

INSPECTION REPORT

BURNLEY WHITTLEFIELD COUNTY PRIMARY SCHOOL

Burnley

LEA area: Lancashire

Unique reference number: 119262

Headteacher: Mrs P M Pomeroy

Reporting inspector: Mr R A Robinson
No: 21024

Dates of inspection: 12-15 February 2001

Inspection number: 195704

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Tabor Street Burnley Lancashire
Postcode:	BB12 0HL
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Bullock
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21024	Mr R A Robinson Registered inspector	Science Information and communication technology Religious education Areas of learning for the foundation stage	What sort of school is it? The school's results and achievements How well are the pupils taught? What should the school do to improve further?
9327	Mr S Vincent Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16408	Mr C Rhodes Team inspector	English Art and design Design and technology Physical education English as an additional language	How well is the school led and managed?
22058	Mrs C Richardson Team inspector	Mathematics Geography History Music Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

12

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

14

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

15

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

16

HOW WELL IS THE SCHOOL LED AND MANAGED?

17

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20

PART C: SCHOOL DATA AND INDICATORS

21

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

24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized primary school for boys and girls aged 3-11 years that serves the local area of Whittlefield near Burnley. Currently 183 pupils are on roll, 105 boys and 78 girls. Fifty-two children attend the nursery part-time. Nineteen children under the age of six are taught in the reception class. There is a very small proportion of pupils from minority ethnic backgrounds and no pupils at an early stage of learning English as an additional language. Forty-two pupils (20 per cent) are on the register of special educational needs, which is below the national average. An above average proportion of pupils has a statement of special educational needs. Children's attainment on entry to the nursery is below average. The percentage of pupils known to be eligible for free school meals is about 25 per cent, which is above the national average.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils have good attitudes to work, behave well and relate positively to one another and to staff. The children achieve very well as the quality of teaching is good overall. The leadership and management by the governing body, the headteacher and senior teachers are good. The school provides good value for money.

What the school does well

- Pupils achieve very well and exceed the national average in English and mathematics by the age of eleven.
- The behaviour of pupils, their attitudes to school and relationships towards other pupils and staff are good.
- The quality of teaching is good overall.
- Parents have a positive view of the school.
- The leadership and management of the headteacher are good.
- The governors fulfil their responsibilities effectively.

What could be improved

- Standards of pupils' spoken language in the nursery and Years 1 and 2.
- The curriculum for the children in the nursery and reception class does not follow recent national guidance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in June 1997. Pupils' performance has improved and is now above the national average in English and mathematics. Pupils' behaviour and attitudes to learning and personal development are now good. The school has addressed the areas for improvement successfully as shown below:

- The high proportion of unsatisfactory teaching observed at the last inspection is now no longer apparent though not completely eradicated.
- Pupils with special educational needs and higher attainers make good progress.
- The leadership and management have improved and are of a good standard.
- The curriculum for six to eleven-year-olds is effective.
- Parents strongly support the school.

The strengths in teaching and the leadership of the headteacher and senior staff place the school in a good position to continue to improve standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	B	A
mathematics	E*	A	C	A
science	E*	A	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low (lowest 5% nationally)	E*

- The results of the national tests for eleven-year-olds in 2000 show that in English pupils were above the national average and well above the average for schools with pupils from similar backgrounds. In mathematics and science pupils were in line with the national average and well above the average for schools with pupils from similar backgrounds.
- In the national tests for seven-year-olds in 2000 standards were above the national average in mathematics and well above average compared to pupils in similar schools. In reading and writing standards were well below the national average and below the average for schools with pupils from similar backgrounds.
- Inspection judgements show that pupils' performance by the age of eleven is above average in English and mathematics and in line with the average in science. In all other subjects pupils reach the standards expected nationally.
- Standards by the age of seven are in line with the national average in reading, writing, mathematics and science but below average in speaking.
- By the end of the reception class children are likely to achieve the expected standards in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They are below average in physical development because teachers do not plan sufficient activities in this area of learning. Children make good progress overall in the reception class and satisfactory progress in the nursery. Children do not make sufficient progress in their development of speaking in the nursery though make good progress in the reception class.
- Pupils enter the school at the age of three with overall levels of attainment below the national average and by the time they leave the school at the age of eleven their attainment is above the national average; therefore, their achievement is very good. Pupils with special educational needs and talented pupils make good progress.
- Pupils make unsatisfactory progress in developing their spoken language in the nursery and Years 1 and 2; however, they make good progress in the reception and Years 3 to 6.

The school is on course to meet its demanding targets for the proportion of pupils who will reach the expected level of eleven-year-olds in English and mathematics. There is an upward trend in standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school. They come willingly and are positive about their work and achievements.
Behaviour, in and out of classrooms	Good; pupils behave well.
Personal development and relationships	Good; relationships are a particular strength of the school. Pupils are increasingly mature and responsible as they grow older. It pleases parents that their children have good attitudes to school and develop appropriate values.

Attendance	Good; attendance is above the national average.
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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 teaching and learning was good or better in 56 per cent of lessons, in 19 per cent it was very good or better but in 3 per cent it was unsatisfactory.
- The quality of teaching and learning are satisfactory overall for three to seven-year-olds and good for seven to eleven-year-olds.
- The teaching of pupils with special educational needs is good because they receive effective support from teachers and classroom assistants.
- The teaching and learning of literacy and numeracy are good for seven to eleven-year-olds but the teaching of the skills of speaking is unsatisfactory in the nursery and Years 1 and 2. Too few opportunities are planned in these classes for the development of spoken English and teachers do not challenge pupils sufficiently to improve their skills. The teaching and learning of art and design, design and technology, geography, history, music and physical education are good. The teaching of information and communication technology and religious education is satisfactory.
- Satisfactory opportunities are planned for the development of literacy and numeracy in other subjects. Information and communication technology is used satisfactorily to assist learning in other subjects.
- Classroom assistants not deployed sufficiently well to assist pupils' learning during times when the whole class is being taught together.
- The teaching meets effectively the needs of talented pupils, higher attainers and pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for six to eleven-year-olds is well balanced and provides good opportunity for pupils to achieve well, including those with special educational needs and higher attainers. Particular strengths of the curriculum are the use made of visits within the locality and relationships with the community. Statutory requirements are met. The curriculum for the nursery and reception class does not yet meet the recent guidance and this affects adversely children's achievements in physical development in the nursery and reception class and the development of speaking skills in the nursery.
Provision for pupils with special educational needs	Curricular provision for pupils with special educational needs is well organised and effective.
Provision for pupils with English as an additional language	These pupils are given good support and achieve well in relation to their prior attainments.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes good provision for personal development. The provision for pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of right and wrong and reflect on the world around them as they extend their knowledge and understanding of their own and other's cultural heritage.
How well the school cares for its pupils	The school knows the children well. Welfare and care are based on the very good relationships in the school and provision is thoroughly and effectively organised. Children are well supported at all times

	whilst in school. Assessment is good for six to eleven-year-olds though underdeveloped in the nursery and reception class.
How well the school works in partnership with parents	The school has the confidence and support of parents. They make a good contribution to the life of the school, support their children well and respond to the positive initiatives that are taken by the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and senior staff are good; however, not enough has been done to establish, lead and manage the nursery and reception class.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its statutory responsibilities. It is involved actively in the life of the school and it has a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The headteacher and the co-ordinators for English and mathematics have monitored and evaluated standards of teaching and learning very effectively. They have praised and spread good practice and worked with staff to raise standards further.
The strategic use of resources	The budget is allocated appropriately in order to spend available funds in accordance with priorities in the school development plan and to use them, and grants, as wisely as possible. The general level of accommodation is satisfactory but deficiencies weaken the provision for the nursery and reception class, information and communication technology and physical education. The secretary does not have sufficient access to management information and communication technology programs found in most primary schools. There is an appropriate number of staff; however, classroom assistants are not deployed efficiently during whole class teaching.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well. • The good teaching enables their children to make good progress. • They are kept well informed about children's progress. • Members of staff are approachable and parents are comfortable talking to them. • The school expects children to work hard and become more responsible. • The school works well with parents. 	<ul style="list-style-type: none"> • The amount of homework is inappropriate. • The range of activities outside lessons is insufficient.

The inspectors agree with the positive views of parents; however, disagree with the views of a minority of parents regarding homework and the range of activities available outside lessons. The range and amount of homework is appropriate for the age of the pupils. The school provides a satisfactory range of extra-curricular activities, broadly similar to most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The 2000 National Curriculum tests for eleven-year-olds show that:
 - pupils' performance in English was above the national average and well above the average for schools with pupils from similar backgrounds;
 - pupils' performance in mathematics and science was in line with the national average and well above the average for schools with pupils from similar backgrounds.

- 2 Inspection judgements of the current Year 6 show that:
 - pupils' performance in English and mathematics is above the national average;
 - pupils' performance in science is in line with the national average.

- 3 The 2000 National Curriculum tests for seven-year-olds show that:
 - pupils' performance in reading and writing was well below the national average and below the average for schools with pupils from similar backgrounds;
 - pupils' performance in mathematics was above the national average and well above the average for schools with pupils from similar backgrounds;
 - teacher assessment of pupils' speaking and listening skills is below the national average and the attainment in science is in line with the national average.

- 4 Inspection judgements of the current Year 2 show that:
 - pupils' performance is in line with the national average in reading, writing, mathematics and science;
 - pupils' performance is below the national average in speaking and listening.

- 5 Inspection judgements concur with the standards in national tests in 2000 for eleven-year-olds in English and science. The difference between the results of the national tests in mathematics and the higher standards seen during the inspection reflect the successful introduction of the National Numeracy Strategy. The variations between inspection judgements and the results of the national tests for seven-year-olds in 2000 in reading and writing result from a higher proportion of pupils on course to achieving the higher level than expected of seven-year-olds this year. This reflects the success of initiatives to raise standards of higher attainers in reading and writing. In 2000 a well above average proportion of pupils gained the higher level in the mathematics test than is expected this year because of differences in the composition of the classes.

- 6 Standards of pupils' attainments since the last inspection have varied due to different proportions of pupils with special educational needs in certain year groups; for example, in 1998 a quarter of the eleven-year-olds were on the register of special educational needs. Overall there has been an upward trend in English, mathematics and science. The school's realistic targets for 2000 in English and mathematics were surpassed significantly because of the better than expected success of the literacy and numeracy teaching strategies. The school is on course to meet this year's demanding targets in English and mathematics. Analysis of pupils' performance over several years shows no significant differences between the performance of boys and girls; no significant differences were seen during the inspection.

- 7 Inspection judgements show that:
 - pupils' overall achievement is very good relative to their attainment on entry to the nursery.

- 8 The achievement of children in the Foundation Stage is good overall. Children make good overall progress in all the areas of learning, except for physical development in the nursery and

reception class and the development of speaking skills in the nursery. Children in the nursery make satisfactory progress and good progress is made in the reception class because of the good quality of teaching. Children achieve the expected standards by the age of six in personal, social and emotional development, in communication, language and literacy, in knowledge and understanding of the world and in creative development; however, they do not reach the standards expected in physical development as children are not given sufficient opportunities to improve their skills.

9 Pupils' achievements in Years 1 and 2 are satisfactory overall; however, pupils do not build on their prior attainment in speaking sufficiently and their progress is unsatisfactory. Teachers plan too few opportunities focusing on developing pupils' speaking skills and do not challenge pupils well enough to improve their speech. Pupils make satisfactory progress in reading, writing, mathematics and science. Pupils' achievements in Years 3 to 6 are good in the development of the skills of speaking and listening, and in reading, writing and mathematics. Pupils have plenty of opportunities to practise their skills of speaking and listening through discussions in Years 3 to 6.

10 The effective implementation of the literacy and numeracy strategies is having a positive impact on pupils' achievements in English and mathematics. Standards are rising and more pupils are achieving the higher levels than at the time of the last inspection. Lower attainers and pupils with special educational needs are making good progress in literacy and numeracy and achieving well in relation to their prior attainments. Literacy and numeracy skills are used satisfactorily in other subjects.

11 In information and communication technology pupils reach national expectations by the age of seven and eleven and their achievements are satisfactory. Pupils' progress is satisfactory in art and design, in design and technology, geography, history, music, physical education and religious education; in these subjects pupils reach an average standard by the age of eleven and achieve well in relation to their below average attainment on entry to the nursery. Pupils could make better progress in physical education but the lack of suitable outdoor provision in close proximity to the school limits further improvements in standards.

12 Overall, pupils make good progress in their learning at each level of attainment in the Foundation Stage and between the ages of seven and eleven. Children in the nursery achieve satisfactorily in relation to their prior attainment. In the reception class the children make good progress in their learning as the teaching is good. Pupils' achievements dip to a satisfactory level in Year 1 and 2 as the teaching and learning of pupils is not as good as in the reception class. In Years 3 to 6 the quality of teaching and learning is good and, as a consequence, pupils once again make better progress.

13 Pupils with special educational needs make good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. The school makes good use of assessment data for target setting on individual education plans and for the formation of groups, so that pupils who need additional support are identified as soon as possible

14 Higher attainers make good gains in skills, knowledge and understanding so that by the age of eleven they achieve well in relation to their age and prior level of attainment. There are very few pupils in the school whose first language is not English. Their understanding of spoken and written English is satisfactory as they are not at an early stage of learning English as an additional language; they achieve well in relation to their prior attainments. The very small proportion of pupils with a particular talent, for example in mathematics, is given effective help through careful organisation of teaching to provide sufficient challenge at an appropriate level.

15 Parents express the view strongly that their children make good progress and the school has high expectations of their children to achieve well; inspection evidence agrees with their assertions.

Pupils' attitudes, values and personal development

16 Pupils' attitudes to work, their behaviour and personal development are good which is an improvement since the last inspection. Relationships both between pupils and between pupils and staff are of a high standard. The strengths in pupils' attitudes, their behaviour and personal development have a positive impact on their learning. Pupils work well together and teachers rightly trust pupils to work productively independently, for example, in investigations in mathematics and science and during times when teachers are working with other pupils in literacy lessons.

17 Pupils have good attitudes to their work. Most pupils, including those with special educational needs and higher attainers, respond very well to their teachers and during lessons. In discussions they are increasingly confident to ask questions and express opinions. They enjoy explaining about their work in front of their classmates and take pleasure in learning. They listen well to instructions from adults and are anxious to please. Parents say that their children enjoy school. Attendance is above the national average, pupils are normally punctual and lessons start very promptly.

18 Behaviour is good; pupils both in the classroom and around the school. Pupils are courteous and show respect to adults as well as for their surroundings. There are very few instances of unacceptable behaviour. There have been no exclusions during the last school year. Adults in the school provide very good role models and relationships at all levels are extremely good. In the questionnaires, parents express their approval of the standards of behaviour achieved. The school has a positive atmosphere for learning and pupils respond well.

19 The few pupils whose first language is not English work and learn with other pupils in close harmony. The school is rigorous in addressing any rare examples of name-calling or other unsuitable behaviour. Pupils from all backgrounds show concern for each other and the contributions they bring to the life of the school are valued.

20 Pupils' personal development is good. Children enter the nursery with social skills which are below average, particularly in speech. As they progress through the school, they learn to share, take their turn and are increasingly able to work co-operatively in pairs and groups. At all times pupils enjoy showing their work in front of the class. Older pupils are increasingly involved in talking about their ideas and the feelings of others and do so with maturity and confidence. Assemblies and specifically planned opportunities for teachers and pupils to sit together in a circle and listen to each other's views are particularly effective means of encouraging this. For example, children in the reception class sat with their teacher to discuss their feelings and the concerns of others. They learnt the traditional rhyme 'Little Boy Blue' and discussed how he must have felt. Skilfully the teacher focused children's attention on their own worries. One child expressed concern about feeling lonely in the playground; immediately other children suggested how they could help in the future. Pupils show increasing sensitivity to the needs of others and raise funds for charities. When given responsibility they are happy to take it, helping in various ways around the school. By the time they leave the school, they have been prepared well for the next step in their education.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching and learning is good overall; it is good for children in the reception class and for pupils of age seven to eleven and satisfactory in the nursery and Years 1 and 2.

22 The quality of teaching and learning is good or better in 56 per cent of lessons and very good or better in 19 per cent. In 41 per cent of lessons, the quality of teaching is satisfactory; in the remaining 3 per cent it is unsatisfactory. The quality of teaching has improved significantly since the last inspection when 25 per cent of teaching was less than satisfactory.

23 The teaching and learning in English and mathematics are satisfactory for six to seven-year-olds and good for seven to eleven-year-olds. The quality of teaching and learning in art and design,

design and technology, geography, history, music, physical education are good because of the strengths of the recently implemented curriculum guidance to support teachers' planning. There has been, however, insufficient time for the improvements in teaching and learning to enhance standards further by the age of eleven.

24 The quality of teaching and learning for children in the Foundation Stage is satisfactory overall; it is satisfactory in the nursery though in the reception class the teaching and learning are good. Where teaching is good, in the reception class, the teacher has a good understanding of how children of this age learn and children are interested in their tasks and respond willingly to questioning. Basic skills, such as reading, are taught well and the children make good progress. Weaknesses in otherwise satisfactory lessons in the reception class are apparent in the whole class teaching of literacy and numeracy when children sit far too long and classroom assistants are not deployed well enough to speed up children's learning. Unsatisfactory features in the nursery result from lack of detailed planning. This adversely impacts on the enhancement of children's speaking skills and the development of their physical skills in an outdoor environment. The planned opportunities for the physical development both in the nursery and reception class are insufficient resulting in children not achieving as well as they could.

25 The quality of teaching and learning of pupils in Years 1 and 2 is satisfactory overall. The teaching of literacy, numeracy, science, information and communication technology and religious education are satisfactory though the teaching of the skills of speaking is unsatisfactory. This is because not enough attention is given to planning opportunities to develop pupils' speech and to correcting incorrect speech patterns. The teaching of other subjects is good.

26 Good standards of teaching and learning are seen in the Year 3 to Year 6 classes and as a result pupils achieve well. High standards of teaching and learning are seen in Year 3 and 4 and this is built on effectively in Years 5 and 6. The quality of teaching and learning are good in English, mathematics, art and design, design and technology, geography, history and physical education; it is satisfactory in other subjects.

27 Where teaching and learning are very good teachers have a very animated style which catches pupils' attention and keeps them alert. Planning is very good which leads to very dynamic teaching of basic skills. Pupils are intently interested and gain new skills quickly. Classroom assistants are well briefed and push on the learning of small groups of pupils effectively. Teachers develop pupils' spoken language very well through high quality questioning and discussion. For example, pupils were given very good opportunities to express their views during a dramatic simulation of an encounter between friends of different faiths.

28 Where the quality of teaching and learning is unsatisfactory, planning is minimal and the organisation of the class and resources are unsatisfactory; for example, a whole class were taught a new skill whilst sat around one computer resulting in slow progress and few opportunities for pupils to practise the new learning. The deployment of classroom assistants is inefficient and they spent too much time listening to the teaching of pupils rather than being actively working with pupils to move pupils' learning on at a faster pace. Insufficient attention is given to developing pupils' spoken language through planned activities and discussions.

29 Homework is used satisfactorily to consolidate learning at school, particularly in English and mathematics. The marking of work, particularly for older pupils, provides pupils with a clear understanding of their success and ways to improve; for example, in a pupils' science book the teacher applauded the pupil's correct understanding of the order of the planets from the sun but reminded the pupil to use a capital letter when writing the names.

30 The development of literacy and numeracy is strong in English and mathematics lessons and pupils make overall good progress. In other subjects literacy and numeracy skills are practised satisfactorily. The development of speaking skills is unsatisfactory in the nursery and Years 1 and 2. Teachers in these classes are not rigorous enough in making sure that all pupils, including those with special educational needs or English as an additional language, are taught to use English

accurately and have frequent planned opportunities to develop their speaking skills. There are many occasions when pupils struggle to explain an idea because they do not have the basic vocabulary they need to communicate effectively. The use of information and communication technology to assist teaching and learning is satisfactory.

31 Teachers and classroom assistants take good account of targets for pupils with special education needs in their planning. The targets in the individual education plans are clear and achievable, although occasionally some targets are too broad. Pupils are grouped according to their level of attainment and particular needs in literacy and numeracy. This ensures that tasks are matched well to pupils' needs. Pupils have good quality support from experienced and committed teachers and learning support staff, either on an individual or small group withdrawal basis, as well as receiving care and attention whilst working with the rest of the class. However, there are times, especially in the introductory session of the literacy and numeracy lessons, when insufficient use is made of the skills of the support staff and they do not have a clear or effective role. Members of staff maintain good records and there is regular, relevant liaison between all teaching and support staff. This has a positive impact on these pupils' learning.

32 Most parents consider rightly that the quality of teaching is good at the school.

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

33 The curriculum for pupils aged six to eleven is well balanced and provides good opportunities for pupils to achieve well, including those with special educational needs and the higher attainers. Teachers make good use of the recent nationally recommended schemes of work in most subjects. These ensure that each aspect of the curriculum is taught in appropriate depth and detail, and pupils develop their understanding in a systematic way. An example of this is in mathematics, where pupils' ability to investigate and solve problems has improved significantly since the last inspection as a result of the new scheme of work. In addition, teachers have worked hard to implement the national programmes for literacy and numeracy and the significant impact of these programmes is being seen in rising standards across the school.

34 The policy and scheme of work for the nursery and reception class are unsatisfactory; as a result, teachers in the nursery and reception classes have insufficient guidance on the curriculum and methods of assessing children's progress. The setting up of the Foundation Stage does not feature as part of the school development plan and there is no effective co-ordination of the nursery and reception classes. The revision of the curriculum, to meet recent national recommendations, is at an early stage of development. Different methods of assessing children's progress in the nursery and reception classes makes the tracking of children's small steps of learning in all their areas of learning difficult.

35 Since the school was previously inspected the provision for pupils with special educational needs has improved and it is now good. The school has established a comprehensive policy that is reflected in the everyday provision and ensures that pupils with special educational needs have a high level of inclusion in lessons and the life of the school. Pupils receive specific help in most literacy and numeracy lessons and carefully planned programmes support pupils with emotional and behavioural or physical needs well. Teachers and classroom assistants are involved in the preparation and review of individual education plans, which mostly have clear and achievable targets. Members of staff provide positive support for pupils with special needs in lessons, although there are occasions when support staff are inefficiently deployed to assist pupils' learning, particularly when all the class is being taught together by the teacher.

36 Pupils, including those with English as an additional language, have full access to all parts of the curriculum. The thoughtful and sensitive way in which teachers introduce pupils to a range of

different faiths in religious education lessons makes sure that all pupils feel that their own religious backgrounds receive proper respect.

37 The school makes satisfactory provision for activities such as clubs and very good use of visits and visitors into school to enrich pupils' learning. Some of these events take place after school, and older pupils take part in an annual residential trip to support their work in science, geography and physical education. Pupils are encouraged to enter competitions and tournaments, often with great success. Some pupils have won prizes in poetry writing competitions. The content and organisation of the curriculum provide equal opportunities for pupils. There are good arrangements for the induction of children into the school and on transfer from each year group to the next. Links with the secondary schools through the curriculum, and to ensure that pupils are prepared well for their transfer to secondary education, are good. Pupils and staff are benefiting from increased contacts between schools, which have a positive impact on pupils' learning.

38 The school has developed very good links with the community, including the local newspaper and the local stately homes that now have very effective educational projects. The school made a very valuable contribution to the Millennium Woodland Project and will be able to recall its involvement in the growing of wild flowers in 2000 when those planted in the area around the school bloom later this year.

39 Good provision is made for personal, social and health education, including sex education and drugs' awareness based on a scheme used throughout the school. The provision for personal development, including pupils' spiritual, moral, social and cultural development, is good. This represents a significant improvement since the last inspection, when spiritual development was unsatisfactory and the other areas only sound. Teachers make good use of assemblies and religious education lessons to develop pupils' spiritual awareness and encourage them to reflect on the world around them. They learn stories from other faiths and develop their understanding of right and wrong. Assemblies are calm and orderly occasions, which make a strong contribution to the warm, caring atmosphere of the school. Most weeks, pupils' achievements are celebrated and pupils are proud to think that their efforts have been recognised and that their name will appear in the local newspaper. Pupils are encouraged frequently to think about how their actions affect others.

40 There is a clear code of behaviour in classes and throughout the school. It is used very effectively to promote moral and social development and pupils are consulted as to how it should be applied in their own classrooms. Older pupils develop their social awareness through opportunities to help the school run smoothly, for example, they act as monitors at playtime in case anyone needs to come into school and take messages around the school. Pupils' cultural development is good. They are given many opportunities to learn about their own culture through visits to places of interest such as local stately homes or the town hall, and through visitors who come into school to share their expertise in the arts. The religious education curriculum, history, geography, art and music offer good opportunities for pupils to learn about other faiths. This frequently results in high quality, lively displays around the school and provides opportunities for pupils to learn tolerance and understanding of other religions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 The school continues to take good care of its pupils and provides good standards of welfare and guidance based upon the very positive relationships which exist at all levels. The monitoring of children's personal development in both the nursery and reception classes is good and consistent and has a positive impact on their progress. From entry to the school notes are kept of children's personal, social and emotional development, including those with special educational needs; for example, records are kept of medical conditions, discussions with parents and actions taken. These procedures are continued throughout the rest of the school to good effect.

42 The management of health and safety is dealt with thoroughly. The procedures for assessing risks for building inspection, first aid and welfare are organised well. Procedures for child protection are properly established, based on the local guidance, and key members of staff have been suitably trained.

43 The school has a very effective policy to manage behaviour. The policy sets out the school's expectations and these are reinforced by individual class rules. The ways in which poor behaviour, including bullying, are to be dealt with, are clearly set out. The teachers, classroom assistants and lunchtime welfare assistants, play their part fully. Occasionally, individual pupils misbehave, but there are established steps to ensure that this is effectively managed. The curriculum for personal and social education supports the behaviour policy and contributes to the good standards of behaviour achieved. The school is a pleasant community and, through the questionnaires, parents have confirmed that their children enjoy coming to school.

44 Regular attendance and punctuality are promoted well and parents are very co-operative. Registration procedures are carried out properly and the attendance of pupils is carefully monitored by the staff and by the education welfare officer. High standards of attendance are achieved as a result.

45 The previous report highlighted shortcomings in the assessment of pupils' academic progress. Action has been taken since then and the school now has overall satisfactory procedures to monitor academic and social development. In Years 1 to 6, pupils' progress is carefully monitored and their likely achievements are predicted. This information is shared as pupils transfer to the next class. As well as the national tests at the end of Year 2 and Year 6, there are various additional tests to check progress in reading, writing, spelling and specific skills. Alongside of this data the school has a clear understanding of each pupil's family background, social skills, behaviour and attendance. However, this good practice has not yet been introduced into the nursery and reception classes and remains a weakness.

46 With this exception, the school is now very much better equipped to help each child succeed and there is a good awareness of individual pupil's strengths and weaknesses. The school uses the information well and, where necessary, help can be given at an early stage. This might involve the use of the special educational needs programme and the development of individual education plans. More generally, targets are agreed for individual groups, work in lessons is planned to match the level of attainment of individuals and groups. The school recognises that the next step is to give individual pupils their own specific targets. Improved assessment procedures have contributed to the school's improved academic standards.

47 Assessments of pupils with special educational needs, those with special talent and higher attainers are carried out thoughtfully and members of staff are aware of pupils' targets and programmes. The support for pupils with any additional needs is good. Relationships between these pupils and staff are very good so that learning takes place in a purposeful and inclusive atmosphere. Staff work well together to monitor and assess pupils' work and share information gained well. The school complies fully with the Code of Practice and liaises effectively with external agencies. The very few pupils learning English as an additional language are provided with effective support and guidance and their progress is monitored well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48 Parents and carers hold positive views about what the school does for their children. Through the questionnaires and at the parents' meeting they have confirmed their satisfaction with progress achieved, the good teaching, the approachability of staff, the values promoted and that their children are encouraged to work hard. This is an improvement since the last inspection. A minority of parents expresses concern about the amount of homework and the range of activities outside lessons.

Inspectors judge that the level of homework is appropriate and the range of extra-curricular activities is similar to those seen in most primary schools.

49 Parents receive a good range of information about the school and their children's progress. When their children first join the nursery, parents are offered a home visit followed by a visit to see the nursery in action. When children begin full-time education there are further induction meetings at which parents receive the home-school agreement, the prospectus and copies of the key policies on homework and behaviour. During the year there are regular newsletters about current activities and news about the school. There is a formal consultation meeting each term when parents can discuss progress and, at the end of the summer term, their child's annual report. The reports are of a satisfactory standard and give a good picture of what pupils can do successfully, but they could be improved by the wider use of targets for improvement, highlighting particularly where parents may be able to help. Teachers make themselves available informally at the start and end of the day and parents say they feel confident to approach the school with any problems or concerns. There are regular meetings with parents of children with special educational needs; parents are kept fully informed and have good opportunities to discuss targets and reviews with the school.

50 The school has effective links with parents and these have a positive impact on the life of the school and what their children achieve. Parents ensure that their children come to school regularly and the attendance levels have been consistently above the national average for some time. Parents are encouraged to work with their children at home and most do so. Consultation meetings are always well attended. More generally, a good number of parents work alongside teachers in the nursery and classrooms, helping with a variety of activities and there is never a shortage of volunteers to help with educational visits. The school's social events are always well attended. There is a small, informal, group of parents who work hard to organise social and fund-raising events. These too, are well supported and they create a sense of community, as well as providing funds to be spent directly for the benefit of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51 The quality of leadership and management provided by the headteacher and senior staff is good and has improved considerably since the last inspection. The headteacher has a very definite understanding of how the school should develop over the next few years, and is justifiably proud of what has been already achieved. She has extended the senior management team effectively and consults widely with staff through regular staff meetings. The school has a distinct sense of purpose that is seen in lessons and in pupils' attitudes to work, school and to themselves.

52 The role of the subject co-ordinators for English and science has been extended to include regular time away from their own classes in order to observe lessons, assess standards, spread good practice and work alongside colleagues. The increased responsibilities given to these staff has had a positive impact on standards and assisted the successful implementation of the national strategies for literacy and numeracy. The headteacher is currently co-ordinating work in mathematics and monitors, evaluates and helps to raise standards as part of her general oversight of the school. Other subject co-ordinators work hard to support their colleagues and have improved the quality of pupils' learning through the introduction of a new scheme for physical education and the recent implementation of national guidance on the other subjects. However, they have limited opportunities to assess standards or to work alongside colleagues. Not enough thought has been given to the overall strategic management of the new Foundation Stage for pupils aged three to six; as a result, pupils do not achieve as well as they could, particularly in physical development and developing speaking skills.

53 The governing body is very effective because it is well informed, manages its work efficiently, and identifies itself firmly with the headteacher's drive to raise standards. Meetings are regular and the detailed minutes indicate that governors are meticulous in ensuring that they fulfil their statutory responsibilities. Governors have given careful consideration to the way in which they

manage their work, and appropriate responsibilities are delegated to a representative General Purposes Committee. This is effective because it considers the detail of staffing, budget and curriculum issues, and brings well considered recommendations to the full meetings of the governing body. The governing body as a whole is far more aware of the school's strengths and areas for development than at the time of the last inspection because it is well informed through the headteacher's detailed termly reports and governors' own visits. It has a greater understanding of its strategic role. Governors are very supportive, and the headteacher welcomes their testing questions when they want to know more.

54 There is a special needs governor who is fully involved in the life of the school. The special needs co-ordinator manages the provision very well. Any additional funding for special needs is spent well and the school uses money from the general budget to supplement the costs of provision. Money is well spent on the provision of a team of skilled and experienced support staff to work alongside the teachers.

55 The systems for monitoring the school's performance and for taking effective action are good, and have improved since the last inspection. The headteacher monitors and evaluates the quality of teaching and learning regularly in every class and works closely with staff in acclaiming their strengths and developing any areas of insecurity. The success of this initiative can be seen clearly in the increased quality of teaching. The co-ordinators for English, and mathematics analyse test data very carefully to set targets for improvement and to identify areas of weakness. Their achievement can be seen, for example, in the successful implementation of the programme to enhance writing and in raising standards. Performance management has been introduced successfully, extending the school's positive and professional approach to staff appraisal.

56 The school has set out an appropriate range of priorities in the development plan, but these do not include any that are specific to the implementation of the new Foundation Stage. There are very clear targets for raising standards. Some success criteria within the plans are too general and it is not obvious how the outcomes will be measured in terms of higher standards. Costs are included when known. Staff and governors review the plan regularly, and progress towards the achievement of its targets is reported termly to the full governing body. The governing body follows a strict budget planning cycle, and considers the case for additional spending when funds are available. Decisions are made after very careful consideration and advice from the headteacher and local education authority. Specific grants are used carefully for their designated purposes. The headteacher and governors use the budget and grants available to them prudently, and are starting to review the effect of their spending decisions on the standards pupils reach in classrooms. The secretary runs the office very efficiently and is a very positive 'first contact' for parents, visitors, staff and pupils.

57 There is an appropriate match of teachers and staff to the demands of the curriculum. Members of staff are deployed satisfactorily though during whole-class teaching the use of classroom assistants to assist pupils' learning is underdeveloped. The induction of new staff is well managed by the deputy headteacher. The staffing levels are appropriate in the nursery and a competent nursery nurse assists teaching and learning effectively. The reception class has only part-time support from a classroom assistant and occasionally the helper is inefficiently deployed during whole-class teaching.

58 The level and use of resources is satisfactory. The school is becoming increasingly effective in using computers and other new technology in lessons, but the secretary does not have access to the range of management and financial information and communications technology systems found in most schools. This limits the ways in which data can be analysed and used by governors and staff. The overall standard of accommodation is satisfactory, and is kept very clean and well maintained by the caretaker. Most classrooms are bright and airy, but curriculum provision is limited because there is no developed outdoor area where three to six-year-olds can extend their physical, language and social skills, and older pupils have no immediate access to a grass playing field. There is no area where computers can be permanently located or brought together for the

teaching and consolidation of skills in information and communication technology to provide better opportunities for the teaching of skills and for pupils to consolidate their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 To improve further the school should:

i] Raise standards, throughout the school, of pupils' spoken English in all subjects; to do this it will be necessary to undertake the following:

- plan more opportunities for developing speech within lessons;
- raise teachers' expectations of the quality and range of spoken language;
- make better use of support staff during whole class teaching;
- address the training needs of staff to support pupils' language development.

(Paragraphs 3, 4, 8, 9, 25, 30, 57, 65, 67, 79, 81, 86)

ii] improve further standards in the nursery and reception class through the following:

- plan and implement the recent curriculum guidance for the Foundation Stage;
- extend the opportunities for children's physical development;
- provide consistent assessment procedures to monitor small steps of learning in the nursery and reception class.

(Paragraphs 8, 24, 34, 35, 45, 52, 58, 60, 65, 67, 75-77)

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan:

- Enhance further the provision for the teaching and learning of information and communication technology through the development of a computer suite.*

(Paragraphs 28, 58, 120, 123)

- Seek ways to provide a suitable grassed area to support physical education.*

(Paragraphs 11, 58, 130, 134)

- Extend the use of management information and communication technology programs to assist the school's administration.*

(Paragraph 58)

** These areas for improvement have been identified already by staff and governors.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
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
0%	19%	37%	41%	3%	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)	26	183
Number of full-time pupils known to be eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	42
Number of pupils on the school's special educational needs register	0	6

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	12
	Girls	12	10	14
	Total	22	18	26
Percentage of pupils at NC level 2 or above	School	81 (84)	67 (84)	96 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	12
	Girls	11	12	12
	Total	20	22	24
Percentage of pupils at NC level 2 or above	School	74 (84)	81 (84)	89 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	15
	Girls	11	9	10
	Total	24	20	25
Percentage of pupils at NC level 4 or above	School	86 (83)	71 (83)	89 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	15
	Girls	11	10	11
	Total	24	21	26
Percentage of pupils at NC level 4 or above	School	86 (73)	75 (80)	93 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	0

Exclusions in the last school year

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.9
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	159

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

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
	£
Total income	411,908
Total expenditure	416,304
Expenditure per pupil	2,031
Balance brought forward from previous year	37,891
Balance carried forward to next year	33,495

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	50

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	6	0	0
My child is making good progress in school.	44	46	10	0	0
Behaviour in the school is good.	36	52	10	2	0
My child gets the right amount of work to do at home.	40	33	19	4	4
The teaching is good.	50	40	6	4	0
I am kept well informed about how my child is getting on.	46	36	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	60	26	6	8	0
The school expects my child to work hard and achieve his or her best.	52	40	2	0	6
The school works closely with parents.	38	44	8	10	0
The school is well led and managed.	46	32	6	10	6
The school is helping my child become mature and responsible.	48	42	8	0	2

The school provides an interesting range of activities outside lessons.

22	24	22	10	20
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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

60 Children's attainment on entry to the nursery is below the national average and a significant number have poor language skills. The school has made good progress in improving the provision for children in the reception class. At the time of the last inspection the provision was not good enough as the quality of teaching was unsatisfactory and children did not achieve as well as they should. This is no longer the case as the quality of teaching is now good in the reception class and children achieve well in relation to their prior attainments except in physical development. The nursery teaching is satisfactory and children make sound progress overall; however, in the nursery insufficient attention is given to improving children's speaking skills and physical development and, as a consequence, children do not achieve as well as they should in these areas of learning.

61 By the time children transfer to Year 1 most of them meet the standards expected of six-year-olds in personal, social and emotional development, in communication, language and literacy, in mathematical development, in knowledge and understanding of the world, and in creative development but are below average in physical development.

Personal, social and emotional development

62 By the time children leave the reception class they are likely to attain the expected levels in personal, social and emotional development. Children achieve well as a result of the good teaching.

63 Younger children are well prepared for school by good arrangements for entry to the nursery. Strong links between school and home are established and as a result children separate comfortably from their parents. Members of staff are welcoming to parents and children, and at the start of each session activities are available for children to choose from to develop their independence and to help them settle into the class routines. A significant proportion of the youngest children lack confidence to take part in activities and do not have the language skills to communicate effectively with adults; for example, a child stood by the role-play area for some time and did not have the confidence to take dressing-up clothes repeating the word 'I want ...I want' until assistance was given. Older reception children in the reception class make good progress as a result of the effective teaching. The teacher settles children well in a quiet and effective manner before children start their tasks. Planning is effective and children increasingly gain understanding of the feelings of others; for example, children sat in a circle and each child talked about matters of importance to them, such as feeling lonely in the playground. Teachers are very supportive of children with special educational needs and make every effort to encourage these children to take a full part in class activities. In the reception class, for example, the teacher had such a good relationship with the children that a child with particular speech difficulties spoke clearly and confidently using supporting hand gestures.

Communication, language and literacy

64 In communication, language and literacy most children by the end of the reception year are on course to attain the expected levels. The quality of teaching and learning is satisfactory overall; it is good in the reception class and satisfactory in the nursery.

65 In the nursery there are too few planned opportunities for the development of speech and children make insufficient progress in this area of learning. Occasionally in the nursery children shout out during class discussions and teachers do not sufficiently remind them of ways to answer appropriately. In tasks involving role-play there is a satisfactory range of activities but teachers only infrequently intervene and extend the learning; for example, in the hospital setting children were very quiet and did not often speak to one another and members of staff were not involved actively. There

is a lack of structure to the play and a lack of planning for it. Insufficient attention is given to creating a language rich environment through clearly labelled resources, purposeful displays and stimulating role-play areas.

66 In the reception class the teacher encourages pupils well to discuss pictures in a 'big' book. The children are interested and concentrate responding to questioning well, though the speech of a few children is limited. The rapport the teacher has with the children is used to good effect during discussions at the start of lessons. Older children in the reception class enjoy reading along with the teacher and overall the standard of reading is above average. The early reading of higher attainers is confident. They know a good range of words such as 'on' and 'no'. They are beginning to work out unfamiliar words using letter sounds. They use expression in their reading; for example when reading 'No, Sam!' their intonation effectively captures the essence of the phrase. Average attainers enjoy reading books both at school and at home. They know the sounds of most letters and can work out simple words, such as 'mum', using the sounds of letters. They use picture clues to work out the meaning of unfamiliar text. Lower attainers know a few sounds of letters though have little recognition of whole words. They enjoy books and listening to stories. In the reception class there are effective systems to teach reading and children's progress in reading is monitored effectively.

67 In the reception class there are well-organised systems to encourage children to become more independent in small group activities. Members of staff work with small groups of children and extend children's language skills whilst other children work productively without direct supervision. In whole class lessons children are expected to sit for lengthy periods of time, which results in a significant proportion becoming restless towards the end of the period. In addition, classroom assistants are not deployed efficiently during this time as they sit amongst the children and take no active part.

68 Teachers in the nursery encourage children to write, such as recording in scribbles. By the end of the reception year most children can write their name though some letters are incorrectly formed. Higher attainers copy teachers' sentences accurately and are beginning to write their own sentences. Lower attainers form many letters incorrectly though they are improving over time.

Mathematical development

69 In mathematical development children make good progress and by the end of the reception year most are on course to attain the expected level for their age. The quality of teaching and learning is satisfactory overall; it is good in the reception class and satisfactory in the nursery.

70 Teachers stimulate children's interest effectively in both the nursery and reception classes. In the nursery children enjoy 'snack time'; members of staff encourage children to select their own fruit and to count the pieces taken. Most children count up to three correctly. They learn new language, such as the language to describe size and have opportunities to sort objects accordingly. They learn the names of colours by playing a matching game. Good use is made of traditional songs to gain a better understanding of counting within five.

71 In the reception class teachers build on children's prior attainment effectively. The teaching of basic skills is good. The management of children is good and pupils are well behaved and very interested in their work. Children practise counting using a line of numerals. They are encouraged to count forwards and backwards from 0 – 20 in front of the whole class. Children are keen to answer questions. Average and higher attainers handle numbers confidently and some can count beyond 50. Lower attainers write numbers up to seven but count objects inaccurately. Higher attainers select correctly coins up to 20p and investigate different ways to make up the same value using different coins. Average attainers practise writing labels of the cost of different objects as part of an effective role-play activity about a Chinese restaurant.

Knowledge and understanding of the world

72 In knowledge and understanding of the world most children make good progress and are likely to achieve standards in line with national expectations by the time they complete the reception year. The quality of teaching and learning is good overall.

73 In the best teaching the planning is clear with detailed objectives of a variety of activities. The clear focus to a range of tasks encourages children to make choices and be independent in their work. The activities are interesting and engage children's imagination. For example, during a simple scientific enquiry, children made good use of exciting materials when they made viewers, looked through sunglasses, coloured paddles and bottles of coloured water to explore the effect of mixing coloured light. They wrote their names with coloured pens and observed the changes to the colour when overlaid with coloured transparent plastic. Children at each level of attainment gained a better understanding through the teachers' effective questioning such as 'What will happen if yellow and green light is mixed together?'

74 Children work industriously and concentrate on their tasks. They enjoy structured play and develop a greater understanding of the world around them; for example, children gained a greater insight into Chinese traditions and foods whilst working in the 'Chinese restaurant'. Most children are keen to use the computer to consolidate their learning in language and number. They use the mouse well to 'paint' pictures using a graphics program but the youngest children do not readily discuss with others what they have done.

Physical development and creative development

75 In physical development children are unlikely to reach the level expected for their age by the time they complete the reception year. The quality of teaching and learning observed was satisfactory but teachers' records show that too few opportunities are planned for purposeful physical development indoors or outdoors and role-play is not developed sufficiently in outdoor situations. This curbs the development of children's imagination and their experience of the outdoors and means that they have too little time to develop their physical skills such as running, jumping, climbing and balancing. Overall children make unsatisfactory progress in physical development and satisfactory progress in creative development.

76 In the nursery the planning of outdoor activities is very limited; for example, the planning for a lesson was scant and stated merely 'children to play freely with large blocks and uniforms for firemen and policemen'. In practice this lesson was unsatisfactory. The resources to support the activities were insufficient, such as only a fireman and a policeman's helmet and a small range of other equipment. There was no overall theme to the lesson and members of staff made very few opportunities to talk with the children in order to develop children's language skills.

77 In the reception class children have only two formal physical education lessons each week and too few opportunities for outdoor lessons. The quality of teaching and learning in the lesson observed was satisfactory though children's attainment was below average. The children enjoy the physical education lessons and behave well. Most children could move around the room jumping from two feet to two feet but a significant minority had difficulties accomplishing this task. Many children found difficulty throwing and catching a ball proficiently although through plenty of practice, instruction and encouragement children improved their skills quickly. The children were keen to show others what they had achieved. At times during the lesson classroom assistants did not take an active part.

78 Children make good progress in certain elements of creative development in the reception class. In a very effective lesson the teacher bounced a ball at different rates and children gained plenty of practice of clapping in response to the bouncing of the ball. The teacher encouraged pupils to learn the names of different percussion instruments. Children were very interested and the teacher ensured that they knew how to play and handle the percussion instruments correctly. The pace of the lesson was brisk and children had plenty of learning opportunities as all had a musical instrument to play. The teacher skilfully built up from the playing of individual instruments to

the whole class playing together. The children followed the teacher's signals effectively; they were clear about what they had to do and the teacher explained how they could improve their performance. The glow on the children's faces indicated their enjoyment and pride in their success.

ENGLISH

79 Good quality learning in Years 3-6 has resulted in good progress, and eleven-year-olds are reaching standards above the national average for reading and writing. Standards of speaking are not quite as high but are close to the national expectation. The overall quality of teaching and learning is good. Standards reached by eleven-year-olds and the general quality of teaching have improved since the last inspection. Seven-year-old pupils are achieving overall standards that are in line with national averages. Progress is satisfactory when compared to achievement at the age of six. Standards in listening, reading and writing are at the expected levels, and several individual pupils are achieving at a higher level, especially in reading. Standards of speaking are lower than those found in many schools. Pupils with special educational needs make good progress, especially when working with a member of the support staff. There are very few pupils in the school whose first language is not English. Their understanding of spoken and written English is satisfactory, and they achieve well in relation to their prior attainments.

80 Pupils' performance in the national tests for seven-year-old in 2000 was well below average as no pupil reached the levels higher than normally expected. The results were below average when compared with schools admitting pupils from similar backgrounds. Results had varied from year to year but had been consistently below average in writing since 1996 and in reading since 1998. The current situation is therefore very encouraging, especially in the number of pupils working successfully at higher levels as a result of increased emphasis to improve the attainment of higher attainers. The performance of eleven-year-olds in the national tests has risen steadily since 1998 and was higher than the national average in 2000. Pupils' performance was well above average when compared with similar schools. The percentage of pupils reaching the higher levels increased to 39 per cent compared to the national average of 29 per cent. The results compared with those obtained by the same pupils when they were seven shows good progress.

81 Overall standards of speaking and listening are below expected levels at the age of seven but are in line by the age of eleven. Pupils listen attentively in all classes, and standards have risen since the last inspection; however, pupils do not build sufficiently upon the good progress children made in the reception class as teachers plan too few opportunities for the development of speaking. Teachers make sure that any special new words are carefully explained at the beginning of a lesson, and they are often written up so that pupils can see them. This is good practice, and pupils learn them quickly and use them in their own answers. A Year 2 pupil used the word 'template' correctly when explaining that he was designing a hand puppet, but he found it almost impossible to put into plain words why a large adult hand would tear his paper template. Many teachers do not put right incorrect grammar, and accept weak words like 'nice' or 'fancy' as suitable descriptions. The absence of a good spoken vocabulary affects standards and limits the depth and quality of the writing and classroom discussions. Progress is good in classes for older pupils because teachers are more rigorous in encouraging pupils to develop a wider range of appropriate vocabulary.

82 The standard of reading is in line with national averages in Year 2, and is above expected levels in Year 6. Progress is far more consistent throughout the school than was reported at the time of the last inspection. Pupils in Year 3 are making good progress in relation to prior performance because they have been taught an appropriate range of ways to work out unfamiliar words and are given books that challenge them at the correct level of difficulty. They enjoy reading and write enthusiastically in their homework diaries about the books they have read. Many are strongly supported by their families who listen to them read at home. Good progress can also be seen in older classes when current standards are compared with those obtained in national tests at the age of seven. The relative progress made by the current Year 5 is particularly impressive

because standards have risen from below to above average. The overall quality of teaching reading is good, especially in the various reading activities planned for literacy lessons. Teachers' reading records for younger pupils are good. Many older pupils who are fluent readers do not have a planned or regular reading consultation with their teachers. This limits teachers' opportunities to develop speaking skills or to encourage pupils to try a wider range of texts.

83 Although pupils use reference books correctly, and understand how to find information quickly, they are not as familiar with the Dewey catalogue scheme as at the time of the last inspection. The library is ideally situated but is too small for class lessons on library skills and has to double as a teaching base for pupils with special educational needs. The library stock is up-to-date but limited in range, as many books have been withdrawn for class libraries. These factors limit its use as a reference or research base.

84 Seven-year-old pupils are reaching nationally expected levels in writing. Pupils of each level of attainment have made satisfactory progress in relation to their prior attainment at the age of six. Most pupils use full stops and capital letters correctly, and are learning to write stories using an interesting vocabulary. Many low and average attainers have difficulties with spelling, especially the more complex words. Handwriting is consistent in size but very few use a joined script. This was also noted at the time of the last inspection. Literacy skills are used effectively in other subjects, labelling the design plans for puppets, for example, so that the materials could be identified quickly. Overall standards at the age of eleven are above average, and reflect the very good progress made since the pupils were tested nationally at the age of seven. Progress has been good because of the quality of teaching and the successful implementation of the National Literacy Strategy. Good progress is also evident in pupils' books. Higher attaining pupils in Year 6 are now writing in greater depth than five months ago and are using paragraphs correctly. Many pupils are well on track to reach higher than the expected level next term. Spelling is generally accurate and handwriting is joined and legible. Effective use is made of computers, in Year 4 in particular, so that pupils can draft text on screen and set out finished work in an attractive format.

85 The overall quality of teaching and learning is good. It is particularly strong in classes for seven to eleven-year-olds. Teachers have made good use of the National Literacy Strategy to ensure that basic skills are taught rigorously and consistently, and are used effectively in other subjects. Pupils made good use of their understanding of bullet points, for example, to draw up a list, labelling their plans in design and technology, and used paragraphs and inverted commas correctly in stories about Sherlock Holmes. Great care is taken in most classes to set group work at the correct level of difficulty. This does not always happen in some of the lessons for younger children, and higher attaining pupils do not make enough progress when completing work that is too easy, are unsure of the expected standard, or waste time colouring pictures. In the best teaching in older classes, pupils of each level of attainment are caught up in the teacher's own enthusiasm for the subject and are keen to reach the high standard that has been set. 'I know it's tough,' said the teacher, 'but you can do it.' - and Year 3 did. Teachers mark pupils' books conscientiously and often include suggestions for improvement. The best lessons start with a clear explanation of what the pupils will be able to do by the end of the session, and finish with a short discussion so that pupils can say how well they think they have done. Pupils' ideas for improvement, for developing their poems in Year 4 for example, are identified as the start point for the next lesson.

86 Support staff are carefully briefed before lessons start, and know what they have to do to ensure that their particular group makes good progress. They are not always as actively involved in whole class sessions and sit as spectators rather than being actively involved in the lesson. Pupils with special educational needs make good progress in group sessions because they listen carefully to the adult working with them and concentrate hard.

87 The quality of subject management has improved since the last inspection and is now good. The co-ordinator is conscientious and well informed. He is active in raising standards through the use of test data to set class targets and through regular visits to classrooms. He works sensitively with colleagues helping them to plan their lessons, and sets a high example in his own work. He

has a clear understanding of what needs to be done to build on the school's success, especially in setting pupils' individual targets for improvement.

MATHEMATICS

88 The results of the national tests for eleven-year-olds in 2000 show that by the time pupils left the school their performance was in line with the national average and was well above the average achieved by schools with pupils from similar backgrounds. In the tests for seven-year-olds in 2000 pupils' performance was above the national average because of the number of pupils achieving at a higher level in the tests and well above average compared with that of pupils in similar schools. Inspection judgements are that standards are above average for eleven-year-olds and at least in line with the national average for seven-year-olds. This represents good achievement for pupils, including those with special educational needs relative to their attainment on entry to the Year 1.

89 At the time of the last inspection the performance of seven and eleven-year-olds in the national tests was above the national average. Since then results have varied from year to year because there are some years when groups have more pupils with special educational needs, but there is a broadly upward trend. No significant differences in the attainments of boys and girls are apparent in the present group of pupils at Year 6.

90 The quality of teaching and learning is good overall. Pupils' attitudes to work and their behaviour are good and seven to eleven-year-olds in particular show great interest in their work and behave very well. This is reflected in their good level of achievement at all levels of attainment.

91 In Years 1 and 2 the teaching of basic skills is effective and is based well upon the National Numeracy Strategy. Pupils gain a good understanding of specific mathematical language and of addition, subtraction, multiplication and division of numbers to 20. By the age of seven most pupils understand and use alternative words of subtraction, such as 'difference', 'subtract' and 'less than'. Pupils enjoy halving and doubling numbers, higher attainers mentally halving numbers to 20 quickly and accurately whilst lower attainers and pupils with special educational needs do this more slowly and less accurately. Most pupils are interested and well motivated, as when presented with the task of identifying three-dimensional shapes. Pupils in Year 1 try hard to remember the words 'cuboid', 'edge' and 'face' and to be precise in their descriptions. One pupil described a cylinder thoughtfully turning it in his hand, "It has three flat faces, one curved body and two edges." He is happy to learn how to improve his description. Similarly, there is enthusiastic discussion when pupils move hands around small clocks to check whether they have the correct time to match the time on their worksheet. Higher attaining pupils attempt to predict the time that is one hour earlier or later, but find it difficult to do this without moving the hands around the clock.

92 Learning support staff help lower attainers and pupils with special educational needs effectively to take a full part in small group activities though, at times, they are not deployed efficiently during occasions when the teacher is working with the whole class. When this is done well, as in a Year 1 lesson, it is very effective. For example, the two assistants were prepared with cubes and lines of numbers to ensure that the pupils with whom they were working were able to join in the class counting activity at the beginning of the lesson. This ensured that pupils' interest was maintained and they were able to consolidate their understanding of numbers to eight. Teachers tell pupils what they are to learn in the lesson and this enables them to know what is expected of them. Pupils are given tasks that match their attainment levels well and there is always work at a progressively higher level for pupils who complete their initial work quickly.

93 In Years 3 to 6 teachers' planning is thoughtful and thorough, based well upon the National Numeracy Strategy. For example, in a very good lesson in Year 4 there was very detailed planning for each group of pupils so that the teacher could assess their knowledge and understanding before moving on to further work on perimeter and area of shapes. In this lesson the teacher judged the level of difficulty well to motivate pupils to write number facts to 30, 50 or 100 in five minutes. Pupils

worked very systematically to complete their task. There was absolute silence during the activity because of the intense concentration and involvement of the pupils. The level of challenge and learning resources were matched well to the individuals' attainments and pupils felt a pride in their achievement at the end of the lesson.

94 In a fast-moving oral session with good prompts and tips to develop pupils' range of mental strategies Year 6 pupils entered the spirit of the 'game' very enthusiastically. They developed very good strategies for mental calculations through challenging questions and explanations from each other. Pupils tried hard to produce difficult calculations for each other. As a result pupils put a lot of effort into their work and consolidated their understanding of mental calculations. Pupils were well prepared for group tasks because the teacher discussed the information and graphs they would need thoroughly before they started work. This enabled the higher attaining pupils to solve written problems of increasing complexity quickly and efficiently by extracting the relevant information from the written problem, and enabled the teacher to give very effective help to pupils with special educational needs.

95 The marking of pupils' work is good and effective use is made of evaluative and useful comments to help pupils know how they can improve their work. Teachers have high expectations of pupils, in terms of behaviour, effort and the quality of presentation of work. These expectations contribute to pupils' positive attitude to the subject and the pride that they have in their work. The effective management and organisation of the lessons are consistent strengths of the teaching. They are reinforced by strong, supportive relationships between adults and pupils, which help to create a positive learning atmosphere. Written activities are matched well to pupils' attainment and resources are matched well to the activities pupils carry out in the lesson.

96 Teachers' planning to use mathematics in other subjects is satisfactory, but some very good use of mathematics and data handling is seen in geography and science. Literacy skills are practised consistently, for example the reading of text from the overhead projector or books and the written explanations that accompany problems. Satisfactory use is made of information technology to present work and graphs, in addition to the use of a range of programs to support topics such as time, shape, and addition of numbers.

97 The leadership and management of the subject are very good and have supported the introduction of the National Numeracy Strategy very effectively. The co-ordinator has worked productively alongside staff and monitors pupils' work and teachers' planning regularly and effectively. The imaginative display of "The Sweet Shop" in the hall provides an effective mathematical learning opportunity. Questions made up by Year 4 and 5 include a wide range of mathematical tasks suitable for pupils of all ages, ranging from counting sweets to calculating how many vertical books are on the shelves. This is a very good example of how displays can be used to stimulate learning.

SCIENCE

98 In the national tests and assessments for seven and eleven-year-olds in 2000, pupils' performances were in line with the national average. In comparison with pupils in similar schools pupils' performance was well above average by the age of eleven. There are no significant differences between the attainment of boys and girls. Inspection judgements agree with the results of the national tests. Pupils, including those with special educational needs, make satisfactory progress. There has been an upward trend since 1999 following poor performances in the national tests in 1997 and 1998. The investigative aspects of the subject are a particular strength and pupils gain a much deeper understanding through practical experimentation.

99 The quality of teaching and learning is satisfactory overall though good teaching was seen in Years 2 and 4. Pupils' attitudes to work, their behaviour and personal development are good.

100 In Year 1, teachers draw out pupils' ideas well through effective questioning. Pupils have an appropriate understanding of the suitability of materials for certain purposes, such as for use in an umbrella. They offer suggestions of how materials can be tested to determine waterproof qualities. Most pupils are attentive and there is great excitement when told they are going to investigate. Groups most closely supervised by members of staff make best progress as occasionally a few pupils are persistently silly when working independently. In Year 2 pupils build well on their previous experiences. Teachers develop scientific language effectively and challenge pupils to predict outcomes before testing. As a result higher attainers made their own predictions when they investigated the properties of a range of materials to find out which were conductors of electricity. They constructed an electrical circuit well to test their hypothesis. Carefully constructed worksheets assist pupils' recording of experiments. Classroom assistants read and explain worksheets to assist lower attainers and pupils with special needs to take a full part in lessons; however, during whole class teaching classroom assistant are not deployed efficiently.

101 In Year 3 pupils develop their understanding of rocks well by classifying and recording on a matrix according to attributes. The marking of work is supportive and recognises good effort and suggests ways work can be improved. Pupils use their skills in literacy well, for example to write up clearly the results of their investigations, such as an experiment to see what happens when solids and water are mixed. In Year 4 the quality of teaching and learning is good as lessons are well planned; for example, in a lesson to develop an understanding of food chains activities were suited to each level of attainment. Lower attainers gave examples of carnivores and were given good support from the teacher during small group work whilst other pupils were working productively independently. Average attainers recorded very neatly and correctly the order of a food chain - soil, worm, blackbird, hawk - whilst higher attainers confidently accessed the Internet to search for information about the subject.

102 In Year 6 teachers ensure pupils understand safety aspects when carrying out experiments and pupils realise the reasons why. Teachers provide clear guidance to pupils on the recording of investigations resulting in well-presented accounts with neat well-formed handwriting. Occasionally teachers give too many complex instructions which confuse pupils. Pupils work well together in small groups; for example, they set tasks for each member of the group when planning an investigation. Pupils talk sensibly about variables in an experiment and suggest the need to keep all variables constant except one to ensure the test is 'fair'.

103 The leadership and management of the subject are good. The curriculum is well planned and based on national recommendations. The scheme of work gives clear guidance to teachers. Teaching, planning and pupils' work are monitored regularly and teachers throughout the school are enthusiastic and provide good opportunities for investigations as well as ensuring pupils have a sound knowledge and understanding of the subject appropriate at an appropriate level.

ART AND DESIGN

104 Pupils' attainment by the age of eleven is in line with the national expectations. The standard of teaching and learning is good throughout the school following the recent introduction of a scheme of work based on national guidance. Standards of attainment and the overall quality of teaching are similar to those reported at the time of the last inspection. Pupils with special educational needs also make good progress, especially when an adult assists them.

105 Good teaching and learning is found in most classes. Six and seven-year-olds are given a wide range of opportunities to design, paint and draw using a range of paints, pastels, clay, fabrics and scrap material. Year 1, for example, is learning weaving skills very effectively, starting with paper strips and then progressing to wool and other materials. The quality of learning in such lessons is very good because skills are taught carefully and ably, building on pupils' strengths as they grow more confident, and the work is creatively challenging and satisfying. Good learning was also seen in Year 2 when pupils made wax rubbings of an actual brick wall before starting a collage

of a local church. They understood from their personal experience that their 'bricks' had to be laid in a particular pattern, copying the design they had discovered through careful observation. Higher attaining pupils worked well with a member of the support staff to investigate and make an accurate drawing of the outside of the school in preparation for a mural to be made from clay tiles. Work is careful, painstaking, and pupils speak proudly of what they have achieved.

106 Seven to eleven-year-olds are also well taught in class lessons and learn effectively, although the oldest pupils do not have enough opportunities to develop their work in sufficient depth. This is very clear from an analysis of their sketchbooks. These contain interesting planning ideas and some early work, but do not include examples of pencil shading exercises, for example, before starting on a still life study. Year 6 pupils have a very limited knowledge of other artists. This concern was also noted at the time of the last inspection. In the best taught lessons, as was seen in Years 3 and 4, the teachers' own enthusiasm excite the pupils who are keen to rise to the expected standard. The work of a variety of famous artists is discussed effectively to get the pupils thinking about their own ideas. The quality of learning is particularly good when the teachers enable the pupils to see themselves as confident artists. Higher attaining pupils enjoy the intellectual as well as the creative challenge. This was evident from the way that they worked very hard rotating a shape to produce a regular pattern for a wallpaper design. It was also seen in Year 5 when pupils described how they had extended three-dimensional mathematical shapes to a vanishing point in gaining an understanding of perspective, and discussed animatedly whether the background for a painting using 'cold' colours should be white or black.

107 The co-ordinator is enthusiastic and knowledgeable, but has no opportunities to support colleagues or observe standards of teaching and learning away from her own immediate part of the school.

DESIGN AND TECHNOLOGY

108 Pupils' attainment is in line with national expectations by the age of eleven. This is an improvement since the last inspection.

109 Six and seven-year-old pupils have an appropriate understanding of the importance of design and good making skills. Pupils in Year 2 know, for example, that their puppets have to be designed carefully so that they do not make mistakes when they come to produce them. They practise their sewing skills patiently so that the finished product will be of high quality. A strength of the teaching in this lesson was that the sewing practice was going to finish as a completed bookmark, and the pupils would have the satisfaction of something to take home before starting on the puppets themselves. Many pupils have difficulty in talking about their work because they do not have the necessary language skills. Pupils have a sound knowledge of axles and chassis, and have made various types of vehicle designed for different purposes.

110 Seven to eleven-year-olds have an appropriate range of opportunities to design and make a wide range of models. They have many opportunities to develop their own ideas, to be creative and to learn through experimentation. Designs are drawn carefully and are annotated to show dimensions and materials. This is an improvement since the last inspection. Year 6 work on slippers showed an appropriate understanding of the design process from the first idea set out in their sketchbooks. They disassembled a slipper to find out its various parts. They then designed, manufactured and finally evaluated their slippers. Year 6 have vivid memories of their experiments with bread making in Year 5 but other opportunities to develop skills in food technology are limited. Little use is made of information and communication technology.

111 The quality of teaching and learning is good and has improved since the last inspection, especially in classes for older pupils. The good teaching, following the introduction recently of a scheme of work that follows national recommendations, has had insufficient time to impact on pupils' attainments. Teachers have a good understanding of the subject, plan carefully, make sure

that skills are taught rigorously and that the final design is secure and practical before the making begins. Good use is being made of recent curricular guidance. Pupils learn effectively because they have high expectations of themselves, enjoy the lessons, and take the design stage very seriously. Year 5 pupils, for example, produced accurate and well-considered step-by-step planning sheets to show how their 'musical instruments' would become a reality. They found it difficult to estimate size and recognise the importance of accurate measurement at the design stage. Teachers pay great attention to health and safety, and pupils are given explicit training in the safe use of tools. Time is lost in some lessons when pupils have to queue to get an adult's attention. A criticism in the previous report was that subjects were subsumed into overall topics. This is no longer the case, although valuable links are made between subjects. Pupils draw on their study of sound and vibration in science, for example, to make sure that their musical instruments will work.

112 The co-ordinator is enthusiastic and knowledgeable and monitors planning carefully to ensure that the requirements of the National Curriculum.

GEOGRAPHY AND HISTORY

113 At the time of the last inspection pupils' standards of attainment were in line with national expectations at the ages of seven and eleven. These standards have been maintained and, pupils, including those with special needs, gain an increasingly sound knowledge and understanding of the two subjects. They develop skills in basic research and observation well because of the wide range of opportunities provided in the lessons and through visits.

114 The quality of teaching and learning is good overall. The main strength of the teaching is the clear and thoughtful planning of the teachers. As a result explanations and instructions are clear and explicit so pupils understand what is expected of them and what they have to do. Consequently, in the majority of lessons pupils make good progress in developing their skills, knowledge and understanding. In addition, this has a major impact upon pupils' behaviour and attitude in lessons. They are enthusiastic and interested and behave well. For example, pupils in Year 4 used secondary sources to find information about life in St Lucia. Lesson planning was suited to each level of attainment. Lower attainers were interested and animated working well with classroom assistants. Higher attainers worked independently, listened carefully to a tape and made useful notes using bullet points of important points. Teachers have secure subject knowledge and use this to plan lessons that are well matched to the topic objectives. Teachers expect pupils to remember and apply knowledge from previous lessons. In the introductions to lessons, teachers ask probing, questions, usually directed to specific pupils so that all pupils are involved in the discussion and need to use their knowledge to answer. Good opportunities are provided for pupils to write in different ways and there is some use of computers to present their work. Art is used well to extend and link topics.

115 By the age of seven, pupils have a secure sense of time and are able to order specific events chronologically. They know many details of important events in British history such as the Fire of London, and in the process they learn about the lives of some famous people for example, Samuel Pepys, and how important their records of events are to give us information. Through looking at old and new methods of transport, toys and furniture, they develop a better understanding of how places and people's lives change over time. In geography, pupils develop a secure knowledge of countries in the United Kingdom. They know where Burnley is in relation to major cities in the United Kingdom, including capital cities. Pupils in Year 1 begin to develop their mapping skills to put specific buildings and key features on a simple map. When investigating the weather pupils drew upon their mathematical understanding well. Pupils knew about the measurement of temperature, the Beaufort wind scale, rain gauges, and how to record and interpret the data they have gathered. They deduce information from the graph sensibly and correctly, sitting up eagerly when the teacher asks, 'Who wants to be the television presenter of the weather report?' This

lesson is linked very well with the literacy lesson when pupils read the poem they have written, 'Weather is full of the nicest sounds,' very expressively.

116 As pupils move through from Year 3 to Year 6 they build on previous learnt skills in both history and geography so that by the age of eleven they have acquired the expected levels of skills, knowledge and understanding of the subjects. In history pupils have a satisfactory understanding about different periods, events and important people in the history of the United Kingdom and in the ancient world such as Greece. For example, through topics on the Romans and Anglo-Saxons, they learn about the reasons for invasions of this country and the different ways of life of the invaders and the people in Britain. They develop their research skills well so that they can use a range of textbooks, photographs and artefacts to find out about the childhood of Queen Elizabeth I and the discovery of the tomb of Tutankhamun in Ancient Egypt. Year 6 pupils develop a broader knowledge of the Victorians when they study Victorian Census information and make comparisons between family life, jobs, buildings and industry then and now. In geography, pupils build on the knowledge they acquired in Years 1 and 2 about weather and climate to develop a broader understanding of how the physical landscape, such as rivers and mountains affects where settlements are placed and how people use them. Year 6 pupils express concerns about the effects of pollution and global warming and the need to change people's attitudes and behaviour. When they are explaining their ideas or expressing them in their writing, they have a secure grasp of the appropriate vocabulary. Lower attaining pupils need some support to complete these tasks and their explanations in their writing are less extensive, but they do understand the key ideas and frequently join in a discussion confidently.

117 Since the last inspection the curriculum for both subjects has been revised in line with the national recommendations. The curriculum makes a good contribution to pupils' spiritual, social and cultural development through a good range of visits to local places. The co-ordinators provide good leadership to the subjects by checking planning, displays and pupils' work, and providing advice when required.

INFORMATION AND COMMUNICATION TECHNOLOGY

118 Pupils' performances by the age of seven and eleven are at the national expectations and their achievements are satisfactory. Pupils' attitudes to learning and their behaviour are positive. Since the last inspection the school has made improvements through the provision of high specification computers and a revised curriculum.

119 The quality of teaching and learning is satisfactory overall though it ranges from very good to unsatisfactory. Pupils' attitudes to work, their behaviour and personal development are good and a contributory factor to the standards achieved.

120 Information and communication technology skills are developed satisfactorily for pupils age six and seven. Most pupils have keyboard skills appropriate for their age. They enjoy using 'talking' books to develop their reading skills. They highlight text and know how to turn pages over on the computer program. The teaching of skills is unsatisfactory when the whole class is grouped around a single computer and the teacher confines the lesson to a demonstration, and not deploying teaching assistants to benefit pupils' learning. In small group activities pupils' progress is better; for example they programmed a moveable toy to make it move forward and backwards, and wrote poems and greeting cards with attractive borders.

121 Pupils aged seven to eleven make satisfactory progress overall; however, in some classes pupils achieve very well and make rapid progress as the quality of teaching is of a high standard. This happened in Year 3. The teacher introduced the lesson very well and pupils responded very enthusiastically. Pupils were reminded to use appropriate technological language, such as 'program'. Other adults were deployed effectively to enable more manageable numbers to be taught new skills by the teacher around a computer. Pupils were able to open a program from their

personal discs as well as from the computer's hard drive. The teaching supported the composition of music on the computer very effectively and led to discussions between the teacher and pupils as to how composers write music. The constant interaction between the teacher and pupils resulted in a fast pace of learning.

122 Where teaching is good in Year 6 the teachers' planning is precise and includes the learning objectives and a clear sequence to achieve them. Teachers have a good knowledge of developing pupils' understanding of using information and communication technology to support learning in other subjects, such as spreadsheets to create mathematical models. Teachers explain well and provide plenty of opportunities for pupils to consolidate their learning.

123 The leadership and management of the subject are very effective. The knowledgeable subject co-ordinator has worked hard to develop her own expertise and the confidence of staff. The policy and the recently introduced scheme of work give good guidance to teachers and follow national guidance. The school is well placed to improve standards in the subject further, though the lack of a computer suite limits opportunities for larger groups of pupils to have more time to learn new skills and to consolidate their learning. In addition, the lack of opportunities for the co-ordinator to monitor the quality of teaching and learning in order to improve the consistency restricts further improvements in standards.

MUSIC

124 Pupils throughout the school attain as expected for their age and enjoy their music-making activities, especially their singing. Pupils, including those with special educational needs, achieve satisfactorily in relation to their prior attainments.

125 Pupils sing a range of songs pleasantly. Their diction is clear and they listen very carefully to the music between verses. Pupils concentrate well, sing tunefully and learn melodies and words quickly. The older pupils make a good contribution to the singing in assemblies; this helps the younger pupils more quickly.

126 Younger pupils sing sweetly and match sounds and actions accurately because they enjoy singing and watch the teacher very carefully. Lessons are planned and prepared so that pupils build on skills and techniques learned previously. Teachers are very specific in their questioning and demonstrate clearly; for example, when the difference between high and low notes on chime bars were shown and explained. Teachers instruct pupils in the correct way to play an instrument such as the use of a beater to play a chime bar. Pupils in Year 2 know that the correct use of the beater 'allows vibrations to happen'. Training in the safe and careful handling of instruments is clearly evident and it is noticeable; teachers throughout the school consistently reinforce this in their lessons. By the time they are seven, pupils understand why certain instruments are grouped together and that different types of songs are sung in a different way. This happened in Year 2 when pupils sang a lullaby with a verse and refrain very beautifully, some electing to sing the refrain and others the more difficult verse, all keeping in time with the music well.

127 In Year 3 pupils learn the importance of listening for phrases in songs. The teacher has provided them with a good way of following these in a song by moving arms in a graceful arch. Pupils concentrate hard on singing and moving their arms so that they observe the phrases correctly. They are very thoughtful about their choice of instruments when asked to play one note for each phrase and they listen very carefully to ensure that they come in at the right time. The teacher chooses the songs they sing very wisely so that they appeal to boys and girls, have humour and plenty of opportunities for action. Pupils enjoy having books with words and music in front of them and learn to follow when a tune goes up or down. In Year 6 pupils sing a nonsense song very sweetly, observing rests and breaks well. They show that they have learnt musical terms well when they explain the meaning of 'ostinato' and enjoy the challenge of fitting in all the words to lines of 'Green grow the rushes'. When asked to listen and follow the music pupils do this until they feel

confident to join in quietly with a few lines towards the end. They applaud their own efforts at the end of the song. Pupils listen to a Canadian song at the end of the lesson and are quick to identify the change of speed, various instruments and words in the song.

128 The quality of teaching and learning throughout the school is good. The standard of work in the lessons is high and those pupils who sing in the choir work hard to make their singing interesting by adding variety to their tone, volume and changes of emphasis. Teachers provide a wide range of interesting opportunities and musical experiences that enable pupils to learn how to listen to music and improve their skills in playing instruments and composing. A feature of the lessons is that teachers emphasise that songs are poems or stories set to music and the careful, expressive reading of the words before singing ensures that pupils learn to speak the lines well and this improves the diction in the singing and pupils' understanding of the songs.

129 The co-ordinator leads the subject well and provides very good support for other colleagues who have less experience in teaching music. The curriculum has been developed well so that all elements should be taught effectively over the year and all staff use the published scheme confidently as a basis for their lessons. Music makes a good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

130 Pupils' attainment by the age eleven is in line with national expectations. Most try hard and achieve well in comparison to their attainments at the age of six. The overall quality of teaching and learning is good. Standards of attainment have been maintained. Pupils with special educational needs make good progress. The school does all it can to deliver a full games curriculum despite being a fifteen-minute walk from the playing field. The lack of a sports field close to the school restricts pupils' opportunities for higher achievement in team games and athletics.

131 Younger pupils work hard in gymnastics. They learn quickly because they are taught basic gymnastic skills systematically, and understand how to build up a series of fluent movements. Year 2 met their teacher's challenge to develop a two-part, and then a three-part, sequence from lying flat on the floor to supporting themselves with only one part of their bodies. The quality of learning is also good because pupils are encouraged to experiment, to be creative and to improve their performance through self-evaluation, and by watching and talking about the examples they see in the performance of others. Teachers praise pupils' achievements skilfully and explain good practice so that others can learn from the examples.

132 Seven to eleven-year-olds work equally hard and learn effectively. They respond very positively to the quiet but firm guidance that they receive from teachers. They are well behaved and the very rare examples of unsatisfactory behaviour are dealt with swiftly. Older pupils are also taught basic skills effectively as a series of linked movements, and are given opportunities to practise and develop them. Year 5 built on the understanding they had gained in other lessons to develop a series of controlled balances and jumps. They had fun and planned carefully before trying out a new sequence. The quality of learning was good, and they made good progress within the lesson, because of the thought that had gone into their preparation and experimentation. Pupils make far greater progress in all classes than they did at the time of the last inspection. They work well together in small groups and understand the importance of safety. Games skills are taught equally carefully. Year 6 pupils, for example, have a good degree of self-control and persevere in practising hockey skills so that they can pass and strike the ball more accurately. Girls are now given the same opportunities to lead teams as the boys; this is an improvement since the last inspection. Pupils with special educational needs take a full part in all lessons and make appropriate progress.

133 The overall quality of teaching has improved considerably since the last inspection. No teaching is less than good, where half the lessons seen previously had been judged unsatisfactory

or poor. The teaching is far more confident. Teachers make good use of the skills they have learned and plan carefully following the guidance in the scheme of work. All teachers and pupils now wear appropriate clothing for lessons. The pupils start their work with appropriate activities to warm up their muscles before strenuous exercise but, in two of the lessons observed, there was no corresponding relaxation of muscles at the end of the exercise.

134 Swimming is taught effectively in Years 4 and 5, and nearly all pupils can swim at least the required 25 metres. The older pupils are looking forward excitedly to undertaking a range of adventurous activities during their forthcoming residential visit. This is the first time that the school has been able to offer this facility. Pupils aged seven to eleven have limited opportunities to develop the full range of games and athletics skills because there is no playing field close to the school. Although the school makes some use of facilities closer to the school teachers have to make the difficult choice between the loss of thirty minutes lesson time walking to and from the sports field for a lesson and the benefits of access to a grass pitch; many teachers 'make-do' with the playground. There is no grassed area where pupils can practise games skills at lunchtimes or after school. Sports day has to be organised on the tarmac playground. These factors combine to create an unsatisfactory situation, and have a direct impact on the standards that pupils can achieve by the age of eleven. The school is involved appropriately in competitive games through participation in friendly leagues and in after-school activities. The co-ordinator is keen and conscientious, and has recently led the introduction of a new scheme of work which is enhancing pupils' learning.

RELIGIOUS EDUCATION

135 Pupils, including pupils with special educational needs, achieve satisfactorily in relation to their prior attainments and, by the age of eleven, the majority of pupils meet the standards expected in the local education authority's syllabus. Pupils' behaviour, personal development and attitudes to work are good. The quality of teaching and learning is satisfactory. Overall standards are similar to those at the last inspection though the quality of teaching has improved and is now never less than satisfactory.

136 Teachers of six to seven-year-olds use learning resources effectively to develop pupils' understanding of major world religions such as Islam. Pupils gain an increased understanding of the features of places of worship and religious artefacts; for example, in Year 1 pupils discussed the purpose of the minaret and dome in a mosque and the need to handle the Qu'ran with respect. In Year 3 pupils learn more about Sikhism through skilful teaching involving discussions and questioning. Pupils make relevant and sensible responses which build well on previous learning.

137 The strongest teaching is in Year 4 when pupils share their feelings with others during a time set aside to listen to each other. Pupils are really interested and supportive of one another and the teacher makes pertinent suggestions without being prescriptive. The lessons provide strong support for the provision of pupils' spiritual, moral and social development. Pupils also develop a deeper understanding of the culture of others and gain a respect for the beliefs of members of other faiths. This happened during a lesson when pupils studied aspects of the Jewish faith culminating in a role-play activity depicting a discussion between Jewish and non-Jewish friends regarding the eating of non-Kosher food.

138 In Year 6 teachers encourage pupils to discuss and to express their own views; for example, pupils contrasted clearly the similarities and differences between Hindu and Christian ceremonies. Weddings and the importance of families, particularly older members of the family, were aspects of these faiths that were discussed thoroughly. Teachers draw to pupils' attention literature and stories from other cultures, such as the story of Rama and Sita.

139 The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. The understanding and tolerance of others from different cultural backgrounds is

apparent in lessons. Pupils have a good attitude to the subject and their learning in the subject positively impacts on their very good relationships with other pupils and members of staff.