious faiths and traditions. Good use is made of visitors to the school to develop pupils' understanding. In Year 6 pupils made very good progress in their learning when they raised their own questions before interviewing a Muslim lady and a Church of England vicar about comparative wedding customs. Although resources are generally used effectively, the opportunity was missed for pupils to extract information on Muslim traditions from books when the Year 6 teacher read the text to them. The management of pupils is very good in Key Stage 2. It is generally satisfactory at Key Stage 1, but the management of pupils with emotional and behavioural difficulties at this key stage is not always sufficiently effective to enable lessons to proceed briskly enough to retain the interest of all pupils. In one Key Stage 2 lesson the introduction was too long and teaching lacked pace and a clear focus on the theme of the lesson. As a result, pupils made limited progress in their learning about religious leaders.
144. Assemblies contribute appropriately to pupils' religious education. Teachers often introduce moral themes such as those relating to pride. These are effectively developed through the week and sometimes reinforced with stories from the New Testament, such as the story of the Good Samaritan, told clearly by a clergyman who visits the school regularly to talk to the pupils. Pupils' attitudes to religious education are good even when the lesson lacks pace and they show great respect when discussing other people's beliefs and practices. This factor, together with the positive aspects of teaching and the wide range of planned curriculum opportunities, ensures that pupils' learning and progress are satisfactory overall.