

# INSPECTION REPORT

**BISPHAM CHURCH OF ENGLAND ENDOWED  
JUNIOR SCHOOL**

Blackpool

LEA area: Blackpool

Unique reference number: 119411

Headteacher: Graeme Dow

Reporting inspector: Clive Whitburn  
25456

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> October, 2001

Inspection number: 195705

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

© Crown copyright 2001.

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Voluntary Controlled  
Age range of pupils: 7 to 11  
Gender of pupils: Mixed

School address: Bispham Road  
Bispham  
Blackpool

Postcode: FY2 OHH

Telephone number: 01253 354672

Fax number: 01253 596732

Appropriate authority: The Governing Body

Name of chair of governors: Rev Simon Cox

Date of previous inspection: 17<sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25456	Clive Whitburn	Registered inspector	Science Design Technology Physical Education	What sort of school is it?  The school's results and pupils' achievement.  How well is the school led and managed?  What should the school do to improve further?  Special Educational Needs  English as an additional language
19567	Mary Malin	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?
6138	Keith Page	Team inspector	Mathematics Information and Communications Technology	How good are the curricular opportunities offered to pupils?
20615	Ann Mason	Team inspector	English Art Music Religious Education	
8292	John Lace	Team inspector	Geography History	How well are pupils taught?

The inspection contractor was:

Penta International  
Upperton house  
The Avenue  
Eastbourne  
BN21 3YB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bispham Church of England Endowed is a large voluntary controlled junior school for boys and girls aged 8 to 11. It has 304 pupils on roll. The school serves a mixed area and pupils come from a variety of backgrounds. The attainment of pupils on entry to the school at Year 3 is above that found nationally. However, this advantage is less marked in mathematics than in English. Approximately one pupil in seven is eligible for free school meals, which is broadly in line than the national average. A similar proportion of pupils are identified as having special educational needs which is below average, although there is an above average proportion of pupils who have statements of special educational needs. There are a very small number of children from minority ethnic background Chinese and Turkish and even fewer for whom English is an additional language. There are a significant proportion of pupils (which can be as high as a quarter) in each year group who leave or join the school during the school year due to population mobility. The school will become an all through primary school with nursery class, from September 2002.

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

Bispham Church of England Endowed School is an effective and improving school and it is overwhelmingly successful in achieving its aim of being a happy school. Standards of attainment are above average. Teaching is good and there is a high proportion of teaching that is very good or excellent. Leadership and management within the school are very good. In the light of this, the school provides good value for money.

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

- Teaching is good, and a high proportion of lessons benefit from very good or excellent teaching
- Test results for 2001 were well above the average for schools with a similar intake in English, and above average for mathematics. Attainment in work seen is also above average in science, information technology, design technology, and music
- The ethos of the school is very good. Bispham is genuinely a happy school community in which pupils are very well managed and behaviour and attitudes are very good
- Leadership and management across the school is very good; the school monitors and evaluates its work well and energetically seeks improvement
- The curriculum provides very good opportunities for learning and is excellently supported by additional activities out of normal school hours. The moral and social development of pupils is very good.
- The partnership with parents is very good. Parents are overwhelmingly supportive of the work of the school
- Care for pupils is very good, and is a strength of the school

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

- The consistency with which day to day assessment is used to ensure that work builds on what pupils already know, understand and can do

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and there has been good improvement since that time. In 1997, the key areas for improvement were to increase the pace of pupils' learning by improving assessment and marking, matching work to pupils attainment, raising teachers' expectations, monitoring the quality of teaching and learning and curriculum development, and ensuring that the named person for child protection received training. Progress has been made on all of these areas, although there is more still to be done to ensure that lessons build on prior learning. In addition, national curriculum test results have risen at faster than the national average rate of improvement in English, maths and science in the last three years, and the rate of this improvement has increased.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	B	B	A
Mathematics	D	C	C	B
Science	D	D	C	C

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

Test results in 2001 improved in all three subjects at faster than the national rate of improvement. The main reasons for this overall improvement are very good leadership, which targets areas for improvement and good quality teaching, particularly of the oldest pupils. Within this picture, the proportion of pupils who attained the nationally expected level was above average in all three subjects. However the proportion reaching higher levels in mathematics was below average. From work seen during inspection, attainment is now above average in English, science, information technology, design technology and music. In all other subjects, including religious education, attainment is average. Overall, pupils come into the school with above average attainment and leave the school with above average attainment. Achievement in relation to their prior attainment is therefore satisfactory and improving.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school. They are happy and work with enthusiasm.
Behaviour, in and out of classrooms	Pupils behave very well in and around the school.
Personal development and relationships	Relationships throughout the school community are very good.
Attendance	Attendance is good.



Attitudes, values and relationships are a strength throughout the school. This is a mutually supportive and harmonious community.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	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.*

Good teaching is a strength of the school. Staff care deeply for their pupils. Teaching meets the needs of all pupils whatever their ability, although there are times when the quality and use of day to day assessment is unsatisfactory (particularly in mathematics, art and information and communications technology) and the degree of challenge for higher attainers is insufficient. Pupils are managed very well and respond with very good behaviour and attitudes. Teaching in mathematics and English is also good. Literacy and numeracy skills are taught well, although the small amount of less than satisfactory teaching was in mathematics. A notable feature is that a high proportion of lessons (over one third) benefit from very good or excellent teaching. High quality teaching is found throughout the school and is particularly frequent in year 6, where over half of all lessons are very good, or excellent, and almost three quarters of lessons are good or better.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad, balanced and effective and provides very good opportunities for learning. There is excellent provision of extra, out of hours activities
Provision for pupils with special educational needs	Procedures to ensure that pupils are supported well are good and as a result these pupils make good progress
Provision for pupils with English as an additional language	Good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for the development of pupils' moral and social development is very good. Provision for spiritual development is good and for cultural development it is satisfactory
How well the school cares for its pupils	Very good overall. Care for its pupils is a strength of the school

The school's partnership with parents is very good. The curriculum benefits from secure planning for raising attainment. The national literacy and numeracy strategies are being implemented effectively. The school has a very caring ethos.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and other key staff provide a very clear direction for the school
How well the governors fulfil their responsibilities	Very good. Governors know the school and fulfil their obligations very well
The school's evaluation of its performance	The school has good procedures for self-evaluation. The quality of teaching and learning is monitored effectively. The school knows its strengths and weaknesses well
The strategic use of resources	Learning resources are used well

The leadership has a high profile in and around the school. They lead from the front and are successful in promoting change and raising standards. Staffing, accommodation and resources are good. Staff are mutually supportive work well together as a team.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents were overwhelmingly supportive of the work of the school</li> <li>Children are happy and are helped to be mature and responsible</li> <li>Expectations are high</li> <li>School is well managed and approachable</li> </ul>	<ul style="list-style-type: none"> <li>Some parents are concerned about the amount of homework set, and that it is sometimes repetitive or boring</li> <li>A few parents do not feel they are kept well informed about their child's progress</li> </ul>

Inspectors agree with the strengths highlighted by parents. Inspectors judged that the amount of homework set is appropriate and conforms to the published school policy. However, they also agreed with the view of a few parents that homework set is sometimes uninspiring. There are satisfactory procedures for keeping parents informed about pupils' progress, but the school has plans to improve this further.

## **PART B: COMMENTARY**

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

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

1. Standards of attainment have improved since the last inspection, and this is largely due to very good leadership and management which plans well for improvement and raising standards, and good, often very good teaching. The trend of attainment in national tests improved at above the national average rate of improvement for each of the past three years up to 2001 in English, mathematics and science, and this shows every sign of continuing. The school set itself challenging targets for 2001 and exceeded this target. In the light of this success, the school is encouraged to set even more aspirational targets for the future.
2. Results in national tests in English in 2001 were above average compared to the national results and well above the average for schools with a similar intake (those with a similar proportion of pupils eligible for free school meals). Pupils of all abilities achieved well and an above average proportion of pupils reached both the nationally expected level and higher levels. It is this success of pupils at all levels including higher levels that explains why overall results in English are better than in mathematics and science.
3. Results in mathematics improved markedly. The school has purposefully and appropriately concentrated on raising attainment in mathematics over the last two years and the 2001 results show that this has been very successful. The proportion of pupils who reached the nationally expected level in mathematics increased by 14%, to be above the average nationally and for similar schools. This compares very favourably with the national picture, (the proportion reaching this level nationally fell in 2001). Higher attainers however did not achieve as well, and the proportion of pupils reaching higher levels fell. The main reason for this is that whereas teaching is highly successful at teaching the knowledge, skills and understanding necessary to achieve the nationally expected level four, it does not consistently provide high enough challenge for higher attaining pupils. This is the reason why overall attainment in mathematics is average and not above the national average.
4. Science results also improved significantly in 2001, rising by 11% for both expected and higher levels so that results were average compared to all schools and similar schools nationally. In previous years the proportion of pupils reaching higher levels was below average but in 2001 this was now average. Inspection evidence suggests that the improvement in teaching higher levels is continuing. In a Year 6 lesson about the reproductive process in flowers, particular emphasis was given to teaching the functions of specific parts of the flower so that most pupils gained above the expected level of knowledge and understanding in that particular aspect of the subject. In lessons and work seen during inspection, pupils were achieving well in science, and standards of attainment were above average for this time in the school year.
5. There are no significant or consistent differences in the attainment of boys and girls in mathematics. Girls attain just slightly higher than boys do in English and science at both expected levels and higher levels, whereas nationally, girls perform significantly better than boys, particularly in English. Pupils with special needs are well supported and make good progress as do the small number of pupils with English as an additional language.

6. The school provides many opportunities for speaking and listening and is successful in developing these skills across the curriculum, in lessons and assemblies. As a result, speaking and listening skills are above average. Pupils listen well and talk with each other and adults confidently. Pupils' reading ability is high. Teachers provide many opportunities to develop reading skills in lessons and all pupils, including those with special educational needs make good progress in reading. As a result, pupils read complex texts confidently and are able to skim for information. They read expressively and with good understanding. Standards in writing, although not as high as reading, are still above average. Pupils in Year 3 already write well and this is built upon steadily so that by Year 6 most have a fluent cursive handwriting style, spell accurately and use language effectively. This is helped by the extra time allocated for extended writing. An area for development, to raise standards of writing still further, is to provide more frequent and varied opportunities for pupils to draft their work and to make more of opportunities for writing in history and geography.

7. In mathematics, pupils acquire and use mathematical language well. They are able to calculate successfully but their knowledge of decimal place values is less secure which hinders their ability to estimate and check answers. This prevents higher levels of attainment and better than average achievement. Given the very good teaching in Year 6, it is likely that the proportion of pupils who reach the expected level in mathematics again be above average by the time they leave the school.

8. Pupils' achievement in art and design is only just satisfactory and attainment is average. This is because skills are not fully and consistently developed through the school and this prevents better achievement.

9. Attainment in information and communications technology (ICT) is above average and achievement is good. Pupils gain good skills in using information and communications technology. This is due to the high priority that the school gives to the subject. A strength is the very effective use of the interactive white board for demonstrations. This helps pupils gain knowledge, confidence and ability in using modern technology and they apply these skills ably.

10. In design technology, attainment is above average and achievement is good. Many pupils in year 6 are already attaining the nationally expected level and some are attaining higher levels. Pupils acquire the skills of designing and making well. They also evaluate their work effectively at the end of each project. However they rarely evaluate their work during the designing and making process so that they can make adjustments and improvements as they go, and this is an area for development.

11. Standards of attainment in history and geography and physical education are average and pupils' achievement is satisfactory. Geographic enquiry skills are now better developed than at the time of the last inspection. Knowledge of local history is good but pupils know less about world history. Pupils develop skills well in physical education, particularly in swimming and sport where standards of attainment are above average. There are a large number of sports out of hour clubs, teams, competitions and activities for pupils, which helps sport to be a strength of the school.

12. Pupils achieve well in music. Performance, and in particular singing, is a strength. The most able sing in two parts with confidence and ability. In religious education achievement is satisfactory. Pupils gain knowledge and insights into the world's major religions, but there is room for deepening their learning about the application of religion further.

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

13. The good standards identified in the previous inspection report have been improved. Pupils' attitudes, behaviour, values and personal development are now very good and are a strength of the school. Pupils enjoy coming to school and the great majority of parents who returned the inspection questionnaire confirm this. Pupils have positive attitudes to learning. They value and respect each other and behave well at all times. They take pride in their work and are keen to show it to anyone who shows interest. Pupils talk enthusiastically about the school and the staff. Members of the school council stated, " This is a great school. We enjoy coming here the teachers are great and we enjoy lessons "

14. Pupils enjoy taking responsibilities and carry out tasks with pride. They act as able and reliable classroom monitors; they take turns to prepare classrooms by putting all the chairs in place at the start of the day and clear up at the end of the day. They take dinner registers and lost items to the office. Some help with assemblies, working the overhead projector and tape recorder. Several classes help to set out and put away physical education equipment and also playground games. This contributes to their developing sense of belonging to a community. However there are fewer opportunities for self initiated responsibility, such as planning and carrying out activities themselves.

15. Behaviour is very good, both in class and around the school. This has a very positive effect on learning and personal development. Pupils are generally calm and concentrate well, responding to the high expectations for this set by teachers. There are very few occasions when the management of pupils is less consistent, resulting in increased noise and less concentration.

16. Pupils understand the school and class rules displayed in every class. They have a clear sense of right and wrong. They are confident and show care and concern for each other's feelings and many help each other in lessons.

17. Pupils of all ages handle learning resources with care. They are proud of their school and are careful to keep it tidy and free from litter. However, whilst pupils take responsibility in whole school matters, there are fewer opportunities for them to take responsibility for their own learning and organisation in lessons. There are times when pupils are over directed rather than undertaking research or solving problems for themselves. For example in some classes they are told to check a dictionary and the teacher produces it for them. Similarly the teacher or support assistant distributes equipment that pupils need, limiting their opportunities to select for themselves. Pupils' participation in the school council is a very effective way in which pupils take responsibility very seriously. They discuss a range of important issues such as how to make pupils who are new to the school feel welcome. Every pupil on the council participates and the teacher in charge ensures that the meeting belongs to the pupils. Members of the council then take messages and feedback to their classes and involve them in further discussions.

18. Relationships between staff and pupils are very good. Pupils approach adults with confidence. Staff respond warmly and thoughtfully and are very good role models. There are good relationships between girls and boys and between pupils of different ages, abilities and ethnic groups, all of which contribute to the positive atmosphere of the school. Pupils relate well to each other in school. Playtimes are happy times and during inspection there was no evidence of bullying or oppressive behaviour.

19. Attendance rates are good.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching has improved since the last inspection. Good teaching means that pupils learn effectively. In one lesson in every three, teaching is very good or excellent. It is good or better in over half of all lessons. Teaching was unsatisfactory in just two out of the seventy-two lessons observed, both in mathematics. There were six lessons with excellent teaching and this is a significantly higher proportion than is usually the case. The implementation of the literacy and numeracy strategies has had a positive impact on the quality of teaching in these areas. Teaching is good in English, design technology, geography, history, information and communications technology, music and religious education. In all other subjects it is satisfactory.

21. Staff care deeply for the pupils in their charge and this is evident in much of the work that goes on to ensure that all pupils are fully included in every aspect of the curriculum. Because of the dedication and the careful planning of staff, including the Special Educational Needs Co-ordinator, the progress made by pupils with additional educational needs is good. Staff are very supportive of each other and year group partners work together well in their planning.

22. Most lessons are carefully planned and many build appropriately on previously learned knowledge. In such lessons, teachers ensure at the beginning of lessons that pupils' previous knowledge and understanding are secure before progressing with new material. In a Year 6 English lesson, a very clear and focused recapitulation of the previous lesson used well-directed questions fired at pupils with energy and pace and resulted in a real sense of interest and purpose. However, pre written lesson plans are not always adapted to ensure that work builds effectively on what pupils already know, understand and can do. The result of this is that work does not always closely match pupils' ability and this leads to insufficient challenge for higher attaining pupils, inhibiting the pace and depth of learning for these pupils.

23. In lessons where teaching is excellent, high quality resources are deployed and an extensive range of teaching techniques is used which keeps pupils engrossed and reinforces learning. Teachers have high expectations for pupils' progress and there is often an excellent link with support staff so that their significant engagement with pupils is effective. Plenary activities at the conclusion of lessons enable pupils to show their understanding in many ways and are used effectively to reinforce key learning so that everyone makes gains in knowledge, understanding and skills in English, mathematics, science, geography and religious education. In lessons, all the excellent teaching observed took place in the three Year 6 classes as well as in a whole school assembly.

24. In good and very good lessons, the aim of the lesson is always shared with the pupils so that they know exactly what they are learning. Thus, in a Year 3 English lesson about the prefix "dis-" and non chronological writing, pupils quickly understood how to use the prefix and were able to think of a wide range of words using this. They were then well prepared for the individual and group work that followed. Classroom assistants support group work effectively and encourage pupils to persist in their efforts through well-directed praise and guidance.

25. Many teachers have high expectations for pupils' behaviour, concentration and levels of achievement and this is an improvement since the last inspection. In a mathematics lesson in Year 3, the teacher establishes high expectations for numeracy by setting challenging tasks. In a Year 4 history lesson, pupils are able to think about past

societies through an excellent role-play involving headteacher, classroom assistant and pupils. Teachers are thoughtful and reflective about their work and keen to build upon their previous best through evaluations of lessons.

26. The management of pupils is very good across the school. Pupils are aware of the class rules and their teachers' expectation for behaviour. There are reasonable opportunities given for pupils to develop independence and autonomy, although at times opportunities are missed, for example when mathematical activities allow no problem solving. Similarly, in science opportunities are missed for predicting outcomes in experiments connected with the transmission of sound.

27. Another aspect of teaching which has improved since the last inspection is that lessons now have a faster pace and rate of learning. Teachers and support assistants are enthusiastic about the lessons they teach and there is more evidence of lively, direct teaching. Teaching has the most impact when the teacher interacts with pupils and engages their thinking through a range of good quality questions and well thought-out activities. Routines are well established and the teaching environment is calm, stimulating and interesting. Pupils come to school knowing that each morning they will be engaged in interesting activities from assembly forward throughout the day. Progress is increased when teachers take the opportunity to use the end of the lesson for pupils to think about what they have learnt and extend their knowledge and understanding. However, in one religious education lesson, teaching was too fast for the necessary information about the Greek Orthodox Church to be assimilated and retained. Lack of time inhibited progress in some physical education lessons that started late, and some art lessons gave pupils too little time to develop their work.

28. The quality of teaching for pupils with special education needs is good. Individual Education Plans are carefully written. The new special needs co-ordinator ensures good communication between teachers and teaching assistants so that assistants are well-briefed before lessons, understand the focus of their work and are able to make a positive contribution to the standards achieved by pupils. This is particularly effective when lesson plans have been adapted in the light of individual education plans so that the support assistants' work is very specifically focussed on what individual pupils need to achieve and how best to support them.

29. Some parents expressed concern about the amount of homework their children receive. The school provides a comprehensive booklet that outlines the homework to be set. The amount of homework during inspection week was appropriate and does support learning, particularly in English. However, some homework is repetitive and unstimulating. Work in information and communication technology in the dedicated computer suite is usually of a high quality and this is beginning to have a positive impact on teaching and learning across subjects, although it is still in the early stages of development.

30. The implementation of the National Strategies for Literacy and Numeracy has strengthened the teaching of basic skills, particularly in English and the planning for these sessions is clearly supporting teachers well. Overall, planning is thorough, resources well prepared and classroom organisation effective. Teachers use technical and subject specific vocabulary effectively and this enhances the ability of pupils to do the same.

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



31. The school has a very good curriculum that ensures the full implementation of the national strategies for literacy and numeracy, the national curriculum and the locally agreed syllabus for religious education. It has been specifically and successfully planned to raise attainment in English, mathematics, science and information and communications technology whilst simultaneously paying attention to breadth across subjects. Although the times allocated to design technology, art and design and music are below that normally found, the inspection evidence shows that the curriculum opportunities are satisfactory in design technology and good in music. The art curriculum is also just satisfactory, but the shortage of time available prevents better achievement in this subject. The school has just written a very good new programme for personal, social and health education but is yet to plan how to incorporate this within its already tight curriculum.

32. Curriculum planning is very good and has improved since the last inspection. Schemes of work reflect the latest government revision of the national curriculum and ensure that lessons build on previous lessons. These plans encourage the use of common and consistent approaches to learning. They are regularly revised by well-informed subject leaders. As a result, all schemes of work provide the opportunity for pupils to work at an appropriate pace and in some subjects, such as design technology, provide good opportunities for extension and development.

33. In many subjects, such as information and communications technology, design technology and physical education there are detailed pre-written lesson plans to ensure the efficient coverage of a developing curriculum. Sometimes teachers adapt these plans effectively, to meet the needs of individuals or groups of pupils. However too often, pre written plans are insufficiently tailored to take account of what pupils already know, understand and can do. At these times, lesson plans do not identify the specific learning intended for high, average and below average attainers. Similarly, the practice of assigning national curriculum levels to work in planning, to ensure that work is appropriately pitched, is not securely embedded. As a result, there are times when pupils, and in particular, higher attainers, are not provided with enough challenge, and their achievement is therefore impeded.

34. Teachers teaching the same year group often plan together and this helps to ensure that classes cover the same work. A start has been made to ensuring effective links between subjects through schemes of work for the purpose of improving the efficiency of the curriculum but there is room for developing this further.

35. The learning needs of pupils with special educational needs are identified precisely and early. Targets for these pupils are shared fully with class teachers and support assistants who plan an effective programme of work that is monitored and evaluated at regular intervals. The programme sometimes includes good opportunities for the pupils to work with those who are more able. In year 6, the highest attaining pupils are withdrawn for extension work in numeracy and literacy. Whereas the results in national testing show that this approach is effective in raising attainment in English it is not raising attainment in mathematics.

36. The school offers an excellent range of extra-curricular activities that complement and enhance the statutory curriculum. There are good opportunities in sport, the arts, language, religion, games and hobbies. The high level of attendance indicates that they meet the interests of pupils. They also make a very positive contribution to the success of the school in a range of sports and help to build links with the local community.

37. The literacy and numeracy strategies are well established and the teaching of basic skills is well planned. Vocabulary development is a particular strength across the school. Pupils learn to use the use correct technical and subject specific terminology in literacy, numeracy, information and communications technology, science and design technology.

38. Provision for pupils' spiritual development has improved since the last inspection and is now good. There are increased opportunities for personal reflection in whole school assemblies while listening to music, watching topical images, participating in prayer or sitting in silence contemplating the "thought for the day" as a solitary candle burns. In addition there are areas inside and outside of the school buildings such as the "stone circle" for quieter and more contemplative times. As well as the RE curriculum, the school provides bible classes as an extra curricular activity and has developed good links with a range of Christian groups active in the local community. The school has appointed a worship co-ordinator and the development of the school choir has improved the spiritual dimension of the music curriculum. There are times in some lessons when pupils capture a moment of awareness of how special and wonderful life can be, for example when learning about pollination in science. However these opportunities are sometimes missed. They are not planned into the curriculum in a systematic way, and this is an area for further development.

39. Provision for pupils' moral development remains very good. Pupils are encouraged to develop an awareness of right and wrong. It is made clear by the ethos of the school, the example set by teachers and the expectations they place on classroom and out of class behaviour that pupils should treat other people and their environment with respect. The fair treatment and tolerance of other people and displays of honesty and trustworthiness are frequently praised and rewarded. Across the curriculum opportunities are taken for pupils to express their moral values, for example in geography when discussing changes to the environment and in religious education when learning about the values and beliefs of different faiths. Displays around the school reinforce moral and social behaviour well.

40. Social development is good. There are often opportunities for pupils to take responsibility for others. Pupils are elected to the school council and take on classroom monitor roles. There are well-established routines at registration, assembly and in lessons. There is a clear expectation that resources are shared; pupils listen to each other; they wait to take turns and support and help each other when appropriate. Independence, initiative and social responsibility are developed effectively outside of the classroom through the links the school makes with the community, residential school trips and fundraising activity for charities. However, the opportunities for pupils to develop independence and take initiative during lessons by making decisions and investigating could be more developed.

41. Cultural development is satisfactory. In religious education there are good insights provided into the values and beliefs of other faiths. The good links that the school has with the local community help pupils to acquire a good awareness of local culture. Extra curricular activities and the use of local amenities such as the library and trips to places of interest provide opportunities to learn about and appreciate cultural diversity. However, there are missed opportunities to extend cultural awareness such as in the study of world history. In music there are few multi-cultural instruments and across the school there few artefacts with which celebrate and learn about other cultures.

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

42. The very good standards of care identified in the last inspection have been maintained. The previous concerns about the training of the named person for child

protection have now been addressed. Arrangements and the procedures for child protection are very good. The headteacher is the named responsible person and is fully trained for this role. Staff are aware of the procedures to follow in the event of any concerns.

43. Procedures for promoting the health, safety and well-being of pupils are very good. Clear and effective procedures are in place for recording accidents and incidents and several staff, including mid-day supervisors, are trained in emergency first aid procedures. Pupils are helped to develop a good understanding of the importance of leading a healthy lifestyle through science and physical education. A very good new planned programme of personal, social and health education is about to be introduced.

44. Procedures for monitoring and promoting good behaviour are very good. There is a clear behaviour policy, which is consistently applied across the school. This emphasises positive reinforcement as the preferred means of improving behaviour. Pupils are aware of what is expected of them and they know that sanctions will be applied if needed. The school works to a principle of not excluding pupil except as a last resort. There are effective procedures for dealing with harassment and bullying although instances of these are extremely rare and none were seen during inspection.

45. There are good procedures for monitoring and improving attendance. The educational welfare officer visits the school regularly and registers are completed in line with statutory requirements.

46. Individual education plans for pupils with special educational needs are very clear. There are good systems structuring support for these pupils. The monitoring of personal development is less formal. Pupils are well supported in the transition from the infant school and pupils in the school council suggest ways in which they, the pupils and staff, could give more support to pupils new to the school.

47. There have been considerable improvements in assessment since the last inspection, but there is still room for further improvements. Procedures for monitoring pupils' academic progress are good overall. Pupils' progress in English, mathematics and science is carefully mapped through end-of-year tests, and this information is used to target extra support for individuals by including them in booster classes. It is also used well to predict the results of individual pupils and to inform yearly targets for core subjects. Progress towards these targets is tracked effectively by senior teachers. Where progress by individuals is less than expected, teachers are informed and actions are planned and taken.

48. Assessment procedures are less well defined in other subjects although the system of "quality marking" each half term does provide useful information about pupils' progress. Short-term plans are sometimes adapted to build on pupils' current knowledge, skills and understanding although this is not always the case. When plans are adapted, skills, understanding and knowledge are developed more systematically.

49. Pupils receive considerable encouragement to give of their best and the school rewards good work through exciting and energetic achievement assemblies each week. Marking is generally helpful to pupils. At its best, marking gives praise for good work and additional comments are often posed as questions to help the pupils take the work further for themselves.

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

50. The school's partnership with parents is very good and a strength of the school and this is an improvement on the previous inspection. The school has effective and well-established links with parents, and in return they make a good impact on the work of the school. The school encourages parents to communicate with them, operates an open door policy and teachers are happy to discuss pupils' progress at any time. Staff work hard to forge this committed partnership with parents. Parents are very supportive of the school. They are confident that their children are happy at school. They state that behaviour in the school is very good and most parents who responded to the questionnaire find the school easy to approach.

51. Parents' involvement in the work of the school is good. They attend meetings, ensure that their children complete their homework and fill in reading diaries. Many parents help in school with reading, in lessons and on visits. There is a homework policy in place, but parents have mixed views about what is a reasonable amount of homework. What parents are saying clearly is that they would like more variety to the homework and not the same routine every week or month.

52. There is a very active parent, teacher and friends association (PTFA) whose brief is to organise social and fundraising events for pupils, parents and families. There is a small committee with a large band of volunteer helpers, which raises between three and four thousand pounds each year. This money goes towards purchasing educational items for the school or activities for the pupils.

53. The quality of information provided for parents is good and often very good. For example, there is a clear prospectus and a very upbeat and newsy Governors' Annual Report for parents. There is a variety of handbooks explaining to parents how they can support their children's work at home, how the homework policy operates, how the school deals with bullying and a weekly newsletter. These are very good examples of the schools commitment to communication with parents. There are three parents' evenings, which are well attended. The annual report on pupils' progress is sent to parents at least two weeks before they need to make an appointment to talk with the class teacher. Parents were recently consulted on a new format for this report. Those who responded were happy with the new layout. There is, however, room for this to be improved still further. It does not precisely state what pupils know understand and can do, whether pupils have achieved annual targets or not and there is no space for pupils to write what they would like to achieve next term or for parents' comments. Records of achievement have recently been introduced but these are still in the early stages of development and lack clear and concise information on pupils' achievements.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. Leadership and management are very good. The headteacher is energetic, he has a high profile in and around the school, and leads by example. Senior staff are hard working, thoughtful, highly skilled and gifted teachers who provide a clear lead. Along with subject co-ordinators, they have well defined responsibilities and are very focussed on improving standards. An example of the impact of this is the rising trend in attainment and in particular the significant improvement in mathematics results following a sustained and concentrated effort to achieve this. The Headteacher, staff and governors have excellent working relationships. Staff work together well as a team and there is an air of mutual support throughout the school. The collective leadership of the school manages change effectively at all levels and provides a very clear sense of direction for the work of the school.

55. The governing body fulfils its statutory duties very well. Governors, and particularly the Chair of Governors, have detailed knowledge of the working of the school and make a significant contribution to developing its future direction. They know and understand the range of performance data available and monitor the progress of the school perceptively. Members of the Governing Body help the school in many practical ways. For example, the Chair of Governors regularly takes assemblies and several governors help in lessons. One governor worked with senior staff to set up a computer system for tracking pupils' performance and is currently running an information and communications technology class for parents. Governors receive written and verbal reports from staff on the work of the school and ask questions rigorously to ensure that the school is working as effectively as possible. The principles of best value are understood and applied. In this way the Governing Body acts effectively as a challenging but supportive critical friend.

56. The school takes self-evaluation seriously and employs an effective range of methods for this. All members of the senior staff have attended the Ofsted accredited school self evaluation training and detailed analysis of standards and tracking of pupils' progress is undertaken. As a result, they know the strengths and weaknesses across the school well and work constantly for improvement. This triggers priorities for school and staff development, which feature in the performance targets for the headteacher and staff. The headteacher and senior staff monitor the quality of teaching and learning well and provide useful feedback to teachers. There is a very good and growing culture of developing the quality of teaching and learning across the school and this helps to raise the quality of teaching. All co-ordinators monitor pupils' attainment and the quality of teaching and learning in their subjects through teachers' planning, lesson evaluations and their system of half-termly "quality marking". A growing number undertake lesson observations. There could usefully be more opportunities for senior teachers to share their lesson observation and evaluation skills with less experienced teachers, and for other teachers to observe and learn from some of the most effective teaching in the school. The written school development plan lags slightly behind what actually happens in practice, mainly because it does not sufficiently place raising attainment at its heart.

57. In recent years, the school has accrued an unacceptably large financial under-spend. This is partly, but not entirely, due to factors beyond their control. The headteacher and Governors are aware that their budgetary control procedures need to be more rigorous to ensure that in the future large, unplanned under-spends do not arise. Some of this carry forward was used to reduce the class size in Year 6 last year, and to invest in information and communications technology. This proved successful and contributed to raising standards. There are however other areas in which the school is unnecessarily under resourced, such as the library, geography and art and design. The present significant carry forward of funds is now prudently earmarked for building plans and increased staffing to bring about a much needed and overdue reduction in class sizes, coinciding with the LEA funded building of a new infant department.

58. Staff are appropriately qualified and new staff receive good induction and mentoring. As a result, recently appointed staff have settled in to the school quickly and understand the school's systems and approaches. Special needs staff are well trained and led by the special needs co-ordinator and they contribute significantly to the learning of these pupils. Administrative and non-teaching staff work efficiently and effectively and help considerably to ensure the smooth day to day running of the school. Information and communications technology is used effectively to support management and administration.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. There is just one key issue: In order to improve further the school should:

1) Ensure that work meets the needs of all pupils including higher attainers and builds on pupils' existing knowledge, skills and understanding, in all subjects and particularly mathematics by:

- adapting daily lesson plans to make it clear what pupils of differing prior attainment are to achieve  
(Paragraphs: 22, 28, 33, 48, 72, 112, 119)
- increasing the quality and degree of challenge for higher attaining pupils throughout lessons and providing more open ended tasks  
(Paragraphs: 22, 33, 72, 73, 77)

60. In addition, the school should consider including the following more minor issue in their action plan:

- 2) Enhance the overall teaching of mathematics in relation to the main activity by:
- increasing problem solving, investigative work and decision making  
(Paragraph: 26, 73)
  - ensuring that pupils who have difficulties with mathematics are introduced to a wider range of methods of solving problems  
(Paragraphs: 26, 70, 71, 73)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	17	18	29	2	0	0
Percentage	8	24	25	40	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	301
Number of full-time pupils known to be eligible for free school meals	36
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	73
English as an additional language	
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.4
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	46	48	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	41	44
	Girls	43	39	44
	Total	82	80	88
Percentage of pupils at NC level 4 or above	School	87 (86)	85 (71)	94 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	37	38
	Girls	43	36	41
	Total	79	73	79
Percentage of pupils at NC level 4 or above	School	84 (81)	77 (77)	84 (82)
	National	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	294
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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



### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21.5
Average class size	33.4

#### **Education support staff: Y3– Y6**

Total number of education support staff	11
Total aggregate hours worked per week	221

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	551051
Total expenditure	523270
Expenditure per pupil	1699
Balance brought forward from previous year	106035
Balance carried forward to next year	163560

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	4.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	301
Number of questionnaires returned	142

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	1	0	0
My child is making good progress in school.	44	44	9	1	3
Behaviour in the school is good.	44	50	2	1	3
My child gets the right amount of work to do at home.	26	46	20	4	3
The teaching is good.	45	45	4	0	5
I am kept well informed about how my child is getting on.	37	50	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	60	37	1	0	1
The school works closely with parents.	46	44	7	0	2
The school is well led and managed.	57	36	2	0	5
The school is helping my child become mature and responsible.	51	46	1	0	3
The school provides an interesting range of activities outside lessons.	56	36	7	0	1

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

### **ENGLISH**

61. English results in national curriculum tests in 2001 were above average when compared with all schools nationally and well above the average for similar schools. Over five years, performance has improved at a broadly similar rate to that nationally. These standards are continuing to improve. In 2001, the schools' results rose slightly, whereas nationally there was no significant difference from the previous year.

62. Higher, average and lower attainers, including those with special educational needs and those with English as an additional language, all achieve well. The school implements the National Literacy Strategy well and this has resulted in improved teaching and learning. Standards of work seen in English are above average and this is an improvement since the last inspection. The majority of pupils enter the school with above average attainment and by the end of the key stage they are still above and sometimes well above average. Achievement in English is good.

63. Literacy is developed effectively across the whole curriculum. Teachers use every opportunity to teach subject specific and technical vocabulary. Pupils acquire the language skills to describe their understanding of grammatical knowledge and sentence structure, and this aids their learning. Similarly, oral skills are developed effectively throughout the school and this results in pupils' speaking and listening skills being above average. Pupils express their ideas confidently and in well-formed grammatical sentences; one boy says "Football begins with 'foot' because you kick the ball with your foot." They learn to use spoken language to persuade, motivate, explain and dramatise.

64. Standards of attainment in reading are high. Most read above and at times well above the expected level for their age group and this is an improvement on the last inspection. Teachers provide good opportunities for pupils to read complex texts, such as encyclopaedias, and history reference books. This helps pupils to acquire the skill and confidence to tackle new and complex words at sight. They become confident, fluent and expressive readers. They read aloud with expression. They skim and scan for information and interrogate text closely to gain information. Those with special educational needs are supported well and make good progress with their reading. All pupils are able to use dictionaries confidently to find spellings and to discover new words when word building.

65. Standards in writing are slightly lower than in reading but are still above average and this is also an improvement since the last inspection when writing standards were average. Most pupils in Year 3 have already acquired a personal handwriting style and many write with a cursive script. Spelling is accurate even for longer words and pupils enjoy finding new words and learning about the structure of English. Extra time is given for writing and thus pupils are able to plan more extended stories and write for longer periods than would otherwise be possible, (although still more opportunities for extended writing could be provided in history and geography.) By Year 6, the majority of pupils have a fully formed and cursive handwriting style. They spell accurately and confidently. They are able to form complex sentences, write in paragraphs and are equally at ease when persuading the reader, asking for something in a letter or composing a poem. However teachers do not often provide opportunities for pupils to draft their writing, or teach drafting skills, and this is an area for development to raise standards still further.

66. The quality of teaching in English has improved significantly since the last inspection. In 1997 teaching was described as sound. Now, English teaching is good. There is no unsatisfactory teaching and in almost one lesson in three, teaching is very good or excellent. The most effective teaching is characterised by teachers constantly setting a high level of challenge for pupils, a brisk pace, and reiterating learning at every opportunity. Pupils are told clearly what they are expected to learn during the lessons and this helps their learning considerably. Pupils gain a sense of satisfaction from knowing that they have learned and achieved. There are frequently opportunities to revise and reinforce previous learning. Some teachers show a dynamism and enthusiasm that communicates itself to the pupils with very positive results.

67. Teachers place great store on promoting and expecting very good behaviour. In most lessons, relationships between teachers and pupils and between the pupils themselves are very good. As a result, pupils behave very well indeed. In turn, this supports their learning as no time is wasted through inappropriate behaviour. They concentrate, focus on the tasks set and enjoy learning new things about their language. They respond positively to teachers and work together or alone with full attention. Pupils with special needs achieve well and are fully integrated into lessons. They receive good support from learning assistants. Additional classes for the highest attaining pupils have recently been introduced but it is too early to say whether this is raising the attainment of the most able, and gifted and talented further. Regular spellings and writing are given as homework and the amount increases as pupils move up the school. Pupils in Year 6 are given between 20 and 30 spellings each week. This, along with regular access to the library after school to do homework, helps to support learning.

68. The co-ordinator has just taken over from her predecessor and as both are still on the staff there is a maximum exchange of ideas. There has been no let up in the progress of this subject. Leadership and management of English are very good and constantly striving for improvement. The curriculum is meticulously planned and monitored in many different ways to ensure pupils' progress. Teachers regularly assess pupils learning and use that information to adjust lesson plans so that work builds on prior learning. The co-ordinator also monitors teaching and pupils' progress effectively by taking in workbooks every term and through lesson observation and analysis of test results. Where pupils' progress is less than expected, this is discussed with teachers and additional action is taken. In this way the leadership actively contributes to raising standards. Sometimes this results in new developments such as the new booster group for those pupils who, with some extra help and support, may achieve the higher level of attainment. There are adequate books and equipment for the subject except for the library, which needs an injection of new stock. Resources are regularly reviewed and are put to good use.

## **MATHEMATICS**

69. Results in 2001 national tests in mathematics were average compared with results nationally and above average compared to similar schools. Between 1998 and 2000 results were slightly below the national averages for all schools and similar schools. However, since 1999 there has been a trend of improvement.

70. Throughout this time there has been no marked difference between the performance of boys and girls. The school is increasingly improving the performance of the least able pupils but the number of pupils reaching higher levels has remained static and fell by 1% in 2001.

71. Work seen during inspection confirms that attainment in all classrooms, for the vast majority of pupils, including a high proportion of the least able pupils and those with special educational needs, is average. The number of most able and gifted and talented pupils attaining above national expected levels is below average. Whilst the progress made by the majority of pupils is at least satisfactory, the sometimes limited mathematical range of classroom activities slows the rate of progress of the most able pupils and of gifted and talented pupils. As a result, the achievement of these pupils is unsatisfactory. In Year 3, pupils of all abilities quickly and successfully move on to working with decimals and fractions in the contexts of addition, subtraction, money and measurement. For older pupils, the range of contexts is appropriately extended to include division, multiplication and percentages. All pupils have a good command of mathematical vocabulary. Although pupils calculate successfully, a lack of knowledge of decimal place values and their link to common fractions reduces pupils' ability to check answers and estimate.

72. The quality of teaching is satisfactory and often very good. The best teaching takes place in Year 6, where the least able pupils and those with special educational needs are taught to understand numeracy through the use of clear diagrams that demonstrate the calculation processes. Other teaching strategies that effectively raise standards of attainment are good collaboration between the classroom staff before, during and after the lesson, the use of questions that encourage pupils to discuss mathematics and sharp focusing at the end of the lesson on what has been learned. In all lessons, teachers and support staff under-use resources such as number lines, metre sticks and hundred squares to support learning.

73. In the two lessons where teaching was unsatisfactory, the learning activities concentrated on the acquisition of skills without developing understanding and were not well matched to what the teacher intended the pupils to learn. In all lessons, the use of assessment to inform planning is limited. Planning does not yet consistently ensure that activities are appropriate and challenging for all pupils. This results in main activities that often lack pace and challenge, particularly for the most able and gifted and talented pupils and impedes their progress and higher attainment.

74. Pupils respond well to mathematics. They behave well and work collaboratively with adults and other children. They are keen to understand and get the answer right. In the majority of lessons, pupils of all abilities work at an appropriate pace, they are productive and present their work to a satisfactory standard. On occasions, where teaching is unsatisfactory, average ability pupils become passive and lose concentration when the work is repetitive and provides insufficient challenge. The opportunities for pupils to use Information and communications technology are good but there are too few activities that require pupils to handle data, investigate and problem solve. Opportunities for pupils to use and apply their mathematical knowledge and skills are provided in other subjects, such as science. For example, in year 3, pupils use tally counts to record data.

75. The subject leadership of mathematics is very good and makes a positive contribution to raising standards in a number of ways. The co-ordinator is an excellent teacher of mathematics, and through the use of regular monitoring and evaluation procedures and well-focussed training ensures that The National Numeracy Strategy is thoroughly established throughout the school. In particular, the development of mental and oral work and the revisiting of learning in plenary sessions are very successful. Furthermore, by ensuring the full involvement of every member of the school's senior management team, the school staff have a shared commitment to improvement that has impacted very positively on the 2001 end of Key Stage 2 test results.

## SCIENCE

76. In end of Key Stage 2 tests in 2001 results were average compared to all schools nationally and similar schools. These results were a considerable improvement on the results of previous years. Results in 2001 improved by 10% at both the level expected nationally and at higher levels. Science results have now risen at a faster rate than that found nationally for the past three years in succession. Work seen during inspection, and the very good teaching in Year 6, indicates that this trend of improvement is being sustained. The knowledge and understanding of pupils in Year 6 particularly is above the average expectation for this time in the year. This indicates that if this high quality work continues, pupils are on course for above average attainment by the end of the key stage, and achievement is good. This is an improvement since the last inspection.

77. Science teaching is satisfactory. Teachers are more confident at than at the time of the previous inspection and there are now no unsatisfactory lessons. However, in Year 6, teaching is very good and can be excellent. The difference is in the pace, range of approaches used to reinforce learning, and above all, the determination that more pupils can gain higher levels of knowledge and understanding. In an excellent lesson in Year 6, the teacher used an impressive range of resources and techniques to teach the function of the parts of a flower. This lesson included teacher and pupil led demonstrations, discussion, and simple acting with props to show how a butterfly pollinates a flower and how the pollen inseminates the seed. A teacher drawn diagram on the board, a printed poster and over-head projector were all used very effectively. The lesson was brisk and humorous and introduced and reinforced learning in such a way that by the end, all pupils were able to explain the reproductive functions of the parts of the flower. This is knowledge and understanding at national curriculum Level 5 and is a clear example of all pupils in the class achieving above average attainment.

78. By comparison, in some satisfactory lessons, the teaching of high level skills, knowledge or understanding, whilst not unsatisfactory, is less determined, clear and precise than in the lesson described above. An over reliance on published scheme books in some lessons is another factor, which at times reduces challenge and limits higher attainment.

79. Teachers' management of pupils is good, and this results in good and sometimes very good or excellent behaviour and attitudes in lessons. Pupils are keen and interested in their work. Marking is supportive and helps pupils to know what they need to do to improve. Some good opportunities are taken in science to appreciate the beauty in the natural world. For example, in another Year 6 lesson, pupils carefully dissect carnations and identify the detailed parts of the flower. They discuss their functions and discover, with a genuine sense of wonder and hushed excitement, the minute eggs contained in the carpel.

80. The scheme of work and pre written lesson plans ensure that all parts of the national curriculum for science receive appropriate attention. However, in work in books and in some of lessons, slightly less attention is given to gaining the skills of systematic scientific enquiry than usual. This is an area on which the school has been concentrating and which is improving. Literacy skills are used well. Throughout the school, teachers encourage pupils to use technical and scientific language as a matter of course, and this has a beneficial effect on pupils' learning. Pupils with special needs are well supported and make good progress in their learning.

81. The subject is well led. The co-ordinator is enthusiastic and monitors the quality of pupils' work by regularly analysing work. The headteacher monitors the quality of teaching and teachers' planning and gives written feedback and points for development. This helps

teachers to focus on what needs to be improved. The challenge for the subject now is to raise the quality of satisfactory teaching to that of the best. Resources are plentiful and used effectively, helping to bring learning alive. Overall, science has improved well since the last inspection.

## **ART AND DESIGN**

82. Standards in art and design remain average as they were at the time of the last inspection. In lessons and work seen during inspection, pupils' attainment is average and at times it is better than that.

83. Pupils study the work of artists such as Hakusai, Delaunay and William Morris and try to understand how the artist achieves his effects. They attempt to apply that understanding in work of their own. By Year 6, pupils use the more abstract nature of cubism in their work. From work on display and in recently started portfolios it is clear that pupils are experiencing the full art curriculum including drawing, collage, painting, modelling with clay. They learn about art across the world.

84. Information and communications technology is used in art effectively, for example when pupils interpret "The Red Tower" by Delaunay using a standard computer graphics programme. They produce computer portraits in the style of Andy Warhole of a high standard.

85. Teaching is satisfactory, as it was in the last inspection. In the more effective lessons, teachers use technical subject language well and are able to give skills instruction. They know how to move pupils on in those skills. However, not all teachers are equally confident with the subject. A significant factor preventing higher standards in art and design is that skills are not taught in a planned and continuous way that ensures steady skill development. Instead, skill development is dependent upon the individual teacher's knowledge rather than built in to the planning. This is compounded by the fact that the policy and scheme of work is incomplete, and does not provide enough guidance in the area of ensuring the systematic development of skills. As a result, there is too little difference between the skills employed in watercolour painting of pupils in Year 6 compared to that in Year 3. Another area for development is that lessons are short and somewhat hurried. The expectation for pupils' work rate is thus very high and leaves some pupils unfulfilled and unable to complete the task set in the time available.

86. Pupils greatly enjoy art and work hard to achieve success in spite of the need for speed. They show good concentration and enthusiasm and they are able to work co-operatively. Teachers' use questioning effectively to find out what pupils know and give them a chance to display their knowledge. Pupils respond eagerly. For example, in Year 3 when asked "Why do you like that?" a pupil replies "I like this one, because there's lots of tone, and look at that wave!" In Year 6, pupils explain that cubism is a style of painting and name Braque as a cubist painter they have studied.

87. The co-ordinator has only been in post since the beginning of this term and has not yet had time to evaluate what needs doing to develop the subject. She is not an expert and acknowledges her need for training and is keen and willing for this. Resources are just adequate but need enhancing. Regular assessment is not used to inform planning and the co-ordinator has not yet begun to monitor teaching or attainment though she has started learning the skills of classroom observation of her peers. The capacity for improvement is good.

## DESIGN AND TECHNOLOGY

88. Standards of attainment in design technology are above average. The achievement of all pupils, including higher attainers, the gifted and talented, those with special educational needs and English as an additional language, is good. This is an improvement since the last inspection. In Year 6, during the week of inspection, the work of the majority of pupils was already reaching the level expected by the end of the key stage, with many pupils attaining higher levels, with over two terms still to go before they leave the school.

89. Pupils benefit from a whole school approach to the subject based around the scheme of work and pre written lesson plans. In Year 3, pupils gather information from books, pictures and video about ancient Egyptian jewellery. They learn that both men and women wore blue and gold jewellery and draw their own designs and make their own "Egyptian necklaces" using materials such as string, wire, pasta, and clay. They use tools such as knives and wire cutters. They evaluate the end product and record their suggestions as to how it could be improved. By Year 6, this process is developed further so that pupils now design and make moving toys using simple pneumatic mechanisms from tubing and syringes. In the most effective lessons they consider the costs involved in making one toy and also how much it might cost to manufacture a hundred such toys. The question is posed as to whether costs could be cut without adversely effecting quality. In this way pupils are introduced to higher levels of attainment.

90. Teaching ranges from satisfactory to very good and is good overall. In half of lessons seen, teaching is very good. The most effective teaching, in Year 6, was energetic, well paced and had good humour. Pupils were given extremely clear targets and explanations so they knew exactly what they were to do. There was lively and focussed discussion, both between pupils and with their teacher, about materials and their properties so that informed choices could be made. Pupils were encouraged to think ahead, in detail, about their work. For example they considered how to fasten a syringe to a model by cutting a hole, the size of the circumference of the syringe but smaller than its lip, in the housing. Teaching with this energy and clarity has a very beneficial impact on achievement.

91. Teachers have good subject knowledge and teach the basic skills of designing, making and evaluating well. These skills are appropriately planned into all design technology work. However, the evaluating aspect is most frequently carried out at the end of the process only and it is concentrated on evaluating the final product, its usefulness and effectiveness. This is important, as far as it goes. However, by not building evaluation into every stage of the process, pupils are prevented from fully capitalising on their evaluations and improving their designing and making as they work. This is a missed opportunity for promoting higher standards, particularly for higher attainers. To develop the subject further it will be necessary to incorporate this and other aspects of the higher levels in the design and technology national curriculum into the planning and teaching.

92. Pupils enjoy design technology. They behave well and have good attitudes and well developed working habits. They work together in pairs and other groups very successfully and show respect for each other and each other's points of view, and this contributes well to their social development.

93. Design technology is led effectively by the co-ordinator. The portfolio of exemplar work helps provide teachers with a clear view of the quality of work that pupils should be aiming to achieve at each level. This is a useful complement to the scheme of work and helps to ensure that work is pitched at the right level. The system of quality marking at each half term enables a check to be made on progress. There is a good range of equipment



available and this is put to good use and supports pupils learning well. Information and communications technology is used adequately to support teaching and learning in design technology, although this could be developed further. The proportion of available lesson time allocated to design technology is below that usually found. There is some lack of clarity as to exactly how much time is available for the subject between classes, and the amount design technology lesson time during inspection week was inconsistent. This needs to be addressed in order to be certain that all classes receive enough time for the subject.

## **GEOGRAPHY**

94. From the small number of lessons observed, samples of pupils' work and discussion with pupils and teachers, standards of attainment are average and have been satisfactorily maintained since the last inspection. There has been an improvement in the teaching and learning of geographic enquiry. In their acquisition of skills, knowledge and understanding, all pupils achieve satisfactorily as they move through the four year groups. By Year 6, pupils use the theme of water to learn about the effects of rivers on both the environment and people. They answer geographical questions like, "What effect does this waterfall have on the landscape" and use geographical language appropriately to describe how a waterfall is created.

95. The quality of teaching is good and in one lesson it was excellent. Secure teachers' planning and good preparation accompanied by a brisk pace of enquiry ensures that pupils handle a wide variety of evidence sources, Internet, CD-Rom, video, books and photographs. At the start of lessons, teachers make certain that pupils know exactly what they will learn during the lesson. They ask pupils what they already know and what more they want to find out. This helps to focus their attention and aids learning. Knowledge and understanding of environmental change and sustainable development is well structured through work associated with the local zoo. Pupils are able to give a good account of issues connected with rain forests in South America. They possess good locational knowledge and are able to use a local street maps effectively to show where they live and key features in the local environment.

96. Work is consistently marked, but comments to help pupils' future geographical learning are not always shown which is a missed opportunity to help pupils know what they need to do to improve. Formal assessment is undertaken through tests at the end of units but these need to be more securely linked to clear learning outcomes for each unit. Pupils display very positive attitudes to the subject, as shown in the work undertaken with "Rethink" concerning waste and reuse in Lancashire. Literacy skills are used satisfactorily to record information about places and make comparisons between St Lucia in the Caribbean and Bispham on the Fylde. However, the significant use of copy masters throughout the school inhibits the full development of pupils' own literacy skills and written work is not extensive, and this is an area for development. Pupils are starting to use information and communication technology to support their studies and there is evidence in teachers' planning of its further use. However, some opportunities like regular numeric data handling from a school weather station are missed.

97. Subject leadership is good. The co-ordinators have created a new scheme of work that builds on national guidelines. The reduction in the level of detailed prescriptions should allow the school to further reflect their location, the interests of their children and the existing expertise of teachers. Currently the level of resources is not enough to support the full flexibility of the national curriculum and this restricts learning opportunities. Local Ordnance Survey maps, aerial photographs and more photograph packs are needed to remedy this unsatisfactory situation. Some opportunities are taken to monitor teaching and

learning and this enables the subject leaders to outline good targets for future development. As a result, geography has been developed well since the last inspection. Teaching has improved and pupils understand the geographic enquiry process better.

## **HISTORY**

98. Attainment in history is average and standards have been maintained since the last inspection. All pupils, including those with special educational needs and English as an additional language, make satisfactory gains in key features of historical knowledge and skills as they move through the school. Achievement is satisfactory. The local history of the area is used well to help pupils study the Victorians and this was successfully extended by a visit to a regional heritage centre. In Year 6, pupils research extensively the life of Isambard Kingdom Brunel and his impact on travel in Britain.

99. From the scrutiny of pupils' past work and the five lessons observed, teaching is predominantly good. Some excellent role-play gives pupils good insights into Roman and Victorian life. In one lesson, pupils, classroom assistant and the headteacher enthusiastically enacted scenes from Romano-British family life and this helped pupils learn about significant episodes in the past. Learning objectives are displayed and shared with pupils so they know the purpose of lessons and understand what they are to look for in the role-plays. Some aspects are then used in further follow-up work but also opportunities are missed to extend the stimulus and deepen the historical understanding. Lower attaining pupils make sufficient progress through working on tasks that have been carefully modified to meet their needs.

100. Literacy is promoted satisfactorily through history, where pupils have opportunities to research information and to write their own accounts of past times. Teachers are aware of and foster the use of an extended vocabulary, but need to extend pupils' ability to write coherently, and where appropriate, at greater length. Pupils make some use of information and communication technology in researching history topics but this is not yet a regular feature. The knowledge, understanding and skills of history are now more clearly understood by teachers than they were at the last inspection. Aspects of historical enquiry and interpretation are now better expressed in the scheme of work. As a result, teachers consciously reinforce chronological awareness and plan for the extension of historical knowledge and understanding.

101. The history scheme of work is based on national guidance and aids progression in pupils' learning and illustrates most of the necessary breadth of study. More coverage of world history is needed to secure a higher understanding of past societies outside Britain and Europe. Assessments of aspects of individual pupils' progress are made at the end of each unit but these are not always used enough to show in future planning and thereby impact on teaching and learning. The monitoring and evaluation has been supported by professional development, which has secured a common understanding of standards in certain aspects of the history curriculum. Learning resources remain adequate and theatre companies, videos and some artifacts are used to positively extend historical thinking.

102. Past activities have focused on historical change in the immediate environment and some excellent pupils' work was produced in conjunction with the 350<sup>th</sup> anniversary of the school. This was well supported by a comprehensive booklet produced by a classroom assistant to outline the chronological events and people associated with the long history of the school. Activities such as these, which produce good quality work, need adapting into more regular 12 to 14 hour units of work to concentrate learning into shorter time periods

and help raise historical achievement throughout the school. Overall, since the last inspection, the school has improved the provision for the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

103. In all lessons in information and communication technology, the majority of pupils, including a high proportion of the least able and those with Special Educational Needs, attain above the national average. Pupils across the school engage in finding out information and manipulating it using information and communications technology. In Year 3 and Year 4, pupils efficiently prepare pictures and a wide range of written material gleaned from various resources and import them into a computer using digital cameras and scanners. Pupils of all abilities are able to use CD ROMs effectively to extract information to enhance their learning in other subject areas. They create high quality presentations using an extensive range of computer tools and software and some successfully construct website pages. In Year 5, pupils begin to use graphics to model every day situations for the purpose of improving and extending their repertoire for communicating to a wider audience.

104. The quality of teaching is good. In some lessons, teaching is very good and promotes high standards through high expectations, excellent demonstrations, having clear objectives, using precise vocabulary and providing pupils with good planning structures. A particular strength is the use of interactive whiteboards for demonstration. Where teaching is satisfactory rather than better, the purpose of the main activity has insufficient meaning for the pupils and teachers spend too long introducing the range of tools the pupils could use to complete the tasks set. Teachers ensure that all pupils have similar experiences using information and communications technology and are well supported while they work. However, all teaching needs to take more account of pupils' prior attainment and provide more opportunities for pupils to define the tasks and select ideas for enhancing the collection of information and the communication of results.

105. The Information and communications technology curriculum is still being completed but what is in place is of good quality. The national curriculum programme of study is delivered through other subjects and in information and communications technology lessons. The samples of work and lesson observations show that both approaches are effective in raising standards of attainment and awareness of the use of information and communications technology. In information and communications technology lessons, the development of knowledge, skills and understanding are very good. Pupils find out about and share information. They review, modify and evaluate their work as it progresses. In lessons in other subjects, modern technology is used very effectively to develop the ideas provided by the teacher. Much of this is learned by exploring an appropriate variety and range of information sources and ICT. There are good extra curricular activities for enhancing skills that include encouraging pupils to operate technology during whole school assemblies. However as yet there are too few opportunities to interpret information, monitor events, handle data and explore models and a range of cultures using the internet.

106. Pupil's response to the subject is good. In all forms of classroom organisation, pupils behave well and work collaboratively with adults and other children. They are able to work independently and are keen to identify their own progress and experiment with a variety of equipment.

107. Subject leadership is very good. The co-ordinator is a very good teacher of information and communications technology and has developed a thorough scheme of work for the autumn term, which supports teachers well. Furthermore, through obtaining very

explicit support from the headteacher, the efficient use of the training opportunities provided by the New Opportunities Fund and by involving all staff in teaching the subject, she has ensured that there is a whole school commitment to improving the capability of all pupils. However, the educational direction, as defined by the school's development plan, does not yet guarantee that the remainder of the information and communications technology curriculum is developed at an appropriate pace.

## **MUSIC**

108. Pupils achieve well in music, and attainment is above average. This is an improvement on the last inspection. From the beginning of their time in school, pupils learn the names of instruments and how to play them. They clap in rhythm and begin to do so in two parts. They begin to learn about volume and 'timbre' and identify these when listening to music. This ability is developed so that in Year 6 they understand the terms 'timbre' and 'texture' and can identify how these two are different. They learn how to develop 'texture' in their own compositions. They play tunes from conventional notation accompanied by other groups of instruments. In Year 3, they can identify instruments such as drums, cymbals and violins when listening to a CD. They also know the names of the un-tuned and tuned percussion that they use; wood block, glockenspiel, xylophone, keyboard, and triangles. Each year a school orchestra is auditioned and then meets regularly to practise and to play. Pupils who learn instruments privately are also able to play in the orchestra and this enhances the musical understanding of all other pupils as they listen. Pupils learn to sing sweetly and by the end of the key stage are able to sing in parts. For a large number of pupils, singing is enhanced by participating in the choir, which is a strong feature of the school and performs at many functions in the school year.

109. Teaching is good and can be very good, which is an improvement since the last inspection. The co-ordinator is a specialist and clearly enjoys the subject. This enthusiasm enhances pupils' attainment. Pupils' attitudes to music are good. They greatly enjoy it and respond with enthusiasm when asked to perform or compose. They listen well and make appropriate responses to technical questions, using appropriate language. When asked to explain what they understand by "texture", they reply, "it is layer on layer of sound", or "it is drone, ostinato and tune all played together". Pupils work very well together when playing and composing and they gain a good sense of achievement.

110. Leadership and management are good. The co-ordinator leads by example in his teaching and gives support and training for staff as required. The new scheme of work contains lesson plans and this too supports staff and ensures all aspects of the curriculum are taught. However, there are too few instruments from other cultures and this limits the development of awareness and learning about the music of other cultures. There are assessments built into the scheme at the end of each topic and the co-ordinator uses these for all pupils he teaches. Teachers who teach their classes own music are responsible for assessing pupils in their classes but the co-ordinator does not monitor this and this aspect of the leadership requires development in order to ensure that development for all pupils is secure.

111. The curriculum is well enhanced by after school clubs, instrumental lessons, choir (open to all and run by the headteacher) and orchestra and there are plans to begin recorders and violins once the newly ordered instruments arrive. Visits by the local High School Big Band further extend pupils knowledge and experience of music. There are many opportunities for pupils to be involved in music making, such as the annual school "Music Extravaganza", where anyone who can play or sing does so, including staff and head teacher. Each year there is a Christmas concert by Year 3 and 4, and a summer

event, usually a musical, by Years 5 and 6. The choir sings for the Women's Fellowship of the local church and old peoples' homes regularly and take part in competitions such as the national School Song competition, which took them to the London final last year. They have also appeared on television and local radio. Events such as these help to make music enjoyable and keep levels of enthusiasm high. The capacity for improvement is good.

## **PHYSICAL EDUCATION**

112. In the last inspection, standards in physical education (PE) were average. This has been maintained. In sport and swimming, standards of attainment are above average. Similarly, pupils develop good throwing and catching and passing skills, for use in sports such as netball and basketball. They learn different kinds of passes such as chest passes, and practice the execution of these with increasing accuracy, movement and speed. Sport is a strength of the school.

113. Teaching is satisfactory and can be very good. Teaching is well supported by the scheme of work and pre written lesson plans. In the most effective lessons, teachers have adapted these plans to make it clear how the most able pupils will be given additional challenge and ensure that their skills are developed to the highest. This, however, is not the case in all lessons. There are times when skills, particularly of higher attainers could be developed further and this slows their learning. Pupils are usually well managed. As a result, behaviour is satisfactory and often better, pupils often work with energy and commitment and attitudes are good.

114. Teachers pay good attention to safety and include appropriate warm up and cool down activities and this teaches pupils to have a good awareness of how to exercise safely. Warm ups often increase in vigour until pupils are breathless, heart rates have increased and all are invigorated and ready and enthusiastic for the main activity. There is a good emphasis put on skill development and pupils are encouraged to notice and discuss how skills may be improved, particularly in sport. The occasional pupils who are not physically taking part in a lesson have an observation sheet to complete in which they highlight the main skills demonstrated and learned and how these could be further improved. These pupils are then deliberately brought into discussions so that they are fully part of the lesson, if not physically active and their learning is enhanced. The inclusion of all pupils is a strength in PE lessons.

115. Several lessons, particularly in gymnastics, suffer from late starts and this impedes learning and skill development as activities are necessarily rushed and insufficiently developed. In a gymnastics lesson in Year 3, the teacher set a good expectation for the quality of balancing and jumping at the start of the lesson, but there was not enough time for pupils to practice these skills thoroughly. As a result, strengths and points for development were not shared in depth, and skill development was therefore impeded.

116. PE benefits from effective and enthusiastic subject co-ordination and this shows itself particularly in the quality of sporting activities. Lesson plans and evaluations are monitored but there has not yet been the opportunity to monitor the quality of teaching and learning through lesson observation. As a result, issues such as late starts to lessons could go unnoticed and be allowed to continue. There is a named governor for PE who takes an active interest and keeps informed which helps to raise the profile of the subject. PE is well resourced so that lessons benefit from enough equipment for pupils to use. The curriculum now covers all aspects of the national curriculum for PE, including outdoor activities, which was a weakness in the previous inspection report. There is still room for developing out-

door adventurous activities further and the school are making plans for this. The curriculum is extremely well supported with a variety of clubs, teams and after school activities including inter-school tournaments which enliven and enrich opportunities for pupils.

## RELIGIOUS EDUCATION

117. Standards have been maintained since the last inspection. Pupils follow the locally agreed syllabus and gain a good knowledge of Christianity and several other major religions including Hinduism, Sikhism, Buddhism, Judaism and Islam. They understand how religion influences lifestyles and actions. They begin to try to apply their religion to their own lives, but this application aspect is the least developed.

118. Pupils learn to use and understand specific subject vocabulary such as Icon, symbol, communion, and altar. Their understanding is enhanced by planned visits to other places of worship and by visits from other believers. Religious education is also strongly supported by the regular acts of collective worship led by the headteacher and the vicar where stories from Old and New Testament are regularly told in an interesting and memorable way. In one such assembly, the story of the Good Samaritan is related to the theme of who is my neighbour? Pupils enact events as the headteacher tells the story. This is complemented with a brilliant visual display using ICT. The combination brings the story alive and aids learning.

119. Pupils gain insights into the way religion influences morality and behaviour and they begin to see how their behaviour affects others. They learn to care for others and express this by way of acts of giving such as the Samaritan collecting box into which they put spare coins each week. They take care of each other and are genuinely concerned if someone is ill or unhappy. They value the school community spirit and enjoy being together. Pupils' attitudes to religious education are good.

120. The teaching of religious education is good, both from the co-ordinator and from other staff who teach their own classes. This is an improvement since the last inspection. Effort is made to interest pupils by ensuring the introduction to lessons use different approaches. For example, one lesson started by getting a bell out of the cupboard and ringing it. Lessons incorporate a revision of what has been learned previously and in this helps teachers to keep a running check on pupils' knowledge and understanding. However there is no other system for ensuring that assessment informs planning. Good use is made of pictures, paintings and artefacts to motivate and stimulate learning. Expectations of pupils' learning are high and the pace of learning is fast.

121. The co-ordinator has written the current policy and scheme of work, including lesson plans for other staff to use. This is useful and has improved the provision for the subject. Artefacts and other resources are adequate but there is a need to update and enlarge the collection for both Islam and Christianity. The co-ordinator assesses those pupils he teaches at the end of each unit. Other staff are responsible for their own class assessments, but the co-ordinator does not yet monitor to see if this is being done, and this is a weakness. There is no overall responsibility for ensuring pupils' progress. The capacity for improvement is good.