

INSPECTION REPORT

BURN NAZE PRIMARY SCHOOL

Thornton-Cleveleys

LEA area: Lancashire

Unique reference number: 119148

Headteacher: Mr J Dawson

Reporting inspector: Mrs A Waters
13827

Dates of inspection: 5th - 8th February 2001

Inspection number: 195950

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Heys Street
Thornton-Cleveleys
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Postcode: FY5 4JP

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Appropriate authority: The Governing Body

Name of chair of governors: Mr E Winston

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13829	Anne Waters	Registered inspector	Geography Music Anne Waters	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9593	Barbara Sinclair	Lay inspector		Pupils' attitudes and values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
8263	Margaret Forsman	Team inspector	Science Information and communication technology History Religious education	How good are the curricular and other opportunities offered to pupils?
29504	Shirley Herring	Team inspector	Foundation Stage Mathematics Design and technology	
7983	Iain Johnston	Team inspector	Special educational needs English Art Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burn Naze Primary School is smaller than other primary schools and is situated on the Fylde coast in Thornton-Cleveleys. There are currently 192 pupils, 95 boys and 97 girls on roll aged 4 to 11, most of whom come from the immediate vicinity, which is suffering a decline following the demise of the local factory. The structure of the community has changed dramatically in the last few years. Much of the housing is old and in need of repair and there is a marked increase in the transitory population. The attainment of pupils on entry to the school is mixed and overall is below that expected. Over 37% of pupils are known to be eligible for free school meals, which is well above the national average. Twenty-eight per cent of pupils are on the school's register of special educational needs, which is also above average. One pupil has a statement of special educational need and this is below average. All pupils are of white ethnicity, and none has English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school that has many good features and is successful in providing a good standard of education for pupils of all abilities. Good teaching in the Foundation Stage enables pupils to make a good start to their education. Good teaching throughout the school enables pupils to make good progress in their learning. From a low starting point, pupils improve their attainment in English, mathematics and science and most reach the nationally expected level for their age by the time they leave the school. Very good leadership and management has been effective in bringing about many improvements, particularly in raising standards, which are steadily improving year on year. Pupils have good attitudes to the school and to their work and their overall personal development is good. There is a very good ethos for learning and for pupils' overall development. As a result, the value for money provided by the school is good.

What the school does well

- Teaching is very effective in the Foundation Stage and Year 1 enabling children to make a very good start to their education.
- Good teaching at Key Stage 1 and 2 leads to improved levels of attainment especially in reading, writing and mathematics.
- The school caters well for pupils with special educational needs .
- The headteacher provides very good leadership and a clear educational direction for the development of the school.
- The governing body is very well informed, actively involved and supportive of the work of the school.
- The school is very effective in promoting all aspects of pupils' personal, spiritual, social, and moral development and relationships throughout the school are good, contributing significantly to pupils' learning.
- The level of care for the well being and safety of the pupils is given a very high priority.
- Teachers are successful in promoting pupils' enthusiasm for school and this leads to good standards of behaviour.

What could be improved

- Standards in information and communication technology and geography at Key Stage 1 and 2.
- Standards in science at the end of Key Stage 2.
- The rate of pupils' progress towards the end of Key Stage 1.
- The arrangements for tracking pupils' progress and the setting of individual and class targets.
- The use of assessment data to guide curriculum planning.

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 June 1997. Since that time, despite many disruptions to staffing through long term absences and changes of key personnel, the school has improved at a good rate. All the key issues from the previous inspection have been addressed, although work is still ongoing in some areas. Teaching is now good across the school and this is leading to improving standards. There are schemes of work in place for all subjects, although in some subjects, such as information and communication technology and geography, these are too new to have yet had a significant impact on pupils' attainment. The senior management team has been strengthened by the recent appointment of a deputy head teacher. The role of co-ordinator in terms of monitoring is developing but the full benefit of the co-ordinators' work across the curriculum has been restricted by changes to staffing and long term staff absences. The management of pupils' behaviour has improved considerably and there is now a calm and orderly learning environment at all times of the day. Learning resources have been extended and wise purchases made as far as financial constraints allow, but some deficiencies still exist. The school is now in a much more stable position and the headteacher, staff and governing body show a shared commitment to working together to tackle the identified issues and raise standards. This indicates that the school is well placed to continue to improve.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	C	E	D	Well above average A above average B Average C Below average D Well below average E
Mathematics	C	C	C	A	
Science	C	C	B	B	

Between 1996 and 2000 the school's rising trend in standards at the end of Key Stage 2 has been broadly in line with the national trend. Standards have risen in English, mathematics and science from a point below the national average in 1997 to now being close to average. The 2000 test results in English were lower than in mathematics and science and were disappointing. This was due to the composition of the pupils in Year 6, some of whom had specific difficulties with literacy and only missed reaching the expected level by one or two marks. Some potentially higher attaining pupils were absent for the test. As a result, the school's target for English was not quite met but the target for mathematics was exceeded. The attainment of the pupils currently in Year 6 is about average, but their progress in recent times has been adversely affected by staff absences. The situation is now more secure and the indications are that standards will be maintained at the level of the previous year in mathematics and improved in English. Standards in science however, for this group of pupils, are currently lower than they should be.

Standards at Key Stage 1 have shown a steady improvement year by year. From a point well below average in 1998, there has been a steady and consistent improvement. This has been particularly marked in writing and mathematics. The results of the 2000 tests showed

standards in reading to be close to the national average and above average in writing and mathematics.

By the end of both key stages, standards in information and communication technology are below expected levels because of the poor facilities and limited learning opportunities which existed in the past. Attainment in geography is below the expected level because insufficient attention has been given to the systematic development of pupils' skills and there are gaps in pupils' knowledge and understanding. Attainment in all other subjects is at the expected level.

The level of attainment of most children when they first start school is below that expected for their age. By the end of the Foundation Stage most children achieve the early learning goals and their attainment is at the level expected for their age and they are well prepared to move into the National Curriculum programmes of study.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils show a positive attitude to the school and demonstrate a willingness to learn.
Behaviour, in and out of classrooms	The behaviour demonstrated by the majority of pupils is good.
Personal development and relationships	Personal development and relationships throughout the school are good. Pupils show a willingness to help and encourage each other in a wide range of activities
Attendance	Attendance rates are good and above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
46 lessons seen overall	Good	Good	Good

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

In the 46 lessons seen, teaching was very good or excellent in 24%, good in 48% and satisfactory in the remaining 28%. Examples of good teaching were observed at all key stages and teaching was consistently good and often very good in Reception, Year 1 and Year 4 and Year 5. All teachers have good relationships with pupils and maintain good classroom management. The basic skills of literacy and numeracy are well taught and time is well used in most literacy and mathematics lessons, ensuring that pupils achieve high work rates and maximum learning. Although no unsatisfactory teaching was observed during the week of inspection, work set over time for pupils in Year 2 is not always at a challenging enough level. Teaching for pupils in Year 6 during recent times has not always been at a satisfactory level, but it is now more effectively providing opportunities for pupils to achieve well and realise their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum at Key Stage 1 and 2, although the coverage of the full range of information and communication technology curriculum is unsatisfactory. Good learning experiences are provided for the children at the Foundation Stage. There is a good range of extra-curricular activities available.
Provision for pupils with special educational needs	The school makes good provision for pupils with special education needs and integrates them fully into the life and work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' personal development well. The provision for moral and social development is very good; it is good for their spiritual development and satisfactory for cultural development. There is a need to extend the multicultural dimension of this area.
How well the school cares for its pupils	The school provides a very high level of care and support for all its pupils. Staff strive consistently to ensure that pupils feel secure and valued. Very good procedures are in place to promote good behaviour. Procedures for assessing pupils' attainment are satisfactory.
How well the school works in partnership with parents	A strong supportive partnership is developing between the school and the parents. The school values the contribution parents make to their children's learning and ensures that parents are kept informed about aspects of the curriculum through workshops and newsletters.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership that gives a clear direction to the work of the school. He is well supported by staff and governors. Following a long period of uncertainty and many staff changes, there is now a good team spirit and a shared commitment to raising standards.
How well the governors fulfil their responsibilities	The governors, under the strong leadership of the chair, are well organised to carry out their statutory responsibilities and are very supportive of the school. They are actively involved in all aspects of its work.
The school's evaluation of its performance	The headteacher carries out detailed analyses of tests and assessment data and uses this information to set priorities for improvement. He has a clear view of the strengths and the areas for development and the challenges that the school faces in its drive to raise standards.
The strategic use of resources	The school makes good use of the available resources to support pupils' learning. Governors are committed to getting the best value for money and budget carefully.
Staffing, accommodation and learning resources	The staffing levels of teachers and support staff are good. The standard of accommodation is satisfactory for the number of pupils on roll, although some classrooms are cramped. Learning resources are barely adequate and there are deficiencies in some subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like to come to school. • Teaching is good. • Behaviour is much improved and is now good. • Most parents agree that they are well informed about the life and work of the school. • Parents think that the school is very well led and managed. • The school is very approachable and all matters of concern are taken seriously. • The school encourages pupils to show care and respect. • The school provides good opportunities for parents to learn about their children's progress. • Parents appreciate the strong community spirit and the good relationships between staff, pupils and parents. • Parents appreciate the range of extra-curricular activities provided. 	<ul style="list-style-type: none"> • Some parents expressed concern about the staffing arrangements in Year 6 and the adverse effect this was having on their children's attitude to school •

The inspection findings support the parents' positive views of the school. The school recognised the problems which caused parents to be concerned and have already taken appropriate steps to remedy the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When they first start school, most children's level of attainment of is below that expected for their age. Many children have poorly developed communication and social skills and low awareness of reading, writing and number. They make good progress in their personal and social education and in all the areas of their learning. By the end of the Foundation Stage most children achieve the early learning goals and their attainment is at the level expected for their age and they are well prepared to move into the National Curriculum programmes of study.
2. The National Curriculum tests for 7 year olds in 2000 show that pupils' attainment in reading is close to the national average and is above average in writing and mathematics. Teacher assessments for science indicate that pupils' performance was broadly average. The proportion of pupils reaching the higher levels was close to average in reading and well above average in writing. It was above average in mathematics. In comparison with schools with pupils from a similar background, pupils' performance was above average in reading and well above average in writing and mathematics. The results over the last three years show that from a below average point in reading, writing and mathematics, there has been a steady and consistent improvement. This has been particularly marked in writing and mathematics.
3. The national tests for 11 year olds in 2000 show that pupils' attainment in English was well below the national average but was close to the average in mathematics and science. The percentage of pupils reaching the higher level was well below the national average in English, below in mathematics and close to the average in science. In comparison to similar schools, pupils' performance was more favourable. Although below average in English, it was well above average in mathematics and above average in science. The rising trend in attainment in all three core subjects over the last five years is broadly in line with the national trend and shows a mostly improving picture. Attainment in mathematics and in science has risen steadily since 1997 and is now broadly in line with the national average. Attainment in English showed a steady improvement until 1999 before dipping in 2000. This apparent underachievement in English can be explained by the specific learning difficulties and natural ability of that group of pupils. The school is aware that the boys did not achieve as well as the girls and has taken practical and sensible measures to encourage the boys to raise their performance. This is already showing signs of success with boys showing better attitudes to their learning and greater motivation to succeed.
4. Inspection findings show that, by the end of both key stages, standards of attainment in English and mathematics overall are close to the national average. In science standards are close to the average at the end of Key Stage 1 but below average at the end of Key Stage 2. This judgement specifically applies to the current pupils in the Years 2 and 6. Standards of attainment of the current Year 2 pupils are not as high as in previous years. Although pupils get off to a very good start and make very good progress in the early part of Key Stage 1, this good rate of progress is not sustained and built upon in the present Year 2 and pupils in this class are not making enough progress overall. They are making little headway in building on and developing their skills of literacy and numeracy. In science, pupils have a secure knowledge and, although there are some weaknesses in their ability to carry out independent investigations, they are attaining average standards overall. The difference between

test results and the attainment of pupils in previous years and the current level of attainment can be attributed to the quality of teaching and the lack of appropriate challenge for the pupils currently in Year 2. This lack of challenging teaching resulting in unsatisfactory progress has been recognised by the school and appropriate steps are being taken to redress the situation. These include the provision of extra support for those pupils and more careful and stringent monitoring of teaching and learning in that class.

5. As pupils move through Key Stage 2 they make good progress, but again this good progress has not been sustained at the end of the key stage. The current Year 6 pupils have suffered from disruptions in teaching with several changes of teacher during recent months. As a result, the pupils have not made the progress they should have during the year. This has been of particular detriment to the potentially higher attainers who have not been sufficiently challenged and enabled to achieve at the higher levels. The present arrangements for teaching that class are now more secure and during the inspection these pupils were seen to be making better progress. Early indications are that, by the end of the key stage, standards will match those of previous years in mathematics and should show an improvement on the latest year's results in English.
6. The school has a good programme for support for pupils with special educational needs and these pupils make good progress towards meeting the targets in their individual education plans. The targets are appropriate and are regularly reviewed to ensure their relevance. The provision for these pupils is a strong feature of the school.
7. Inspection findings show that standards in speaking and listening in English are good. Some pupils join the school with poorly developed skills of communication but by the end of both key stages, pupils are able to express themselves clearly and show a good understanding of what is said to them. Overall, the standards obtained by pupils in reading throughout the school are above average and this is a strong feature of the work in the school. However, pupils' ability to apply their reading skills to research information is less secure. Pupils make good progress in developing their writing skills. The content of their work is good and pupils have a secure understanding of grammar and parts of speech and can write in various formats and produce both factual and imaginative pieces of work.
8. In mathematics, standards have risen steadily over the last three years. This is largely due to the early implementation of the National Numeracy strategy, which has had a positive effect on teaching and learning. The mental mathematics sessions have improved pupils' arithmetic skills and most pupils have a secure grasp of number, space, shape and measure. The emphasis that the school has placed on giving pupils the opportunity to carry out practical, investigative and problem solving activities has been instrumental in helping to raise standards and is a positive improvement since the last inspection. However, the recent teaching in Year 6 has concentrated on basic skills, with too few opportunities provided for developing pupils' problem-solving ability. Consequently, Year 6 pupils are currently working at a level below that expected in this aspect of mathematics.
9. Standards in science have been steadily improving in both key stages as a result of some imaginative teaching and a concentration on providing good quality practical investigative experiences. Inspection evidence shows that pupils in most classes across the school are making good progress in their learning and establishing secure approaches to scientific enquiry. However, at the present time this is not being sustained at the end of the key stages. Whilst pupils currently in Year 2 have a broad base of knowledge and attainment is close to that expected for their age, there is little

evidence of higher attainment. The pupils currently in Year 6 have not yet reached the expected standard in their knowledge and understanding of materials and their properties and their skills of scientific enquiry are under-developed. Although pupils in both of these classes have regular experience of practical activities in science, these are often restricted and dependent on worksheets. Weaknesses in the attainment of pupils at the end of both key stages results from lack of regular opportunities for pupils to plan their own investigations. Consequently, pupils have not developed their ability to predict, test and draw conclusions and this is inhibiting them from higher achievements.

10. Standards in information and communication technology are below the expected level by the end of both key stages. This is a direct result of the pupils not having had access to the full range of National Curriculum programmes of study and not having enough time on computers to suitably develop their skills. The school is currently in the process of enhancing provision by improving the number and quality of computers and by providing training to improve teachers' expertise.
11. Pupils' attainment in art and design, design and technology, history, music, physical education and religious education are at an expected level at the end of both key stages and pupils make satisfactory progress.
12. Standards in geography are unsatisfactory. Insufficient attention has been given to the systematic and regular development of pupils' skills in geography and there are gaps in pupils' knowledge and understanding. The school recognises that this is an area in need of development and has recently adopted a new scheme of work. However, it is too early to evaluate its effectiveness.
13. There are clearly differences in attainment levels between the end of key stage classes this year and those of recent years. The school has already started to address this issue and the purposeful resolve and commitment of the headteacher with the support of the governors indicates that the problems will be quickly remedied.

Pupils' attitudes, values and personal development

14. Pupils attitudes to school are good. The majority of pupils show a positive attitude to school and demonstrate a willingness to learn and develop responsibility for themselves and for others. This represents a good improvement since the last inspection when the attitudes and behaviour of some pupils had an adverse effect on the education and progress of others. Now, the majority of pupils evidently enjoy contributing to the daily life of the school. Younger pupils in the reception class have quickly developed the ability to listen attentively, follow instructions promptly and demonstrate high levels of self esteem and social interaction with other members of their class groups. Most pupils in Key Stages 1 and 2 are able to maintain consistent concentration on all aspects of their lessons.
15. Pupils with special educational needs respond well to their lessons and show a positive attitude to learning alongside their classmates. Relationships between pupils and their teachers and are good. Pupils who have emotional and behavioural difficulties also respond well to the help that is given to them by the teachers and classroom support staff.
16. The behaviour demonstrated by the majority of pupils throughout the school is good and shows an encouraging improvement since the last report. Pupils follow the rules

and understand that good behaviour is an essential part of caring for others. There has been a noticeable improvement in discipline and self-discipline, with pupils now knowing what is expected of them. This has been encouraged by a more consistent application of the rules and pupils have responded well to these provisions. However, there is still a small minority of pupils, particularly in Year 6, whose behaviour occasionally hinders progress and impacts on the rest of the class. Some pupils in Year 2 have not yet developed appropriate maturity. There have been two exclusions during the last twelve months. The situation leading up to this outcome was handled with great sensitivity and professionalism with the school seeking every alternative before having to take this final decision.

17. Pupils' personal development and relationships throughout the school are good, with pupils showing a willingness to help and encourage each other in a wide range of activities. Many pupils are involved in the daily routines of the school, for example, preparing for assemblies. There is a successful and popular 'Buddy' system, where older pupils assist the younger ones with reading, assist at tables during the lunch periods and act as escorts into assembly. Personal development is further encouraged by the school with the regular use of reward systems, such as the 'Well Done' badges and wallboard. Pupils who are experiencing difficulties appreciate and value the support and opportunities for counselling provided by the staff.
18. The attendance rates throughout the school are good, and are currently above the national average. Pupils understand the need for regular attendance. This is an improvement since the last inspection and scrutiny of registers shows that the improved attendance rates are being maintained consistently.
19. Parents expressed the view that the attitudes and values the school promotes contribute to the positive ethos and community spirit which is prevalent in the school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching overall is good and enables pupils to achieve standards that are at least in line and sometimes above those expected for their age. Since the last inspection, the quality of teaching has improved considerably. No unsatisfactory teaching was observed during the week of inspection. Twenty four per cent of teaching was very good or excellent, 48% was good and the 28% was satisfactory. Basic skills in literacy and numeracy are taught thoroughly and systematically. Class teachers, support staff and voluntary helpers work co-operatively together with a strong sense of purpose. Although no unsatisfactory teaching was observed during the week of inspection, work set over time for pupils in Year 2 is not always at a challenging enough level. Teaching for pupils in Year 6 during recent times has not always been at a satisfactory level. This problem was identified and resolved and, as a result, teaching is now more effectively providing opportunities for pupils to achieve well and realise their full potential.
21. The teaching of children in the Foundation Stage is consistently good and this is a considerable improvement since the last inspection when it was mainly satisfactory. This good teaching which is well focused on developing all aspects of children's learning is enabling pupils to make a good start to their education. Teaching in Key Stage 1 varies considerably. In the lessons observed, the teaching was at least good and often very good in Year 1 leading to very good learning, enabling the pupils to achieve well. Although the teaching observed in Year 2 was broadly satisfactory, there were some weaker elements which inhibited the further development of pupils' skills.

The quality of teaching at Key Stage 2 is mainly good with 58% of lessons observed being good and 15% being very good or excellent. There were examples of good teaching in every class.

22. The teaching of English is good overall. The teaching of reading is given a high priority and reading skills are systematically taught. The National Literacy Strategy is implemented effectively and successfully promotes pupils' learning in most classes. Lessons are well planned and have an appropriate focus which is carefully matched to the needs of the pupils in the class. Where the teaching is less effective, it is a direct result of the teachers' expectations of what pupils can achieve being too low. On these occasions, pupils are presented with work which is too easy or they are expected to repeat work which they have already mastered. Teachers generally pay particular attention to the needs of pupils with special educational needs and provide appropriate work enabling them to make good progress.
23. In mathematics, the quality of teaching is mainly good and this represents a significant improvement since the last inspection when teaching was judged to be satisfactory and only occasionally good. At Key Stage 1, the teaching is variable. It is very good in Year 1 and satisfactory in Year 2. The very good teaching is seen in the teacher's very high expectations of behaviour and performance that is communicated well to the class. The teacher challenges pupils to be precise in their descriptions and explanations. In the less effective lessons the pace is much slower and tasks are less challenging with few opportunities for pupils to develop independence. At Key Stage 2 most of the teaching is good. Explanations are clear, and interesting activities motivate pupils well. The mental element of lessons is generally brisk, leading to a good improvement in pupils' arithmetic skills and mental agility.
24. The quality of teaching in science is good overall at Key Stage 1 with some very good teaching that is imaginative and stimulates pupils' interest and curiosity. However, the level of challenge is not consistently maintained throughout the key stage. Teaching at Key Stage 2 is satisfactory overall with some good examples. Teaching in Years 4 and 5 is often good and establishes secure scientific approaches among pupils. Recently, the teaching at the end of Key Stage 2 has not presented pupils with the proper breadth of study. Whilst the teaching has been effective in providing pupils with a factual basic knowledge, it has not enabled them to develop real scientific understanding.
25. At both key stages, the teaching of information and communication technology is unsatisfactory. In all classes, the planning of work is inconsistent and largely depends on the interest or expertise of the teacher. In most lessons, the computers are either switched off or are switched on and not used to support pupils' learning. Over time, teaching of geography has been unsatisfactory. Although during the inspection some good teaching was observed, throughout the year teaching has not been effective and has not reinforced pupils' progress.
26. The good and very good teaching in both key stages and the Foundation Stage is typified by clear planning based on good subject knowledge. Most teachers have a secure grasp of the principles of the literacy and numeracy strategies and the National Curriculum programmes of study. Teachers know their pupils well and are very aware of their needs. This is demonstrated in the way teachers extend the more able pupils whilst giving good support to those who find learning more difficult. Teachers use good strategies to involve and encourage pupils to co-operate and successfully include them in the activities. For example, in a music lesson in Year 4, two pupils who were reluctant to sing responded well to the encouragement and praise and soon joined in willingly. Teachers plan tasks and activities with just the right amount of challenge to

develop individual pupils' learning. Questioning is used very effectively to make pupils think as well as to find out what they know and understand. This was particularly evident in a Year 1 literacy lesson when pupils' responses were followed by the question "Why do you think?"

27. A particularly good feature of the teaching is the imaginative way that teachers present information and the interesting starting points that they choose to capture pupils' interest and enthusiasm. A good example of this was seen in a Year 4 geography lesson where pupils were intrigued to hear about the experiences of the lady who went on a holiday to India. Pupils then developed their skills of enquiry as they looked carefully at the pictures of life in Chembokali and helped her to match the correct captions to her photographs after she "inadvertently" dropped them and muddled them up. Learning is often made to feel fun and tasks for the younger pupils are made into a game. On these occasions, pupils show a delight in learning which stems from their frequent achievement of success.
28. The significant weaknesses in the less successful lessons observed are concerned with weak planning, low expectations of what pupils can achieve and insecure subject knowledge. Medium term planning is satisfactory, but teachers do not always use it well to help them to plan lessons and this leads to a lack of identification of the skills to be taught. Sometimes, too many activities are provided without any real sense of purpose and the work and tasks set for pupils of differing ability are then not well matched to their needs. In some lessons, pupils are not presented with enough stimulation or challenge. They are expected to sit and listen for too long and the pace of the lesson is slow. Consequently they become restless and lose interest. Too much time is spent on the explanations and pupils have little time to get on with their tasks. On occasions, the adults give too much help and too much is done for the pupils. This stifles their independence and inhibits them from taking some responsibility for their own learning and from growing in maturity. On occasions, teachers' subject knowledge is insecure and terminology is used in the wrong context or the information given is incorrect. Classroom organisation and routines are not efficiently established and pupils have to sit and wait for books or equipment.
29. The teaching of pupils with special educational needs is usually good. Their needs are fully catered for. The quality of help which they receive both in the classroom and in support groups is very high. Individual education plans are well known by the teachers and are regularly reviewed in line with the Code of Practice to ensure that the provision is fully meeting the identified needs of all pupils.
30. All teachers keep good control of pupils and manage their behaviour well. The staff reward pupils for good work and comment on their good behaviour. Homework is given consistently and pupils take books home to read.

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

31. The curriculum is broadly satisfactory overall. The quality and range of learning opportunities provided by the school for all pupils are good in the Foundation Stage and satisfactory at Key Stage 1 and 2. The curriculum, in most respects meets the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education, with the exception of information and communication technology. Good opportunities are provided for extra-curricular activities.

32. The curriculum for pupils in the Foundation Stage is good. The school is successful in providing good quality, interesting and practical learning experiences for the reception class children. The programme of work is planned carefully to support the children's progress towards the nationally agreed early learning goals for each area of their learning. Emphasis is placed not only on developing the children's early language and mathematics skills, but also on personal and social development.
33. At Key Stages 1 and 2, the curriculum is broad and relevant. All subjects of the National Curriculum are taught over the course of a year. Good attention is given to the teaching of basic skills of literacy and numeracy and appropriate opportunities are provided for pupils to practise these skills in other subjects of the curriculum. The school has worked hard since the last inspection to develop the curriculum and the key issue in respect of providing schemes of work has been fully addressed. The curriculum is now well supported by schemes of work for all subjects, which lead to detailed plans for each half term.
34. The schemes of work take good account of the national and Local Education Authority guidance and reflect the requirements of Curriculum 2000. They are effectively designed to promote progression in pupils' learning as they move through the school. However, some of these schemes of work, for example those for information and communication technology and geography have only been produced recently and have yet to have a significant impact on pupils' attainment. Furthermore, the progressive development of skills is not yet secure in a number of subjects, such as, art and design and technology, or history and geography which are taught in blocks of time. There are some good links made between subjects. For example, pupils studying electricity in science used design and technology skills to make torches. Some links were made between history and geography when pupils visited Ribchester as part of their study of Roman Britain.
35. The provision for pupils who have special educational needs is good, and the school fully meets its statutory requirements and complies with the recommendations of the Code of Practice. The school operates effective procedures for early identification and intervention. There is good support for pupils both in the classroom and in withdrawal groups. Additional help is provided through "Booster" sessions after school. The staff actively seek to ensure equality of access for all pupils, including those with special educational needs and they are fully integrated into all school activities.
36. The school provides a good range of extra-curricular activities on a regular basis, such as, football, netball, dance and music. The statutory curriculum is effectively enhanced by a range of educational visits, which extend pupils' learning and experience of the wider world. All years groups visit places such as the Lancaster and Preston Museums, the local farm and nature reserve. For the year 2000, pupils visited the Millennium Dome. The school welcomes a variety of visitors from the local community, who share their experiences with the pupils. There are regular visits from theatre and music groups, such as, the Salford University Brass Band. Special school events have particular impact, such as, the whole school "Victorian" day and the Annual Book Week.
37. The provision for pupils' personal social and health education is good and the school recognises the importance of this area of the curriculum. The school promotes pupils' personal development well and promotes respect for self and others. This is an improvement since the last inspection and is due to the importance given to this aspect by the current headteacher. Time is provided for regular Personal, Health and Social Education (PSHE) sessions for all year groups and elements of this area of the

curriculum are skilfully integrated in the science, health and religious education curriculum. The school has developed policies for health and sex education and is working towards the formal development of a policy to cover drugs awareness. This aspect of pupils' education is handled sensitively and effectively, enabling them to develop a sound, secure knowledge and understanding of health issues and a strong awareness of how their life style affects their well being. This was demonstrated by pupils in Year 5 in their research and findings on the danger of smoking and in a lesson on the uses and abuses of drugs, which resulted in a powerful demonstration by pupils on how to firmly refuse offers of drugs.

38. There are satisfactory links with the local community including the local church. Pupils invite local residents to concerts, Christmas plays and Harvest Festival celebrations, and distribute gifts from the Festival to housebound and elderly residents. The choir and music group have visited local residential homes to offer musical performances. A particularly enjoyable event each year is Book Week, when staff and pupils focus on characters in their favourite books and the school invites the local Theatre Groups to help support the theme.
39. The school has charitable links with RSPCA, Dr Barnardos and other causes for which it has successfully raised funds. Links are firmly in place with secondary schools in the area to assist the smooth transition and management of pupils to the next stage of their education.
40. Good opportunities are given for pupils to develop spiritual awareness and the strong Christian beliefs of the headteacher set the standard for the work of the school. In assembly, older children are invited to reflect on the qualities of humility, patience and kindness and to identify the good in other people from the way they act. Pupils say the Lord's Prayer together as they think about one of their friends who is undergoing tests in hospital. The school has an affinity with a local church group which visits the school each term. They present a puppet show to provoke consideration and discussion of various issues. For example, pupils discuss the Christian aspect of Millennium Man. The vicar visits the school regularly and joins in assembly. Opportunities for developing spiritual awareness are evident in other areas of the curriculum. For example, in a music lesson pupils were encouraged to reflect on the words of a song about travelling in space.
41. Provision for pupils' moral and social development is very good. Every opportunity is taken to address issues as they arise with the whole school or with groups or individuals. Adults talk constructively to pupils about their behaviour and the difference between right and wrong is clearly explained. Good behaviour and care for others is acknowledged by the whole school. In one assembly, the headteacher discussed the lack of care and respect shown to other people by dropping litter in their neighbourhood. The importance of honesty is reinforced and pupils are praised if they find and return lost property. The principle of fairness is highly regarded and stressed from the time pupils first start school. This is evident in the way the children in the Reception class quickly learn to take turns when playing games. Older pupils learn that participation in team sports is important but it is emphasised that they must play fairly, respect their opponents and congratulate the winner if they should lose, and this is reinforced by letters to parents. The school is developing into a community where pupils care for each other. For example, pupils in Year 6 partner Reception children into assembly and organise games for them at playtime. The older pupils show great pleasure if their younger partner receives a Well Done badge in assembly. There is a good buddy system in which more accomplished readers help others to improve their skills. The school is very successful in raising pupils' self esteem and this is very evident as pupils

take pride in receiving the valued student of the week award. Pupils take responsibility from an early age, with Reception children taking the register to the office and older pupils having duties as monitors and as House Captains. They develop good social skills as they welcome guests into school and show them hospitality at Harvest Festival. They learn to co-operate in school, in sports and in group activities and Year 6 pupils attend a residential outdoor pursuits course in Windermere. They learn the importance of helping those less fortunate than themselves by raising funds for various charities.

42. The school makes satisfactory provision for pupils' cultural development. They have the opportunity to listen to music in assembly and to visit the theatre to hear various musical and dramatic productions. The Salford University brass band has also played in school. They see examples of work by different artists such as Klimt and Bridget Riley on display. Pupils participate in local activities such as entering a float in the gala. However, the school recognises the need to extend occasions and opportunities for pupils to appreciate the traditions of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a very high level of care and support for all its pupils and this is given a high priority. Staff consistently strive to ensure that pupils feel secure and valued. All staff understand the varying needs of the pupils and use a well developed system of strategies to reinforce this care.
44. Good arrangements are in place for child protection. The named teacher responsible undertakes this role in a professional, dedicated and sensitive manner. Systems are firmly in place to ensure that all staff understand the procedures. The school regards health and safety as a matter of the utmost importance and ensures that regular audits and risk assessments are carried out. All members of staff hold first aid qualifications which are updated on a regular basis. There are appropriate systems in place to contact parents and carers in the event of accidents or pupils becoming ill whilst at school.
45. The school has very good procedures for monitoring and promoting pupils' good behaviour. Since the last inspection there has been an emphasis on developing strategies for promoting positive attitudes and behaviour. An effective behaviour policy and anti-bullying policy is now in place. This has been successful in improving pupils' behaviour in and around the school and creating a good work ethic in most parts of the school. Detailed records are kept of any incidents of bad behaviour and this allows to school to identify any worrying patterns. This information is used effectively to monitor and track progress. Adults are consistent in their expectations and promotion of good behaviour and politeness.
46. Through regular formal and informal meetings of staff, pupils' personal development is effectively monitored and their progress noted. Considerable information is kept in pupils' records of achievement including all aspects of pupils' development. Very good use is made of a variety of rewards and sanctions. Weekly awards and trophies are valued by pupils and a healthy spirit of competition exists.
47. Procedures for monitoring and improving attendance are good. Absences are followed up quickly. Problems are identified at an early stage and this enables the school to give pupils effective support where necessary. Staff take informal opportunities to remind parents of the importance of regular attendance for their children.

48. Procedures for assessing pupils' academic attainment are satisfactory overall. Children are assessed in the term that they begin school at the age of four. A careful analysis of the results helps in the early identification of pupils' needs. In the core subjects of English and mathematics, the school has good systems for collecting a range of valuable information about pupils' attainment. The literacy and numeracy strategies have helped assessment in these areas of the curriculum. In science, the school uses adequate systems for assessing pupils' attainment at the end of each topic, but the information does not lead to secure judgements, particularly at the end of Key Stage 1, of the levels which pupils have achieved against the attainment targets of the National Curriculum. The systems for assessing pupils' attainment in the other foundation subjects and religious education are not yet adequately developed. Teachers largely rely on what they know about pupils and most make good use of this knowledge to guide their planning. The school fully meets the requirement to carry out statutory tests at the end of each key stage. This information and data provided from these tests are analysed and strengths and weakness in pupils' learning are identified. However, insufficient use is made of the information gathered to make the necessary adjustments to teaching styles, nor is it fully used to inform curriculum development. The school does not yet use its assessment procedures to track pupils' progress either on an individual basis or as a teaching group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school and parents are developing a strong supportive partnership. The school values the contribution that parents make to their children's progress and ensures that parents are kept informed about aspects of the curriculum. Specific workshops have proved popular and are planned for regular inclusion in the future.
50. The school's partnership with parents is good and has improved since the last inspection. Parents who attended the meeting prior to the inspection and all those who replied to the questionnaire felt that the school was well led and managed, and further expressed the views that they are happy with the education the school provides. They feel confident in approaching the school with any concerns and know that they will be listened to and, where necessary, that the appropriate action would be taken. They feel that the staff show a high level of dedication and support to the children in their care. A minority of parents felt that they would like more information about their children's progress.
51. Parents of children with special educational needs are consulted at an early stage about any concerns which arise and are appropriately informed about their child's needs and the provision which is being made for them by the school. Parents are kept well informed about their child's progress. They are encouraged to support their children in their attempts to achieve their targets both in school and at home.
52. The quality of information provided for parents is good overall. The school brochure is well detailed and presented. The governors' annual reports contain much detail about school policies and procedures. Meetings for parents are held twice during each academic year and provide the opportunity to discuss their child's progress. The curriculum workshops for parents enable them to gain awareness of how subjects are taught and what future topics are to be covered. The end of year reports are satisfactory and offer basic factual information on pupils' progress. However, some of the comments are very general and could be improved to reflect individual children's progress more specifically and include targets for improvement.

53. There is an extremely active Parent Teacher Association (PTA) which provides valuable support to the school both socially and by their fund raising efforts. Various events are organised each year which are well attended.
54. Parents who help in classes are well supported and guided by class teachers and are given various guidelines and strategies to assist them in their task. Many parents are actively involved and interested in the work their children carry out at home and give guidance and support with reading, mathematics and research projects. A very small minority of those who replied to the questionnaire strongly disagree with the amount of work their children do at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is very well led and managed by the headteacher, supported by the newly appointed deputy headteacher and senior staff working in close partnership with the governing body. The headteacher provides very good leadership and gives a clear direction for the work of the school. He displays a strong personal example of commitment and enthusiasm. Since the previous inspection, which found that the management and efficiency of the school were requiring some improvement, the school has gone through considerable and influential changes. Several key management personnel have left and new staff have joined the school. This period of change under the leadership of the present headteacher has given the school the opportunity to develop a shared vision and focus the management of the school on the challenges it faces. The headteacher has a clear vision for the future development of the school and has a very clear view of its current strengths and weaknesses. He has appropriate plans to develop the school and the necessary skills to see them through. He has worked very hard and tirelessly against some unsettled circumstances to bring about much needed improvements. The school is now in a much more stable situation, although all the staffing issues have not yet been fully resolved. Nevertheless, he has been successful in developing a good team spirit amongst the staff and in establishing a shared commitment to improving behaviour and raising standards. This indicates that the school is well placed to continue to improve.
56. The headteacher has delegated responsibility to staff for some subjects of the curriculum, including the national strategies for teaching literacy and numeracy. He takes responsibility for some subjects himself and for the management of provision for special educational needs. The deputy headteacher only took up post at the start of this term and another member of staff has been absent for almost a year. As a result of staffing changes and long term absences, there are important gaps in the monitoring and development of the curriculum across the whole school. Some subject co-ordinators, by necessity, are overseeing not only their own subjects but those of absent colleagues. They have not had enough opportunity to ensure that each subject is taught effectively in every class, particularly where subjects are taught in blocks of time. The headteacher and senior staff, together with the school's LEA advisor, have carried out lesson observations and the results have been formally recorded and discussed with the staff involved. Through this monitoring, the lack of appropriately challenging teaching has been identified and steps are being taken to redress the situation. These include the provision of extra support for the pupils in the end of key stage classes and more careful and stringent monitoring of teaching and learning. Detailed analyses of assessment information and performance data are carried out and the information is used to set priorities for development. With the staffing situation becoming more settled, the school is now in position to reconsider the way management

responsibilities are delegated and is sensibly about to redefine the roles and responsibilities of all staff.

57. The management of the provision for pupils with special educational needs is a strong feature of the school. The pupils who have been identified have full access to the whole curriculum and as a result they make consistently good progress. The school fully meets its statutory requirements as outlined in all pupils' statements of special educational needs. These documents are pertinent to pupils' needs. They are up to date and regularly reviewed. The provisions specified in the individual education plans are implemented effectively. Good staffing levels are maintained and the classroom assistants give very good support.
58. The Governing Body, under the strong leadership of the chair, is well organised to carry out its statutory responsibilities and is very supportive of the school. Governors are actively involved in all aspects of the school's work. There is an appropriate structure of committees which meet regularly and keep detailed minutes of their proceedings. Individual governors take responsibility for particular aspects of the school's work, for example, literacy, numeracy and health and safety. The governor with responsibility for pupils with special educational needs is well informed and gives invaluable support to the headteacher, who is responsible for co-ordinating the special needs provision. There is a particularly close link between governors and teachers in this aspect of the school's work and this has a very positive impact upon the quality of the provision which the school makes. The governing body has a clear view of the school's performance through regular visits to the school and from information provided by the headteacher, including the very detailed analysis of performance data. Governors attend workshops provided by the school and training courses provided by the LEA. These provide them with insights into educational initiatives, both local and national and help them to understand the challenges facing the school in the future.
59. The School Development Plan is carefully prioritised and sets realistic yet challenging targets. It is a valuable tool for the long term management of change. Good progress has been made in addressing the key issues identified as in need of improvement at the last time of the last inspection. Standards have improved significantly since the time of the last inspection. The quality of teaching has shown an improvement with more consistently good teaching. The school now has some good quality schemes of work which, when properly implemented, help to ensure that pupils build progressively on what they have previously been taught. The behaviour of the pupils is much improved and teachers consistently and positively implement the school's behaviour policy.
60. The school makes good use of its income and all available resources, including grants for specific purposes, to support pupils' learning. The governing body has taken the decision to include all members in its finance committee to ensure that governors are all fully informed at all times of budgetary needs, considerations and decisions that need to be made. This works effectively and is a strength of the competent and conscientious way in which this committee manages the school budget. There is an effective link between the areas identified for development in the school's long term plan and the allocation of funding to enable these plans to be carried out. The governing body is committed to getting the best value for money and has established a good, reliable network for the supply and provision of services and resources.
61. The finance committee co-operates effectively with the headteacher and the school administration to monitor spending and ensure good financial control. The administration staff are trained appropriately and make efficient use of the new technology to support secure financial management. A recent audit of finance found

that financial administration is well managed and effective controls are in operation. Regular visits from the local authority's finance officer provide appropriate support and advice.

62. There is a good mix of teaching and support staff to meet the demands of the curriculum for pupils at all stages of their education. Professional interviews are seen as an important aspect of performance management. The school has good procedures for the induction of new staff and newly qualified teachers. In service training is linked to the school's development plan and to individual training needs.
63. The accommodation for the Foundation Stage and for pupils at Key Stage 1 and 2 is satisfactory and appropriate for the delivery of the curriculum. Most classrooms are of adequate size for current needs although some are rather cramped and ventilation is poor. The school is welcoming, and examples of pupils' work are attractively displayed. The hall is used effectively for assemblies, physical education, extra-curricular activities and as a dining room. The library is attractive and inviting and well used despite the fact that the stocks of books are limited. Storage space is adequate and equipment is secured safely. The playground is adequate and the grassed area useful in the better weather. Standards of caretaking and cleaning are good and the buildings and grounds are well maintained.
64. Resources for learning, although better now than at the time of the last inspection, are barely adequate. There has been a long history of under investment on learning resources and recent financial constraints have further restricted purchases. Consequently, there are still some deficiencies, particularly in information and communication technology, design and technology, geography and music and this inhibits pupils' learning and further development in these subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) **improve the quality of teaching and learning in information and communication technology by:**

- implementing the existing scheme of work ,
- providing effective professional development to improve teachers' expertise,
- ensuring that teachers' planning identifies how information and communication technology will be used to support pupils' work in other subjects,
- improving resources when funds allow.

(paragraphs 25, 88, 101 ,109, 118, 128, 129-134)

2) **raise standards in science at the end of Key Stage 2 by:**

- improving the opportunities for pupils to be engaged in investigative work based on enquiry and problem solving tasks,
- encouraging pupils to find different ways of recording their investigations.

(paragraphs 4, 9, 105, 108)

3) **improve the rate of pupils' progress at the end of Key Stage 1 by:**

- raising teachers' expectations of what pupils can achieve,
- improving the pace and challenge of the work for pupils of all abilities, especially the higher attainers,
- encouraging pupils to develop more independence in their learning,
- improving teachers' planning to focus more closely on pupils' identified needs.

(paragraphs 4, 23, 28, 87, 94, 101, 146)

4) **make better use of the valuable assessment information and data which has been collected and analysed to:**

- inform curriculum development
- provide a clear focus for the monitoring of teaching and learning
- track pupils' progress and set appropriate targets for individuals

(paragraphs 48, 56)

In addition the school should consider including the following less important weaknesses in the action plan:

- ensure that the new schemes of work are fully implemented and thus raise standards in all foundation subjects and especially geography,

(paragraphs 12, 34, 59, 114, 115, 124, 132)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	20	48	28			

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		192
Number of full-time pupils known to be eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y 6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		54

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	15	16	15
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	84 (79)	88 (85)	91 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	15	16	15
	Total	28	30	29
Percentage of pupils at NC level 2 or above	School	88 (82)	94 (88)	91 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	9
	Girls	11	10	11
	Total	17	19	20
Percentage of pupils at NC level 4 or above	School	71(78)	79 (75)	83 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	10
	Girls	11	10	10
	Total	17	20	20
Percentage of pupils at NC level 4 or above	School	71 (81)	83 (78)	83 (88)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	169
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	1
Other minority ethnic groups		

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: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y 6

Total number of education support staff	3
Total aggregate hours worked per week	77

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999
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	£
Total income	352628
Total expenditure	347336
Expenditure per pupil	1819
Balance brought forward from previous year	22336
Balance carried forward to next year	27628

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	1	0	0
My child is making good progress in school.	63	32	5	0	0
Behaviour in the school is good.	50	46	4	0	0
My child gets the right amount of work to do at home.	55	26	16	3	0
The teaching is good.	64	32	4	0	0
I am kept well informed about how my child is getting on.	59	34	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	79	18	3	0	0
The school works closely with parents.	63	32	5	0	0
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	69	30	1	0	0
The school provides an interesting range of activities outside lessons.	56	28	10	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Good provision is made for children in the Foundation Stage. At the time of the inspection there were 20 children in the Reception Class, taught by a full-time teacher and supported by a Nursery Nurse for part of the day. The children are taught in a bright classroom with an adjoining area for activities such as painting, water and sand. The classroom is clean with vibrant and useful displays. Resources are generally sufficient. The school is replacing some of the older equipment as finances allow. There is direct access to a secure outdoor play area, but it is rather stark and not used on a regular basis at the moment. There is no usable large play equipment or wheeled toys to promote children's physical development.
66. Admission to the Reception class takes place once a year in September, with few children having previous experience of Nursery education. There are good opportunities for parents and children to make several visits to the school in the term before they start school so that they are familiar with the environment before they start. Children follow a structured timetable where groups of similar attainers work with a teacher or independently on focused tasks. At other times, children choose from a good variety of structured play opportunities. The curriculum is well planned to cover the nationally agreed Early Learning Goals for children of this age. Activities are suitably practically based and include the appropriate elements of the national strategies for literacy and numeracy, enabling children to learn well. There is a very good balance between teacher direction and the freedom to develop independence and to learn through play.
67. Assessments of the children's skills are made in the first half term in school, and these indicate that a wide range of attainment is represented. Overall, however, the attainment of most children is below that expected for their age, particularly in language skills. Good teaching, which takes account of the needs of individuals, enables children to make good progress in all areas of their learning and most achieve the expected level of attainment by the end of the Foundation Stage. This is confirmed by assessments made in the summer term in literacy and numeracy.
68. In the last inspection report, the quality of teaching was judged to be satisfactory, with 25% of lessons seen judged to be good. Since then there has been a good transition in the curriculum to take account of the new Early Learning Goals. Activities are well planned and 80% of the lessons seen were good or better, 20% were very good and one excellent lesson was observed, representing a considerable improvement since the last inspection.
69. There are sound procedures for assessing children's progress in literacy and numeracy and these are used well to plan appropriate activities for different groups of children. The teacher is now in the early stages of developing a system for recording the progress of individuals in other areas of learning. Any children who are causing concern are monitored closely and early identification of children with special educational needs is a priority. One child with a recent statement of special educational needs is given good support by the school and is well integrated into the full range of activities.

Personal, social and emotional development

70. Children are developing a positive attitude to their work and behaviour is good. This area of the curriculum is given a suitably high priority and all lessons include specific opportunities for pupils to concentrate, to co-operate with each other and to develop independence. This is seen in the introductory part of each lesson when children listen carefully to the teacher and put up their hand to answer rather than call out, and in the way they co-operate in the sand or when playing with Noah's Ark. They respond well to the high standards set by the teacher. Children remember to put lids back on felt tips, "so that they don't dry up!" and all the children say "Thank you," to the parent who helps in the library. The classroom is well organised for children to develop independence. All the equipment is labelled and accessible, and name cards are available at the side of the computer so that children can name their own work before printing it off. They develop a real enjoyment of learning as demonstrated when they closed their eyes tightly as they waited excitedly for the sock puppet to be taken from its bag and they understand the idea of being fair as they wait to take their turn. All the children are expected to take off their own shoes and socks for physical education, although help is available if needed. They understand the importance of removing badges for safety. Children are given good opportunities to talk about their feelings as the occasion arises and in circle time, where they respect the convention of only speaking when holding the rabbit, and because of the secure atmosphere promoted by the teacher, they have the confidence to pass on the rabbit if they do not wish to contribute. They think about animals and their needs as they make a bird cake to feed the birds in the winter months.
71. Teaching is good overall and the good teamwork between the teacher and nursery nurse provides a warm learning environment and an example of co-operation and respect. Good use is made of justified praise to develop confidence, and appropriate behaviour and hard work are rewarded with stickers and badges.

Communication, language and literacy

72. Children's language skills as they enter school are generally below the expected level. Good teaching, based on an imaginatively planned range of activities, with many opportunities for children to listen and to talk about what they are doing, enables the majority of children to achieve the early learning goals by the end of the Reception Year. Children enjoy listening to stories and the teacher encourages them to spot clues in the pictures to enable them to match rhyming words. Good questioning skills lead children to answer in longer sentences as they discuss Noah's Ark and relate this to Noah's Alphabet Book. They develop a love of books in the classroom and through regular visits to the school library. They enjoy their time in the library, where they are developing a good understanding of library routines as they queue to change their books and then sit quietly with their books flat on the table and turn the pages with interest and care. A good start is made on reading and all the children know the names of the main characters and can follow a story from the pictures. They take their books home each evening to share with their parents and by the end of the Reception Year most children are reading simple books from the reading scheme.
73. A good range of activities is provided to enable children to develop their awareness of letter sounds and most children can relate the letter to its sound. Children use whiteboards to write the letters from the teacher's clues and a varied range of questions sustains their interest, for example, writing down the letter that starts cow. Children have made alphabet books based on letters from their own name and use an alphabet line to help understanding. The teacher makes good use of simple resources to make activities more interesting. For example, letters on sock puppets encourage

imaginative play as children talk in character about words which start with their letter. All children can write the first letter of their own name and about half can write their first name without help. There are good opportunities for developing writing skills in all areas. For example, children make an information book about how to look after their pets. There are short daily sessions in which children practise the correct formation of letters, setting good standards in writing from the start.

Mathematical development

74. A good emphasis is placed on numeracy and every opportunity is taken to count. For example, when lining up at lunchtime, children count how many children are having a hot lunch and how many have brought sandwiches and most children can count at least to 20. They know a good range of number rhymes and the teacher makes a good connection between the action rhymes and mathematical calculations to encourage an early understanding of addition and subtraction. For example, the children count how many speckled frogs are left when one jumps into the pool. The classroom is well organised with a good range of activities for children to learn independently, enabling the teacher to work with small groups of children to provide appropriate challenge. For example, higher attaining children talk through subtraction problems using numbers up to 10, whilst lower attaining children have concentrated practice counting backwards from 5. Most children can recognise and name simple shapes and investigate which solid shapes roll. They pick out cylinders and cuboids to use in making models. They develop an early understanding of measurement when they check how many cuboids high they can build a tower before it falls over, then record their results by drawing.
75. Teaching is good with well planned opportunities to develop the children's mathematical skills, not only in the specific mathematics lesson, but in other areas, for example, classifying objects in science activities and matching pairs of animals in the Noah's Ark story. Activities are clearly explained and every opportunity is taken to consolidate the language of mathematics to promote understanding.

Knowledge and understanding of the world

76. Children are developing a sound understanding of the world and extend their knowledge through interesting activities and trips to places of interest. The topics are very well planned to include many areas of learning. For example, on the farm visit the children observed the animals in their own environment, looked at the fields and river and also studied a plan of the various outbuildings. They know that birds and humans are different sorts of animals and that all animals need food and water and they use construction toys to build animal homes. The teacher and the nursery nurse use good questioning skills to encourage the children to look closely at different animals when they choose to make their animal from a variety of boxes. One child searched carefully to find matching boxes to use for the elephant's large ears and other children guessed that one model was a horse because of its long tail. In a very good science activity, the teacher made effective use of proper language to develop scientific understanding and practice as children first speculated and then checked which objects would float and which would sink. When working with small groups the teacher gives children every opportunity to make their own observations and takes time to discuss their findings. All the activities are suitably practical, promoting understanding and helping the children to remember what they have learned. For example, they remembered that the ice melted more quickly when they put salt on it and they know that the teacher must have put water in the sand because "It feels sticky!" Many children know that the Bible is a special book mainly about Jesus and can remember the Christmas story and enjoy listening the story about Noah's Ark.

77. Children are developing good computer skills through regular practice. They can control the mouse well to draw a picture and can print out their own work.

Physical development

78. Activities are well planned to promote physical development and the teaching is good. The children move easily around the various areas of the classroom with a good sense of awareness of possible obstacles and of each other. They co-ordinate fine movements well in handling the vet's instruments in the animal hospital, cutting and sticking safely, using a variety of writing implements and completing jigsaws. They also show good co-ordination when using the computer mouse. Whilst there is no opportunity to use large equipment or wheeled toys, the children have regular lessons in the hall to improve control and co-ordination. Weekly games, dance and gymnastics lessons are well structured and include an appropriate warm up activity before vigorous exercise. In an excellent dance lesson, the teacher generated great enthusiasm for children to use dance as a way of story telling and they interpreted the music of the Greedy Zebra well as they moved in the style of the various animals. The teacher gives good opportunities for children to discuss each other's movements in order to improve their own efforts. The children respond to the teacher's high expectations as they move with great enthusiasm but always with a sense of purpose and behaviour is good.

Creative development

79. A good range of activities is planned to promote children's creative development and the teaching is good. Children name and mix colours and explore clay by pulling, twisting and rolling it to make a farm animal. They paint realistic pictures of a robin from close observation of a Christmas card and they create a collage of animals from material, having thought about their colour and how the animals might feel to touch. They use a variety of painting techniques such as printing, marbling and wax wash and they paint delightful pictures of their teddies from close observation. There are also good opportunities for free painting and for using the art program on the computer to experiment with colour. The imaginative aspect of play is well developed through regular changes in the use of the home corner as, for example, an animal hospital.

ENGLISH

80. The school's 2000 end of Key Stage 1 National Curriculum test results were close to the national average in reading and above average in writing. The end of Key Stage 2 results were well below average in English.
81. Evidence from the inspection is that standards in English by the end of Key Stages 1 and 2, are close to the national average with higher standards in reading. Attainment of the current Year 2 pupils is in line with the national average and it is unlikely that they will achieve the high levels of attainment reached in last year's end of key stage tests. The good progress made in Year 1 which has contributed to the attainment of high standards has not been built upon and pupils have not made enough progress overall. The current Year 6 pupils have suffered from disruptions in teaching with several changes of teacher during recent months. As a result the pupils have not made as much progress as they should this year. The present arrangements for teaching that class are more secure and during the inspection these pupils were seen to be making better progress. There has been a significant improvement in the school's results since the previous inspection, particularly in reading and, although the improvement in other aspects has not always been consistent, the trends over time show an overall improvement in standards.

82. Although the results at the end of Key Stage 2 in last year's national tests were below the expected standard this was mainly due to a significant number of pupils with special educational needs in English, whose results affected the overall picture. Throughout the rest of the school, pupils of all ages and abilities make good progress in their English lessons. Their strengths are in speaking and listening and in reading and the pupils make particularly good progress in these aspects of the subject.
83. Pupils' attainment in speaking is good at the end of both key stages. Some pupils come to school unable to express themselves well and teachers are good at challenging pupils in a manner which encourages good pronunciation and appropriate speech patterns. Throughout the school, pupils are able to express themselves well. They respond to questions in a very positive manner and, even from an early age, they are able to explain their ideas and opinions very clearly using a suitable vocabulary. Teachers provide good opportunities for discussion and debate. The pupils take full advantage of these particularly during literacy lessons and can retell stories they have heard with a good degree of accuracy and interest. Pupils make particularly good progress in Year 1, where the teacher has high expectations of what the pupils can do. Good progress is maintained throughout Key Stage 2. By the age of 11, pupils can adapt their speaking skills to meet the challenges of different situations. They develop a good vocabulary and they master technical language across the curriculum. The school has a public speaking competition for the older pupils which encourages them to organise what they have to say and present their information in the most suitable way.
84. Pupils' listening skills are well developed throughout the school. Pupils show a good understanding of what is said to them. They listen well to instructions and understand what is expected. In Key Stage 1, pupils are pleased when they are asked a question and they respond confidently and with smiling faces. Skilful questioning by the teachers challenges the pupils to give more thoughtful answers. The answers are valued by their teachers. The pupils also listen well to each other and treat the opinions of other pupils with tolerance and understanding. In Key Stage 1, good use is made of the play corner for role play and drama. During the period of the inspection, this corner was a pirates' cave, where pupils engaged in imaginative drama which they enjoyed. This activity supported pupils' development in a very positive manner. In Key Stage 2, pupils continue to develop their skills and make good progress because the teachers listen to them and encourage them to think about what they have to say and give them good opportunities to air their views. Group activities are well managed and discussions are profitable and have a very positive impact upon pupils' learning.
85. Overall, the standards attained by pupils in reading throughout the school are above average and this is a strong feature of English work. Most pupils, by the end of Key Stage 1 are reading accurately and confidently and using appropriate ways of understanding new and unfamiliar words. The books they are offered to read are appropriately matched to pupils' ability and are based on prior attainment. Pupils are heard reading regularly in school and most read at home which has a very positive impact upon their learning. They enjoy the books they see. Pupils have the opportunity to read from a wide range of texts and teachers successfully encourage a love of books and reading in most pupils. All pupils at Key Stage 1 take part in reading activities every day during the Literacy Hour and at other times. They can make inferences from clues in the text and make reasonable predictions about the possible outcomes.
86. Throughout Key Stage 2 most pupils develop their reading skills successfully, although there is, as yet, insufficient emphasis placed on the development of higher order skills for researching information in Years 5 and 6. Early in the Key Stage, pupils make good progress in their use of alphabetical order and begin to gain confidence in using the

school library through regular class visits. However, towards the end of the key stage, pupils' independence is not emphasised enough and their retrieval skills in selecting books using the appropriate classification system are not well developed. Pupils are well aware of different genres in reading and many are able to adapt the traditions of myths and legends into their own examples of written work. Pupils with special educational needs take a full and active part in all Literacy activities and are well supported by teachers and classroom assistants who work conscientiously to meet the targets identified in the pupils' individual education plans.

87. Pupils make good progress in Year 1 with their writing. Pupils build steadily on their previous work and, by the end of their first term in this class, the higher attaining pupils are producing good quality unaided writing. The style is good and includes colourful and imaginative expression. Less able pupils move on quickly from making marks which represent sounds to copy writing and then to writing captions and short passages. Through regular practice, they are on target to meet the national expectations by the end of the key stage. The more able pupils at the start of Year 2 are already able to write stories using complex sentences and a good vocabulary. Punctuation skills are already well established. However, progress from this level is not maintained in Year 2 and the standard of work towards the end of the key stage should be higher. Some recent work shows that the higher attaining pupils are no longer consistently applying their understanding of punctuation in their writing. Although there is evidence of regular handwriting practice, the quality of the pupils' letter formation and their presentation is not reflected in their written work. Most pupils recognise word patterns and are beginning to understand grammatical vocabulary such as adjective and verbs. They can sequence events and write instructions such as a recipe for baking. The higher attaining pupils are recognising direct speech and the use of speech marks. However, the regular use of photocopied worksheets does not provide sufficiently challenging work for the more able and this hampers their progress.
88. Pupils' progress in writing throughout Key Stage 2 is good with a positive and structured approach to its development and by Year 6 pupils write in a crisp neat hand and work is well presented. Throughout the key stage, there is a very structured approach which emphasises the need for correctly formed, even handwriting and this has a very positive effect. The content of pupils' work is good and pupils have a balanced range of experiences as they progress through the key stage with clear development of their understanding of grammar, parts of speech and comprehension exercises for extracting relevant information from a short passage. They write for different purposes such as reports of experiments and findings in science, factual and imaginary passages relating to their work in history and geography as well as imaginative stories based on poems and legends. However, by the end of the key stage, not enough emphasis has been given to developing pupils' research techniques. There has been a considerable improvement in the range of resources but, in the library, which is well used, the range of reference material is still limited. This has a negative impact upon the development of pupils' research skills and in encouraging more independent learning. To compensate for this, the school makes good use of the county library loan service in providing appropriate material to support the pupils' work in topics such as in history and geography. Furthermore, insufficient use is made of information and communication technology to support pupils' language development. The school recognises that this is an area for improvement and plans to offer greater opportunities in this aspect of development in literacy.
89. Most pupils have a very positive attitude to their work and generally maintain good levels of concentration and effort. Apart from a small group of pupils in Year 6, they are well behaved and co-operative. They collaborate well when given the opportunity in their groups. They respond well when teachers' expectations are high. They are interested in the work they are given and gain enjoyment from their success.

90. The quality of teaching is good overall and no unsatisfactory lessons were observed. In the early part of Key Stage 1 the standard of teaching is particularly good. The aims of lessons are shared with the pupils who then know what to expect. In one observed lesson, the pupils were excitedly expressing their favourite words. The discussion was led in a calm, quiet manner and pupils reacted accordingly. The teacher challenged the pupils well and encouraged them to find alternative endings to the story. Almost all of their responses were followed by a further question provoking more thought and consistently the teacher asked the pupils to find ways of improving their descriptions of characters. Very good use is made of praise as and when it is deserved and good use is made of activities which are fun as well as being purposeful and meeting the aims set for the lesson. Weaknesses identified in the quality of teaching towards the end of Key Stage 1 are mainly concerned with the teachers' insecure subject knowledge, reflected in terminology used in the wrong context. Also, pupils are not presented with enough stimulation and there is a lack of challenge in the work for higher attaining pupils.
91. Teaching at Key Stage 2 is good and sometimes very good. Planning is thorough and teachers share the learning objectives with the pupils so that they know what is expected of them. Good working atmospheres are created and pupils are well motivated to take part in discussions. Teachers listen well to the contributions and responses made by the pupils and use them to develop the teaching points planned for the lessons. Teachers give appropriate challenge, good support and encouragement. Lessons are well structured and carefully prepared. Teachers' knowledge and understanding of the subject are secure and expectations are high. The Literacy Hour is well planned and lessons have an appropriate focus which is carefully matched to the needs of the pupils in the class. Teachers pay particular attention to the needs of pupils with special educational needs and provide appropriate work enabling them to make good progress.
92. Throughout the school, relationships are very good. Teachers know their pupils well. All pupils are involved in all of the activities and, in the main, teachers match the work which they set to the identified needs of the pupils.

MATHEMATICS

93. The school's 2000 end of Key Stage 1 National Curriculum test results in mathematics were above the national average and the end of Key Stage 2 results were close to average.
94. The inspection findings indicate that pupils' overall attainment in mathematics is in line with national expectations at the end of both key stages. There has been a steady improvement in pupils' attainment over the last three years. The school has targeted the use and application of mathematical skills as the focus for development this year and this is generally having a positive effect on raising standards in this area of the curriculum. This is an improvement on the situation identified in the last inspection. Pupils make good progress and achievement is good overall in Key Stage 1, but the rate of progress is more marked in Year 1. In Year 2, there is a tendency to rely too heavily on commercially produced materials and worksheets. The pupils are provided with fewer opportunities to learn through practical and investigative tasks and to develop independence. There is not always enough challenge for the higher attaining pupils and as a result their progress during the last term has been slower.

95. At Key Stage 2, pupils make good progress overall and achieve well. Pupils steadily build on their prior learning and the attainment of pupils currently in Year 5 is ahead of the expected level for their age. However, although the attainment of pupils in Year 6 is close to average, the disturbed staffing situation for these pupils has until recently resulted in a concentration on the teaching of basic skills with few opportunities for pupils to develop their problem-solving ability. Consequently, their progress in this aspect of the subject is unsatisfactory.
96. The introduction and implementation of the National Numeracy Strategy has had a positive effect upon the standards of teaching and learning, in particular, the associated training has helped to raise teachers' confidence. The introductory mental mathematics sessions are generally brisk, leading to a good improvement in pupils' arithmetic skills. Explanations are clear so that pupils know what is expected. Activities are interesting and well planned to motivate pupils. The time at the end of the lessons is well used to draw together the main teaching points and to assess what pupils have learned. Appropriate emphasis is placed on enabling pupils to use their numeracy skills in other subjects of the curriculum, particularly at Key Stage 2. For example, in a science lesson, pupils doubled the number of heartbeats counted in 30 seconds to find the pulse rate.
97. By the end of Key Stage 1, most pupils have good mental recall of addition and subtraction facts. Most pupils can count in 2's and 10's and know that there are 7 tens in 70 and they can pick out the multiples of 5 and 10 on a hundred square. They can work out fractions of amounts and order numbers up to 100. Pupils in Year 1 are developing an understanding of tens and units and higher attaining pupils can put in the missing numbers on a 100 square. Most pupils can double numbers to 10 in their head. Lower attaining pupils use a number line to find missing numbers up to 20. Pupils in Year 2 are working at a similar level and have made little progress. Whilst they can double numbers to 10 and can recognise numbers that are nearly doubles they cannot use this knowledge to calculate $7+8$ mentally. The more able pupils have not yet developed sufficient independence to organise their own way of working things out. In both classes in the key stage, pupils are given opportunities to use their number skills to solve problems. For example, pupils in Year 2 found out that they would need to save 20p for 5 weeks to buy something costing £1. However, many of these pupils are not confident in applying their knowledge to solve problems or in identifying different strategies to arrive at an answer.
98. By the end of Key Stage 2, most pupils have a good knowledge of place value and understand the effects of multiplying or dividing a number by 10 or 100. They have good recall of tables. Most pupils have a sound knowledge of the relationship between decimals, fractions and percentages and lower attaining pupils are given additional support to aid their learning. Throughout the key stage, the teaching is most effective in this element of the subject and teachers provide a interesting range of problems and puzzles which capture pupils' interest and improve their arithmetic skills. For example, pupils in Year 3 improved their mental strategies during the battleship game, whilst Year 4 pupils gained a good understanding of co-ordinates by using a compass in their games. Similarly in Year 5, pupils used a range of methods for multiplication, including long multiplication and improved their understanding. Pupils are given opportunities to explain their methods for working things out. Pupils in Year 6 have used their knowledge to work out the costs for a large party. However, generally there are insufficient opportunities for pupils in this class to apply their skills in more open-ended investigational work.
99. By the end of Key Stage 1, pupils have a growing understanding of different measurements. Most pupils can read a scale in centimetres and know that things are

weighed in kilograms and that long distances are calculated in kilometres. Pupils are developing a good awareness of shape. Pupils in Year 1 made good progress in increasing their knowledge of common two- and three-dimensional shapes during a lesson when the teacher challenged them to be precise in their descriptions of the shapes. The pupils responded eagerly to the task. Year 2 pupils have a good understanding of symmetry. Higher attaining pupils can pick out more than one line of symmetry where appropriate and classify shapes accordingly, whilst lower attaining pupils can complete a shape, using cubes, to make it symmetrical. By the end of Key Stage 2, pupils have a sound understanding of shape. Most pupils know the sum of the angles of a triangle and can work out the perimeter and area of a shape by counting, and higher attaining pupils can work this out using multiplication. These pupils can also draw and measure angles accurately using a protractor. Overall, pupils throughout the key stage are working at a higher standard than has previously been the case, because of the high expectations and expertise of the teachers. Recent changes in the staffing situation for Year 6 pupils, together with some additional support in the booster classes, are contributing to the improving situation.

100. By the end of Key Stage 1, pupils are developing a sound understanding of the purpose of graphs to display information. Pupils in Year 1 classify children into sets according to their favourite fruit, and pupils extend this knowledge in Year 2 and display their findings in graph form. A good example of this was seen in the geographical survey undertaken on street furniture. By the end of Key Stage 2, pupils have a basic understanding of probability and can classify events between good chance, even chance and impossible. They have also had experience in previous years of using a tally chart to gather information to present on a bar chart. At this time of the year, pupils in Year 6 have not yet completed any work on finding the mode or median of a set of data.
101. Overall, the quality of teaching of mathematics is good. Over half of the lessons seen were good or better, and this represents a significant improvement since the last inspection when teaching was judged to be satisfactory and only occasionally good. Whilst teaching is good overall in Key Stage 1, it is very good in Year 1 and satisfactory in Year 2. In the most effective lessons seen, the very high expectations of behaviour and performance is communicated well to the class who respond positively by listening attentively and taking turns to answer. In the less effective lessons, the pace is much slower with pupils becoming restless and losing concentration. Tasks are less challenging with few opportunities for pupils to develop independence. Classroom organisation and routines are not well established to promote pupils' independence and adults give too much help and do not allow pupils to think things out for themselves. Three quarters of the lessons seen in Key Stage 2 were good. Regular assessment of pupils' understanding is used well in both key stages to check progress and to plan work for different groups. Pupils with special educational needs are supported well, enabling them to make good progress. However, insufficient use is made of information technology throughout the school to support learning in mathematics.

SCIENCE

102. The results of the end of Key Stage 2 National Curriculum tests were close to the national average. On the basis of teacher assessment at the end of Key Stage 1, pupils' attainment was close to average. Standards in science overall show an improving trend and have been rising and improving year by year. However, attainment at the end of Key Stage 2 at the present time is below the expected level. The current group of pupils in Year 6 have not benefited from consistently good science teaching because of disruptions to staffing over the last few months and, consequently, there are some gaps in their learning. Pupils' skills of scientific enquiry are under-developed and their knowledge and understanding of materials and their properties is below that expected for their age. The school recognised that there was a problem and have taken appropriate measures to rectify the situation. Teaching is now more focused and extra effort is being put into addressing the shortcomings in pupils' knowledge and understanding and as a result these pupils are making much better progress. Throughout the remainder of Key Stage 2, pupils of all levels of ability make good progress because good quality teaching provides them with regular opportunities to carry out investigations, as well as developing their scientific knowledge.
103. By the end of Key Stage 1, pupils' attainment is broadly in line with national expectations. Throughout the key stage, pupils acquire scientific knowledge at a satisfactory rate and younger pupils make good progress in developing their investigative skills. However, the pupils currently in Year 2, particularly the higher attaining ones, are not making enough progress in this aspect of the subject.
104. Pupils' have a satisfactory knowledge and understanding of life processes and living things. They label the main parts of the body and learn about the importance of healthy eating and exercise. Pupils write instructions for making a healthy salad. They can identify most foods and use all their senses for comparison of foodstuffs and sort them into the basic groups. They acquire a broad knowledge of materials and their properties. They know the names and obvious properties of common materials, such as, hard, soft and bendy. Pupils have learned from watching experiments that some materials change when heated. They have sorted materials into magnetic and non-magnetic and have tested magnets to compare their strength. Most pupils know that a force can be a push or a pull and they can describe how they employ these forces when riding a bike. Their understanding of electricity and circuits is less secure but this is an area which has not yet been covered this year. Pupils name and order different sources of light and know the differences between night and day. They have experimented with a black box and a peephole light to identify objects. Pupils develop an awareness of the investigation element through regular practical activities and occasional experiments, such as, observing how solid chocolate melts when hot and goes hard when cold. Pupils in Year 1 have regular opportunities to develop recording skills, for instance, by making tables and sets to sort magnetic and non-magnetic materials. However, in Year 2 there is a reliance on worksheets and limited opportunities for pupils to think things out and write for themselves. By the end of the key stage, the main weaknesses are in pupils' ability to make simple predictions, test them out and draw conclusions. This is directly linked to a lack of opportunity for them to undertake this type of work.
105. Throughout Key Stage 2, pupils gain scientific knowledge at a satisfactory rate. By the end of the key stage, pupils develop a satisfactory knowledge about the human body, its major organs and how it functions. In one lesson in Year 5, pupils made good progress in recognising the effect of exercise on the body when they compared pulse rates after walking, resting and jogging. Pupils have a sound knowledge of living things and their environment. They give details of the ways different animals, such as bears

and large snakes have adapted to their environments. They give examples of prey and predators and simple explanations of the food chain. Pupils know from their studies that micro-organisms can be harmful or beneficial and give examples, such as yeast. Through the good opportunities presented for them to explore the effects of physical processes, pupils acquire a secure base of knowledge. For example, through a series of tests with musical instruments, pupils have developed a good understanding of how sound travels and how pitch is changed. They can describe how distance from a light source affects shadows. Pupils have a secure knowledge of electricity and can construct circuits competently. They can explain which circuits will work and which will not. They put their knowledge to good use when they successfully made torches with batteries and a toy clown with an illuminated bow. By the end of the key stage, pupils know that different substances dissolve in water and observe that the levels of dissolving vary. They know what is meant by a prediction and explain why the conclusions may differ but they lack confidence in their use and knowledge of scientific terminology. Their knowledge and understanding of scientific processes are not secure and compare unfavourably with that of younger pupils in Key Stage 2. Although pupils understand what is meant by a fair test, they do not always foresee the impact of varying the factors in a test. In general at key Stage 2, pupils are encouraged to conduct tests themselves and to observe good levels of scientific accuracy, for instance, in measuring water in millilitres before adding to solids. They use mathematical skills to record data on line graphs and to demonstrate their findings. However, pupils currently in Year 6 have had a restricted range of experiences and are particularly weak at recording their investigations fully. Their reporting skills are low and the accuracy of their diagrams is variable. The degree of teacher direction has reduced pupils' experience of independent investigations. The lack of basic skills is now being addressed.

106. Pupils show a genuine interest in science and are keen to contribute to lessons. They are conscientious in observing the rules for conducting investigations. They are very sensible and handle the equipment with care. When teaching is good, pupils listen to their teachers with good levels of concentration. On occasions, a small minority of older pupils do not display appropriate behaviour and appropriate attitudes towards their learning.
107. The quality of teaching is good overall in Key Stage 1. Teaching for the younger pupils in Key Stage 1 is very good. Imaginative and effective approaches stimulate pupils' interest and promote very positive attitudes towards learning in science. Pupils are given a good range of opportunities to develop scientific skills and knowledge appropriate for their ages and abilities. Skilful questioning is used very effectively to probe the ideas pupils already hold and to develop and extend these ideas. This was particularly evident when pupils investigating magnets were encouraged to articulate their ideas clearly and explain how magnets make things work. The teacher has high expectations of the pupils and the level of challenge is very well matched to pupils' prior learning. However, this level of challenge is not maintained in Year 2. Here the teaching is too directed and pupils are not given enough opportunity to experiment and find things out for themselves. Too little attention is given to assessing what pupils know and can do and, consequently, teaching does not adequately build on prior learning.
108. Teaching in Key Stage 2 is satisfactory overall and there are some examples of good teaching. In the main, the teaching, with the notable exception recently for pupils in Year 6, establishes secure scientific approaches among pupils. In the more successful lessons, the teachers' planning is based securely on the study requirements for the subject. It identifies what pupils will learn in specific terms and gives appropriate emphasis to the development of relevant scientific enquiry skills. The good teaching is characterised by the high expectations of what pupils will be able to accomplish. Good

opportunities are provided for pupils to develop independence, observe carefully and record accurately. Activities are well planned and the well structured approach enables pupils to clarify their observations and reach valid conclusions. The teaching of the older pupils in Year 6 has until recently concentrated too much on the acquisition of factual knowledge at the expense of real understanding of the scientific processes. Pupils have been given too few opportunities to make progress in scientific enquiry. When this area has been taught, it has been heavily directed by the teacher and pupils have been given little chance to develop independent investigational skills.

109. There have been limited observations of teaching and learning in science across the school. With the staffing situation becoming more stable, plans are already in hand to increase the rigour and regularity of the monitoring of teaching and learning. Opportunities to use information and communication technology in science are restricted because the school lacks the necessary resources.

ART AND DESIGN

110. Since the previous inspection, standards in art have been maintained and are still broadly satisfactory. Pupils' work in art throughout the school, including the work of pupils with special educational needs is generally of a standard expected for their age. All pupils make consistent and steady progress as they move through the school.
111. Pupils in Key Stage 1 have a wide range of opportunities to explore different media and to develop a range of techniques. Pupils demonstrate increasing skills using a range of materials, tools and techniques to achieve a wide spectrum of effects. Teachers are skilful at grasping opportunities to promote pupils skills of drawing from observation, memory and imagination. For example, pupils in Year 1 had been outside to look at the trees around the school and were then given a range of photographs depicting the stark branches in winter. They successfully used black and white poster paint on grey paper to produce their own pictures of winter trees. They had clearly learned much from the teacher's introduction and the quality of their work showed an understanding of the technique and an appropriate mastery in the use of thick and thin brushes to reach the appropriate effect. The pupils were delighted with the results.
112. Lessons are well resourced and planned effectively to enable pupils to explore and develop their ideas. Pupils' work on display in the classroom demonstrates their increasing skills in exploring texture, colour and pattern. Their work is often successfully based on the style of famous artists. For example, the pupils created some very good effects in their work in the style of Klimt. They used their developing skills in cutting and pasting to produce appliqué work using gold, silver and black paper mounted on white. Their work was enhanced by the attractive mounting of the display. The pupils talk about their work in an excited and enthusiastic way. Amongst the previous work done by pupils in Year 2 were samples of interesting work in black and white, where the pupils were trying to express feelings and were working on extending patterns. However, on the whole, the work showed little evidence of development of skills and techniques.
113. In Key Stage 2, pupils are offered a good range of experiences. They engage in pictorial composition using water colour and pencil drawings which show an appreciation of the media. They successfully explore wax and water-colour patterns where the wax pattern underneath is revealed even after water colour is applied and pupils have gone on to develop their own wax resist patterns. As they move through the key stage, pupils develop their ability to mix colours. Some pupils in Year 4 were able to create a dozen shades of a primary colour by adding white. The teachers' secure subject knowledge

and expertise is reflected in the clear teaching of skills and techniques, which effectively develop pupils knowledge and understanding of art. For example, pupils made successful attempts at recreating effects in the style of Brigitte Riley and showed the extent of their development by using thumbprints to create images on a jungle theme with clever representations of trees, butterflies and fish. The teaching draws on a range of appropriate starting points to broaden and enrich the art curriculum and there are good links with other subjects. For example, as part of their topic on Romans, pupils produced mosaic designs. To achieve the cold feeling of the polar regions they made pictures in layered tissue paper. Pupils experience various ways of printing and, by the end of the key stage, are creating nursery rhyme illustrations and art nouveau patterns linked with their work on the second World War in history. The pupils respond very well to the work which is offered. They enjoy their lessons and talk enthusiastically about what they are doing, taking a real pride in what they achieve.

114. The quality of teaching at both key stages is mostly good and the planning shows a steady development of pupils' skills as they move through the school. The newly devised scheme of work for art will support teachers in ensuring consistent development of pupils' skills and knowledge. Samples of work are kept as an example of attainment and effective displays around the school reflect increasing progression and creativity in the work. Teachers make sure that all pupils, including those with special educational needs, get adequate support and that all pupils have access to the full range of opportunities which the school is able to offer. There are many occasions when the artistic experiences enhance pupils' spiritual and cultural development, both in the feelings which art work evokes and in the appreciation of the skills and techniques of famous artists and other cultures.

DESIGN AND TECHNOLOGY

115. Standards by the end of both Key Stage 1 and Key Stage 2 are broadly in line with the national expectations and all pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment. The last inspection report identified omissions in both the design and evaluation elements of the subject and also in the use of electrical components in pupils' designs. All these elements have been satisfactorily addressed with the introduction of a new scheme of work, which takes account of the recently revised curriculum for the subject.
116. Pupils at Key Stage 1 take part in a good range of designing and making activities that are well matched to the age and interests of the pupils. They develop skills of cutting and folding as they make a pop up Christmas card. They also learn to use simple tools as they grate cheese and cut up fruit to make a healthy meal. They extend their skills as they design and make a wheeled vehicle, first by using a construction kit and then using card and straws. They can name the chassis, body and wheels and describe how the axle makes the wheels go round. They are encouraged to talk about what they like about their models and what could be improved.
117. At Key Stage 2, pupils are involved in design and technology activities that are appropriate and give good opportunities for the development of knowledge and skills. Pupils are taught to consider the purpose and design of artefacts. They use materials such as paper and card and learn how to cut, join and form materials and produce articles of reasonable quality. The teachers' planning gives suitable emphasis to the development of designing and making skills. Teachers give pupils the opportunity to make choices, discuss preferences and evaluate their work. Younger pupils designed and made models to celebrate the millennium and evaluated the success of their robots and suggested improvements. As pupils move through the school, they refine

their designing skills. They examine existing products to see how they are made. For example, pupils took apart a torch and used the knowledge gained to design and make their own torch, making a small circuit and connecting it to a plastic bottle with masking tape. In their evaluations they noted that the circuit was too big to fit on the bottle and also that the switch needed adapting, because it would not work at an angle. Others looked carefully at a range of musical instruments before designing and making their own. Because of the unsettled situation in Year 6, these pupils have yet to complete any work in the subject this year. However, planning for this half term now indicates that they are to design a mousetrap to catch mice humanely and a tall structure from paper that will support a large marble.

118. The quality of teaching is satisfactory with some good practice at both key stages. Lessons are well planned and pupils are taught the appropriate skills at each stage, to enable them to make satisfactory progress. Although the school has yet to make much use of information and control technology to support the work, the content overall meets the requirements of the National Curriculum. The pupils are set appropriate challenges and the needs of pupils of all levels of attainment are taken into account, so that all can take part fully and effectively in lessons.

GEOGRAPHY

119. Standards in geography have declined since the last inspection. The main thrust within the school has concentrated on driving up standards in literacy and numeracy. This, together with the unstable staffing situation, has resulted in little attention being given to developing the curriculum until recently. Although geography has been taught, the breadth of study has been restricted and the development of pupils' skills, knowledge and understanding of geography has been inconsistent.
120. Geography is taught in blocks of time and over the course of a year, all pupils cover adequate work to meet the National Curriculum requirements. However, this practice of teaching geography in blocks results in a narrowing of the curriculum and does not effectively build on pupils' prior learning. Sometimes pupils may not experience any work in the subject for a considerable period of time.
121. By the end of Key Stage 1, pupils' attainment is below that which is expected for their age. Pupils have little appreciation of the world at large and have only limited experience of using globes, maps and plans of different scales. Pupils are given a sound introduction to looking at where they live and gain a good foundation for local geographical study, but this is not sufficiently well developed. All pupils have a reasonable awareness of their own locality. They know their route to school and can give simple directions along the roads but have limited opportunities to draw maps or plans. Year 2 pupils enjoyed the street trail and made satisfactory progress in developing their geographical skills of enquiry and recording their observations of street furniture. They also became more aware of the different types of houses and the use of buildings for shops and manufacturing. However, this was an isolated study and has not been taken further.
122. By the end of Key Stage 2, pupils' attainment in geography is unsatisfactory. Their knowledge of different areas of the world compared to their own locality is limited. Progress in the location of places is weak and pupils' skill in using atlases and globes is under-developed. Although most pupils can identify the United Kingdom and the sub-continent of India on a world map, many cannot name the other continents correctly. Work undertaken recently by pupils in Year 6 has enabled them to make progress in developing their mapping skills. Most pupils are now confident in understanding four

figure grid references and some are confident with six figure numbers. Pupils have some knowledge of environmental issues but their understanding of geographical themes is far too restricted. By the end of the key stage, pupils do not have the skills of geographical enquiry. There is good progress in some classes, particularly in Years 4 and 5, where teachers provide some appropriate resources for pupils to research against good questions. These include photographic interpretations and maps of the area. Pupils, through their study of rivers and settlements, are gaining some understanding of geographical terminology, such as tributary and meander. In one lesson observed, pupils of all levels of ability were helped to develop their mapping skills whilst making use of an Ordnance Survey map to locate the rivers in the local area. They deepened their understanding of why people chose to settle close to rivers and the more able pupils were able to describe the physical features of Ribchester and demonstrated some skill in understanding scale. Most pupils, however, were not secure in reading the map. Pupils learn of life overseas in an Indian Village and make comparisons about life for children there with their own lifestyle, but this is at a superficial level. In both key stages, the progress of pupils with special educational needs is similar to that of other pupils in the same classes. These pupils are well supported, with suitable emphasis on providing them with the necessary help to enable them to succeed.

123. Over time, teaching of geography has been unsatisfactory although during the inspection some good teaching was observed. However, throughout the year, teaching has not been effective and has not reinforced pupils' progress. Most of the work is based on the completion of worksheets and written work is very thin. Pupils do not become skilled in using reference materials and presenting their own data in words or diagrams. There is little opportunity for pupils to study topics in depth and to develop the ability to research information for themselves. There is little evidence to show that pupils study a wide range of geographical issues or develop appropriate skills. Nor is there any evidence to show that pupils study another locality in the United Kingdom and compare it with the Fylde Coast.
124. The school recognises that this is an area in need of development and has very sensibly introduced a new scheme of work. However, this is too new to have yet had an impact on pupils' attainment and teachers have not yet had any training in adapting this scheme to the needs of their pupils. Furthermore, teachers do not assess pupils' work to see exactly what they have learned and what they need to learn next. The quality of resources is unsatisfactory. The school has a reasonable number of atlases and globes, but lacks a good range of maps and reference books or computer software to support the different topics. This lack of resources is restricting pupils' learning and inhibiting their progress.

HISTORY

125. Pupils at both key stages make satisfactory progress overall and attain standards that are broadly in line with those expected for their age. Pupils at Key Stage 1 are building good investigation skills and enjoy being historical detectives. Some year groups in Key Stage 2 have a good breadth of knowledge and present their findings well. Pupils make good progress in the early stages of Key Stage 1 and in the middle years of Key Stage 2. Elsewhere, the quality is less well sustained and pupils experience a narrow range of activities.
126. By the age of seven pupils gain a sense of chronological order and can appreciate the difference between the recent past and long ago. They are learning to communicate their knowledge in different ways, for example, drawing and building pictograms. Pupils

learn to identify differences in life in other times through discussion and examination of objects. Artefacts are well used in some classes. For example, a collection of model ships from the local museum stimulated keen observation. Pupils respond well when given the chance to find out about the past from visitors. They pose pertinent questions and persevere when trying to articulate their own hypotheses. In one lesson, pupils enthusiastically identified changes in daily life during the last fifty years and suggested ways in which their teacher could wash her clothes without an automatic washing machine. They are beginning to build up a relevant vocabulary and to use it when recording what they have learnt. Pupils are learning well because they are given a good range of challenging activities.

127. As they move through key Stage 2, pupils in year 3 and 4 gain an appreciation of other civilisations. Through their studies of invaders and settlers, they become aware of some ways in which the Romans changed Britain. The visit to Ribchester inspired good recording of research, for example, about Roman coins and swords. Pupils have been given the opportunity to compare and contrast the military strengths of the Romans and the Celts and to reach their own conclusions. Older pupils studying the Tudors are developing skills of research and interpretation, for example, in concluding that portraits were designed to make kings look “posh and wealthy”. They empathise with people of other times, for example, when keeping an Armada diary, and can find information for themselves. By the age of eleven, pupils display a satisfactory level of knowledge and understanding of significant periods in British history, such as Britain since 1930. However, teaching in Year 6 recently has relied heavily on completing worksheets and this has restricted the breadth of study. Pupils have been provided with too few opportunities to undertake independent research and to extend their skills in considering opposing viewpoints. Although pupils talk in broad terms about situations like rationing, they lack skill in identifying effects.
128. The quality of teaching is good overall at Key Stage 1. Very good teaching, especially in the early part of the key stage, enables pupils to acquire a sense of chronology and provides them with opportunities to look at different sources of evidence and artefacts. This enthuses pupils and makes them keen to apply their knowledge and skills. Teaching is satisfactory in Year 2, but the pupils are not presented with the same opportunities to build on this good start or to deepen their knowledge. Teaching is satisfactory overall in Key Stage 2, with examples of good teaching, especially in Years 4 and 5. The good teaching ensures that pupils experience a good range of activities and learning opportunities. For example, pupils spent a day pretending to be a roman citizen and gained first hand experience of the way life was led in those times. Teachers’ own good understanding of the subject and their high expectations encourages pupils to think critically about events from the past. This motivates pupils well and stimulates their curiosity. They enjoy finding out information for themselves and teachers encourage them to express their findings in their own words wherever possible. Unfortunately, of late, the degree of over-direction in the teaching and the narrow range of activities has restricted the learning opportunities for the oldest pupils. Recording and presentation skills through writing and the use of information and communication technology have not been progressively developed because pupils have not been given enough opportunity to write for themselves.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards of attainment in information and communication technology are below expectations overall and pupils make unsatisfactory progress. Insufficient opportunities are provided for pupils to be involved with the subject and become competent and skilled in the use of information and communication technology. The lack of progress is mainly due to incomplete coverage of all National Curriculum requirements. Pupils have not been taught the full range of skills and there are gaps in their knowledge. Although standards have declined since the last inspection, this deterioration has been halted and the subject is showing clear signs of improvement. Information and communication technology is an important priority in the current school development plan and arrangements are in hand to address areas of weakness.
130. The attainment of pupils by the end of Key Stage 1 and Key Stage 2 is below the level expected for pupils aged seven and eleven. Some pupils at Key Stage 1 have appropriate basic computer skills; they can move images across the screen and use some keys and the space bar. Although some pupils can enter text and carry out simple editing when copying out their stories, the word processing skills of the majority of pupils are below those expected nationally. Many pupils are unfamiliar with letter positions on the keyboard or the effects of using simple edit functions. Pupils gain familiarity with the mouse and menus when using games which reinforce mathematics skills and when using painting programs. At present, there is an emphasis on exchanging and sharing information rather than on using information and communication technology to find things out or make things happen.
131. By the end of Key Stage 2, pupils can write short pieces of prose or poems, using different fonts and font sizes. They write short reports, for example, about the techniques used in their art and design work. With support, older pupils have entered information into a database about the planets. Pupils have researched a CD ROM encyclopaedia for information for their history topics. Pupils who have computers at home display more advanced skills and can explain how to carry out various functions in word processing. However, these pupils have few opportunities to apply these skills in school. Although pupils make some limited progress in their understanding of word processing, progress is unsatisfactory in the other areas of the information and communication technology curriculum, such as data handling, control and modelling. In many classes, the computer is switched on but not in use. Pupils in Year 6 in particular have not had the proper opportunities to develop their competence in the use of information and communication technology recently.
132. When given the opportunity, pupils enjoy working at computer stations. They work sensibly, often with a relatively low level of supervision. Occasionally, older pupils benefit from being allowed to make use of the computers during their lunch break and this enables them to practise and extend their skills.
133. No direct teaching of the subject was observed during the inspection. Teachers usually set up the computers with the programmes they want the pupils to work on. There is little evidence of teachers showing pupils how to acquire a new skill. Over time, teaching has been unsatisfactory and pupils, especially the oldest, have not made enough progress. The range of learning opportunities in information and communication technology is very narrow and the attention given to the subject is not sufficiently systematic. With few exceptions, teachers fail to indicate in their planning when and how they intend to teach the knowledge skills and understanding necessary to work with and make use of information and communication technology tools. The development of teachers' subject knowledge and confidence has been hampered by the many changes of staff. At the present time, there is no permanent co-ordinator for

the subject. A scheme of work has been drawn up but as yet it is not consistently implemented.

134. Until recently, little money has been invested in updating and increasing the number of computers available in school. Now, although the quality of computers has been improved, there are still too few computers to enable all pupils to have regular access to a machine. The school recognises that this is an area for development and has firm plans to address the weaknesses. These plans include further professional training to improve teachers' expertise. Successful bids for support have been made through the National Grid for Learning Fund and the New Opportunities Fund.

MUSIC

135. Because of timetabling arrangements it was only possible to observe two lessons in Key Stage 2 and none in Key Stage 1, but based on the limited evidence available, pupils' attainment is at the expected level for their age. It is evident that pupils are skilled in singing and confident when performing in front of an audience. In the very good quality lesson for pupils in Year 4, the teacher showed secure subject knowledge and her enthusiasm was captured by the pupils who made a good attempt to sing tunefully and obviously enjoyed the lesson. Pupils of all abilities made good progress in developing their awareness of pitch and notation and the teaching skilfully focused on developing pupils' understanding of recurring shapes in notation, and recognition of phrasing. In the good lesson in Year 3 lesson, pupils demonstrated their ability to listen and appraise a piece of music from a Russian musical for children. They were able to identify the different instruments used and showed a good understanding of how words and music when matched together can reflect the mood. When singing, they showed a growing awareness of pitch and tempo and a good ability to sustain the rhythm and a steady beat.
136. Provision for music is good and there are good opportunities for pupils to develop their musical talents. The school has a choir, recorder groups, a hand chimes group and a music club run by enthusiastic staff. Pupils are well taught and make good progress in learning to read music. Time is provided for each Key Stage to come together to sing a wide range of hymns and songs which they have practised and memorised. In school assemblies the pupils sing tunefully and with enthusiasm and obvious enjoyment. Pupils have the opportunity to listen to live performances of music by the Lancashire Symphony Orchestra and Salford University Brass Band.
137. Pupils are given opportunities to take part in a range of musical performances, such as the Christmas end of term concerts. Recorded music is chosen to illustrate assembly themes and pupils listen to and discuss music from their own and other cultures.
138. There is a comprehensive policy and scheme of work based on recorded music. It gives a useful structure for non-specialists and covers all aspects of the National Curriculum programmes of study. The music co-ordinator, who has good subject expertise, has written extra study units to supplement the teaching of composition. She is currently on maternity leave, but in her absence a colleague is taking responsibility for the subject. Teachers make good use of the limited resources available.

PHYSICAL EDUCATION

139. The standards of physical education which the pupils reach by the end of both key stages have been maintained since the previous inspection and are in line with the expected levels of attainment for pupils of their age. It is clear, however, that significant improvements have been made in the scheme of work, in the expertise of the teaching staff and in the provision of resources. This has resulted in a more rounded provision with a better balance of gymnastics, athletics, the development of skills and team games. Swimming is a feature of the school's provision with almost three quarters of all pupils achieving 25 metres by the end of Year 4 and almost all pupils swimming before they transfer to secondary education. There is a good range of out of school opportunities with many pupils taking part in netball, soccer, cross country, rounders and cricket clubs and a swimming gala.
140. Pupils in both key stages make good progress in all aspects of the broad curriculum as they move through the school. They enjoy their lessons. They listen well and respond enthusiastically to instructions. They usually work well together in pairs engaging in appropriate constructive discussion about how to improve their sequences of movements, although, occasionally, exuberance leads to some inappropriate behaviour amongst the older pupils.
141. The standard of teaching is generally good with some examples of very good teaching. Lessons move at a good pace and pupils are challenged to meet the teacher's high expectations. Lessons are well planned with an appropriate period for warming up and progressive development of a theme to meet the stated learning intentions. In the lessons which were observed, the emphasis was on gymnastics and the improvement of pupils' skills of movement and balance with appropriate concentration on style and posture. The teachers encourage and support the pupils but purposefully increase the challenge of each activity to extend the pupils' attainment even further. The teachers make good use of pupils to demonstrate their ideas and to stimulate greater effort from the others. Pupils are well managed and controlled and on one occasion where a small group of pupils behaved in an inappropriate manner the teacher took appropriate action to manage this and maintained the pace of the lesson as well as meeting the objectives she had set. Activities are well thought out and the use of a wide range of apparatus provides a rich variety of actions which can be developed. Teachers give good, clear instructions and appropriate attention is paid to safety procedures.
142. The school hall is well equipped with large apparatus which the pupils can assemble under supervision. This is done sensibly and with a minimum of fuss. There is also a wide range of appropriate small equipment which is used regularly to enhance pupils' agility and to improve their control of movements.

RELIGIOUS EDUCATION

143. The standard of attainment in religious education is broadly in line with the expectations of the Locally Agreed Syllabus at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress overall. There are some variations in teachers' expectations and in the quality of learning opportunities which have an impact on pupils' progress. Many pupils begin this subject with little experience of religion or worship and the subject contributes significantly to their spiritual development.
144. By the end of Key Stage 1, pupils are familiar with the basic features of Christianity. They can recount the important features of the story of the nativity. They are familiar

with some of the stories in Scripture. Considering the beauties of the world enabled pupils to imagine the Garden of Eden and understand the Creation story. They learn about important people in the Bible and are encouraged to consider how they might have felt, for example, Zechariah when he lost his speech. Pupils use their own words and pictures to explain good and bad times. They are beginning to recognise symbolism and know that candles can represent light and bread can mean food. They are developing an appreciation of different faiths and know how the Jewish New Year is celebrated. They know that Diwali is a time of celebration among Hindus but they are not sure why.

145. By the end of Key Stage 2, pupils build on previous knowledge to strengthen their understanding of Christianity and other religions. They know the main events in the life of Christ and his teaching in broad terms. They recognise some figures from the Old Testament and are building up a sound knowledge of sacred texts, such as, the Bible. Pupils are developing a sound understanding of the purpose of religious ceremonies and where they take place. They show a proper understanding of worship, especially in Hinduism, although they have had no recent experience of visits to places of worship or interaction with representatives of other faiths. Pupils are learning about festivals and traditions of other religions. They know that world faiths differ and recognise there are some similarities, such as pilgrimages. They know the names of several Hindu Gods and that Ganesh is associated with wisdom. During a lesson in Year 4, pupils made good progress in understanding the belief that one God can have many characters and expressions.
146. The quality of teaching is satisfactory overall. Some teaching seen during the inspection in Key Stage 1 was very good because of the high expectations of the teacher and the very good relationships in the class. Teachers' secure subject knowledge leads to good discussion. Teachers provide a good role model and, through their open and empathetic manner, raise pupils' awareness and encourage positive respect for other faiths and cultures. On occasions, teachers' planning lacks a clear focus and too many activities are provided at the same time. This tends to confuse pupils rather than supporting their knowledge and understanding of other's beliefs and practices.
147. High expectations also enhance teaching in some classes in Key Stage 2 when pupils are dealing with challenging concepts. Teachers answer questions fully and extend pupils' thinking. However, the range of experiences provided for pupils varies from class to class. Pupils' work over time shows a lack of consistency in teachers' expectations of the quality of presentation and quantity of work. The infrequency of written work in some classes restricts the pupils' ability to recall and record information about religion.