

INSPECTION REPORT

**HESKETH WITH BECCONSALL
ALL SAINTS CHURCH OF ENGLAND
PRIMARY SCHOOL**

Hesketh Bank

LEA area: Lancashire

Unique reference number: 119566

Headteacher: Mr L H M Smye-Rumsby

Reporting inspector Mr D Byrne
28076

Dates of inspection: 26th February –1st March 2001

Inspection number: 195954

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

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Appropriate authority: Governing Body

Name of chair of governors: Mr J R Topping

Date of previous inspection: 30th June 1997

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Mr I Johnston 7983	Team Inspector	Equal Opportunities English Art and Design Geography	How well is the school led and managed?
Mrs M Forsman 8263	Team Inspector	Foundation Stage Information and communication technology History	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided Church of England school in the diocese of Blackburn. It is situated in the rural village of Hesketh Bank near to the large town of Preston. Since the last inspection in 1997, new housing in the locality has resulted in the school population growing from 171 to the current figure of 194. There are 101 boys and 93 girls aged from 4 to 11. Just under 7% of pupils are eligible for free-school meals, which is lower than the national average. There are 28 pupils on the school's special needs register, which is 14% of the school population and is below the national average. There are 4 pupils with statements of special educational needs which is more than usually found in a school of this size. No pupils are identified from ethnic minority backgrounds and none require support for English as an Additional Language. The majority of pupils have some pre-school education and the attainment of children when they are admitted to school in the Reception class is average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

The school provides pupils with an effective quality of education. After a time of considerable instability in the leadership of the school, the newly appointed head teacher provides good leadership, which is improving the school. The quality of teaching is good overall and pupils make good progress. By the time pupils reach the end of Key Stage 2 they attain above average standards in English, mathematics and science. Pupils have good attitudes to school life and they capably take responsibility and use their initiative. The school has a good capacity for continued improvement in future and the school is giving satisfactory value for money.

What the school does well

- Children in the foundation stage are given a good quality of education.
- Pupils in Key Stage 2 make good progress overall and by the age of 11 they achieve standards that are above the national average in English, mathematics, and science and exceed national expectations for pupils in art and design and history.
- Good provision is made for pupils with special educational needs.
- The quality of teaching is good overall.
- Pupils form good relationships with each other and develop positive attitudes to school.
- The school provides well for the pupils' spiritual, moral and social development.
- The leadership of the school is good. The head teacher and senior management team have created a good team spirit amongst staff that is ensuring that the school is steadily improving.

What could be improved

- The standards attained by pupils across the school in information and communication technology.
- Procedures for the assessment of pupils and the way in which the gathered information is used to improve planning.
- The quality of the accommodation.
- The number and quality of books and computers and the resources for geography and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, the school has made satisfactory progress overall. The school has been through a period of instability with many changes of staff, which has slowed the rate of progress since the previous inspection. The new head teacher, appointed three terms ago, is promoting rapid progress. Standards in design and technology have improved and the progress of pupils in music has increased and is now satisfactory. Effective systems are being established for the monitoring of teaching and learning and the senior management team has a stronger role and is having a positive impact upon the direction of the school. Each subject now has an appropriate scheme of work to guide teaching, but many schemes have been in place for a short time and need to be carefully evaluated to check on which parts work and which do not. Although there are sound assessment procedures in place for English and mathematics, not enough has been done to develop manageable ways of assessing and recording pupils' attainment and progress in other subjects. Higher attaining pupils are now challenged and pupils with special educational needs make good progress as a result of good provision by the school.

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	C	D	C	C	well above average A above average B average C below average D well below average E
mathematics	B	D	C	C	
science	A*	C	C	C	

The table indicates that standards at the end of Key Stage 2 in the end of key stage National Curriculum tests in 2000 were close to the national average and close to the average for similar schools in English, mathematics and science. Over the last three years, pupils' performance in English, mathematics and science has been close to the national average in each subject. The inspection findings are that for the current group of pupils in Year 6, attainment is above the national average in English, mathematics and science. This improvement has been brought about as a result of good teaching and better management. Pupils are now making good progress and achieve as well as they can in English, mathematics and science in Key Stage 2. The literacy and numeracy targets for the year 2001 are sufficiently challenging and the school is well on course to achieve them. At the end of Key Stage 2, pupils exceed nationally expected standards in art and design and history. Expected standards are achieved in design and technology, geography, music and physical education. Despite recent improvements in provision for information and communication technology, there are still gaps in pupils' skills and knowledge and standards are below expectations for pupils at the end of both key stages. The end of Key stage 1 National Curriculum test results indicate that at the age of 7, pupils' performance over the last three years in reading and writing has exceeded the national average but in mathematics pupils' performance has been below the national average. In 2000, results at the end of Year 2 dipped significantly as a result of the impact of instability in teaching for the class. Inspection evidence shows that pupils make satisfactory progress overall in Key Stage 1. By the age of 7 they achieve standards in reading that are above the national average and in writing standards are close to the national average. Standards in mathematics are improving and are

average as pupils have benefited from the introduction of the daily mathematics lesson and improvements in teaching. In science pupils' achievement is close to the national average. In other subjects pupils' attainment by the end of Key Stage 1 exceeds national expectations in art and in design whilst in design and technology, geography, history, music and physical education attainment is close to national expectations for 7 year olds. Pupils make good progress in the Reception class and their attainment by the time they start in Year 1 is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are happy and enjoy the vast majority of lessons. Higher attaining pupils and those with special educational needs make good progress overall. Children in the Reception class do well in their personal, social and emotional development.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. A small number of pupils however can be noisy when they are working. The implementation of the new behaviour policy is improving the way pupils relate to others. There have been no exclusions.
Personal development and relationships	Pupils learn to take responsibility and use their initiative by being monitors and organising activities in lessons. Relationships in the school are good.
Attendance	Attendance is good. The levels of both authorised and unauthorised absence are well below national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection the quality of teaching was very good in 22% of lessons, good in 36% and satisfactory in 42%. Teaching is consistently good for children in the foundation stage and this has a very positive impact on their learning. In Key Stage 1 changes in teaching staff have contributed to inconsistencies in the quality of teaching which ranges from very good to satisfactory. Pupils' learning is variable and whilst pupils make satisfactory progress across Key Stage 1 it could be better in some areas. In Key Stage 2, more stability in teaching results in a more consistent approach to how pupils are taught. Teaching is good overall at Key Stage 2 and pupils learn at a good rate. The quality of teaching and learning in literacy is good across the school and in numeracy it is satisfactory in Key Stage 1 and good in Key Stage 2. In art and design and music the quality of teaching is good across the school and in science, geography and history it is good in Key Stage 2. Across the school good relationships exist between pupils and staff and lessons usually challenge higher attaining pupils. There is very good teaching of pupils with special educational needs with very effective teamwork between class teachers and classroom assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the Reception class experience a rich curriculum. A suitable and broad range of subjects is taught to all pupils aged 5 to 11. The national strategies for literacy and numeracy have both been implemented successfully and each subject is planned for an appropriate amount of time. Planned provision for pupils' personal social health education is weak.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Pupils' progress is carefully monitored and the needs of each pupil are met.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social and development. Provision for cultural development is satisfactory but it lacks a clear model for planning its development across the school.
How well the school cares for its pupils	The school makes satisfactory provision for the welfare of its pupils. Health and safety procedures are fully in place and child protection systems are effective. Procedures for assessing pupils and using the information to improve planning need improving.
How well the school works with parents and carers.	Satisfactory. The school welcomes the involvement of parents in the life of the school. Uncertainties in the leadership of the school have resulted in some weaknesses in the quality of information although it is satisfactory overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher gives the school clear direction that is raising standards achieved by pupils. A strong and effective team of senior teachers is effectively managing the school and everyone shares a commitment to continued improvement.
How well the governors fulfil their responsibilities	Satisfactory. The governing body has an effective committee structure that ensures that it fulfils its statutory responsibilities. The commitment of the governors has supported the school through recent difficult times. The governing body is introducing measures to make sure that the principles of best value are applied to spending.
The school's evaluation of its performance	Satisfactory. The head teacher and senior management team analyse all available data and know the strengths and weaknesses of the school. Together with the governing body they have set realistic targets for improving teaching and learning.
The strategic use of resources	Teaching and support staff are deployed effectively. The accommodation could be better used so that pupils have increased access to a library and to computers. The governing body plans to spend the funds accrued in the large budget surplus to benefit the education of pupils presently in the school. There are systems in place to ensure that money is spent wisely to benefit the pupils' education.

Pupils benefit from being taught by suitably qualified and experienced teaching and support staff. The number and range of books are unsatisfactory and equipment for information and communication technology, geography and music needs improving.

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 majority of children like school.• The approachable staff.• The leadership provided by the new head teacher.• The way the school enables pupils to become responsible.• The support for pupils with special educational needs.	<ul style="list-style-type: none">• Quality of information about what children learn and how they are taught.• The behaviour in the school.• The amount of homework provided for pupils.

Inspection findings agree with the positive comments. Behaviour is satisfactory overall and is not a concern. The amount of homework is satisfactory overall but varies across the school. More information about what is taught and guidance for parents about how they might help children at home would strengthen links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the time of the last inspection, pupils' performance in the end of key stage National Curriculum tests at the end of Key Stage 2 has dipped in English and mathematics and improved in science. The decline was due to the negative impact caused by uncertainties about the leadership of the school and significant changes in teaching staff. Inspection evidence is that standards in the current Year 6 class are above the national average in English, mathematics and science as a result partly of the impact of clearer leadership that is demanding high standards, from staff and pupils, partly because of a more settled teaching force and partly because of the benefits from implementing the National Literacy Strategy and National Numeracy Strategy.
2. The results of the 2000 baseline assessments carried out soon after the children join the Reception class show that the children start school with average levels of development in each of the areas for learning for children of this age. Children make good progress in the Reception class due to good teaching. By the time they start in year 1, most pupils exceed the early learning goals in each aspect of their learning i.e. personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development.
3. The results of the school's 2000 end of key stage National Curriculum tests for seven year olds were well below average and have dipped significantly from previous years. At the end of that year, pupils' performance in reading and writing was well below the national average and well below the average results for similar schools. In mathematics standards were very low being in the bottom five percent nationally and well below the average when compared to similar schools. The decline in standards was due to major disruptions in teaching that affected the class that took the 2000 tests. Use of temporary staff coupled with uncertainties in the school's leadership at that time resulted in a lowering of standards and of the continuity of the Year 2 pupils' education. Standards in science were above the national average based upon teacher assessments.
4. The end of Key Stage 1 test results in 2000 are not typical of results in the school in previous years. Between 1998 and 2000, the average National Curriculum points show that the performance of pupils in reading and writing exceeded the national average for their age group but their performance in mathematics fell below the national average. Standards in mathematics by the end of Key Stage 1 are now improving as a result of the successful implementation of the National Numeracy Strategy, the impact of better teaching, clearer leadership and improved subject management. The dip in results in 2000 has been rectified and standards by the end of Key Stage 1 are rising as the result. The class that achieved standards that were well below average in Year 2 in 2000 are now making good progress in Year 3 and achieving standards that are in line with the expectations for their age.
5. Inspection findings are that pupils in the current Year 2 class make satisfactory progress and achieve standards that are above the national average in reading and close to national expectations for 7 year olds in writing, mathematics and science. Pupils develop good attitudes to school life and work well during most lessons. Pupils are confident and fluent readers and enjoy books. Pupils write competently with a legible, fluent and linked style. They correctly punctuate sentences using full stops and capital letters and are beginning to make good use of interesting words to bring their writing to life. By

recording work in subjects such as science, pupils learn to write factually as well as imaginatively. In mathematics, pupils make satisfactory progress in their understanding and application of number and develop a secure knowledge and understanding of the value of numbers up to twenty and beyond. They know how to add and subtract numbers and are beginning to multiply and divide by sharing numbers. A comparative weakness is in the pupils' skills of handling data although standards in this aspect of mathematics are satisfactory. In science, inspection evidence is that pupils are developing sound levels of knowledge and understanding of living things, materials and their properties and the way things move and sounds and light are made but they could do better in working on their own as part of scientific investigations.

6. The inspection evidence indicates that the progress of pupils between Years 3 and 6 is good. Over the last five years, however, the school's end of key stage National Curriculum test results have not improved at the same rate as schools nationally. The results for year 2000 show that standards in English, mathematics and science are close to the national average and average compared with the results in schools with similar intakes. Over the last three years, pupils' performance in English, mathematics and science has been close to the national average in each subject. The inspection findings are that for the current group of pupils in Year 6, attainment is above the national average in English, mathematics and science. Pupils are now making good progress and achieve as well as they can in these subjects in Key Stage 2. The improved performance is directly the result of improvements in teaching in each subject, better subject management by co-ordinators and clearer expectations from the recently appointed head teacher. Lessons are better organised and planned so that higher attaining pupils and lower attaining pupils are identified and given work that matches their ability. The quality of teaching is also now beginning to be regularly checked and areas for further improvements identified.
7. The school carefully analyses the end of key stage test results to identify areas for improvement. The new head teacher and staff implement effective strategies to improve standards and to monitor trends in results over time. The targets for pupils' achievement in English and mathematics are carefully thought through and based upon available performance data. They are suitably challenging and achievable. The head teacher has implemented a good range of strategies to make sure that standards achieved by the end of Year 6 are as high as they can be although standards could be better in information and communication technology. In Key Stage 1, pupils achieve well in reading but whilst standards in writing and mathematics are satisfactory, they could be even better.
8. In other subjects, pupils in Key Stage 1 make satisfactory progress and reach the expected standards for their age in design and technology, geography, history, music, physical education. In art and design pupils achieve standards that exceed expectations for their age. The rate of learning increases in Key Stage 2 and is particularly good towards the end of Key Stage 2. Pupils achieve standards that are above the expectations for their age in art and craft and design and history. In geography, music and physical education pupils make satisfactory progress and achieve standards expected for them by the end of Year 6. Standards in information and communication technology are below the national expectations for pupils at the end of both key stages.
9. The pupils with special educational needs make good progress towards their individual educational plan targets and in lessons. Pupils take advantage of the very good quality support by teachers and support staff both in classrooms and in withdrawal sessions and this enhances progress well. Pupils feel valued both by staff and by other pupils as a result they are willing to ask and answer questions to improve their knowledge and understanding. They concentrate well on their work, applying themselves well, for

example during group activities in literacy and Numeracy lessons. In individual withdrawal sessions pupils' knowledge of their own targets spurs them on to achieve well and move on to new targets. The pupils with special educational needs develop their personal skills well. When given the opportunities they carry out tasks confidently. A pupil with a statement of special educational needs acts as a competent class monitor and another pupil on the register copes well as an 'infant helper', helping lunchtime staff to look after younger pupils at wet lunchtimes. The school has worked hard to maintain the good standards of progress of pupils with special educational needs since the last inspection.

Pupils' attitudes, values and personal development

10. Pupils, attitudes to the school are good and have been maintained since the last inspection. Pupils are keen and eager to come to school and clearly enjoy the majority of lessons. They are keen to work and several examples were seen of pupils wanting to complete work during breaks. They involve themselves in a wide range of activities, including extra-curricular ones, and are ready and eager to talk about these. This is a happy and friendly school. Pupils speak readily to adults in a very open and sensible manner. Pupils apply themselves to individual tasks and also work well in groups. This is encouraged and demonstrated across all years, for instance, during a design and technology activity observed in Reception pupils clearly demonstrated high levels of teamwork and co-operation.
11. Behaviour in school is satisfactory overall. Pupils are usually quiet and sensitive to the needs of others but at times, a group of challenging pupils in Year 2 can be noisy and mildly disruptive. The design of many rooms does not help noise levels when pupils are involved in activities that demand talking and movement for example, during science or design and technology activities. The lack of defined classrooms, flimsy screens separating different classes and hollow floor boards all make it difficult for pupils who are legitimately talking or making sound not to interfere with the work of pupils in another class. The new behaviour policy is beginning to work and oppressive behaviour is rare and good procedures exist to deal with it. The changes of staff in Key Stage 1 until recently have resulted in inconsistencies in the way pupils are managed in Key Stage 1 and some pupils have a tendency to flaunt class routines.
12. Pupils' ability to take responsibility and use their initiative is good as is shown by pupils performing various jobs such as taking class registers to the office and taking responsibility for a range of class duties by being class monitors. Pupils are successfully encouraged to organise activities in lessons and are eager to accept such responsibility. From the start of their education in the Reception class, children are expected to help to take out and put away equipment for example, during a physical education lesson children worked together to put away mats and benches and in Year 5, a range of duties is systematically provided for pupils including taking responsibility for organising pupils working in their group. During literacy and numeracy lessons, pupils show a good ability to work on their own as well as working well with others. When given the chance, pupils demonstrate good levels of initiative. Relationships in the school are good, both between staff and pupils and between the pupils themselves. They care for each other and readily co-operate. Older children look after younger ones and pupils with special needs are well integrated into the social groups.
13. Attendance is good and well above the national average. The levels of both authorised and unauthorised absence well below national averages and pupils rarely arrive late. There is a culture of good attendance, with levels improving over a three-year period and this is contributing to improving standards. There are no exclusions.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching has improved since the last inspection. It is now good overall with no teaching being unsatisfactory. In the lessons observed during the inspection, the quality of teaching in 22% of lessons was very good, in 36% of lessons it was good and in the remaining 42% it was satisfactory. Teachers are hardworking and keen to improve further by participating in regular training. They are working together effectively as team to provide pupils with an effective quality of education although some inconsistencies exist in the way pupils are taught and managed in Key Stage 1.
15. Teaching is good in the Foundation Stage. Children in the Reception class learn rapidly as a result of being taught by an energetic, well-qualified and skilled teacher. A high priority is given to promoting children's personal, social and emotional development and the success in doing so ensures that children settle in well to school routines, form good relationships with others and develop a love of learning. Good use is made of information from the assessments made of the children at the start of their school life to help to provide well planned activities that match children's needs. There is a good balance between the provision of activities demanding formal, directed responses from children and those which enable the children to develop their creative and imaginative skills. Resources are very well organised so that creative play activities are regularly experienced but the lack of a suitable outdoor learning area hampers opportunities for the teacher to fully extend children's physical skills. The class teacher and support staff work very well together as a team so that all children receive good levels of support and attention, and this has a positive impact on their learning. The visit of a mother captured children's imagination and successfully promoted considerable discussion. Many children achieve the early learning goals in all the areas of learning for children of this age before they are five so that by the time they start Year 1, they are ready to make a good start on the programmes of work of the National Curriculum.
16. The lack of a permanent head teacher for a number of terms and changes in teaching staff have adversely affected the quality of teaching in Key Stage 1. Whilst teaching is never unsatisfactory, there are slight differences between the quality of teaching in Years 1 and 2. The headteacher is aware of the need to build upon the recent stability in the teaching force and is using good staff development models to improve the situation. There are inconsistencies in the expectations made of pupils to work hard, the pace with which lessons are taught, the procedures for assessing and tracking pupils and the way some noisy pupils are managed. This has an impact upon the pupils' learning and whilst pupils make satisfactory progress across Key Stage 1 it could be better in some areas. Teaching is good in literacy and satisfactory in mathematics, and science. Some very good teaching was observed in Year 1 and in Year 2 teaching is satisfactory overall. There are times when a group of challenging pupils in Year 2 generates high levels of noise that can affect the way other pupils learn and this reduces the progress made by pupils.
17. The teaching of literacy is good throughout Key Stage 1 and very good in Year 1. A good knowledge of how to teach reading ensures that pupils are provided with a good range of exciting and stimulating books. Pupils rapidly learn to recognise basic sounds and words and use good skills to read both familiar and new text. Good attention is given to reading in lesson planning and thoughtful and well-planned activities promote in pupils a love of books and reading. Very good teaching of literacy in Year 1 involved lessons being particularly well prepared and imaginatively taught. Pupils very enthusiastically participated in activities that demanded that they retold the events of an African story, "Handa's Surprise" by creating simple but effective books of their own and when the teacher used child-sized puppet to share discussions about the pupils, everyone was captivated and learned at a rapid rate. In Year 2, lessons are very well

prepared and a range of demanding and interesting activities is provided that match the school's National Literacy Strategy. There are times however, when some activities are disrupted by excessive noise and the pace of the lesson is lost and pupils' learning suffers as a result. During a well-prepared lesson when pupils explored the way poems can be used to express feelings through rhyme and rhythm, pupils' enthusiasm got out of hand and noise levels at times became excessive and reduced the ability of other pupils to concentrate. Throughout Key Stage 1, skills of reading and writing are used to support learning in other subjects but the use of information and communication technology to extend learning could be better.

18. In Key Stage 2 the teaching of literacy is good overall. In Year 3, exciting lessons are provided that set high expectations for all pupils and ensures that pupils develop very good attitudes to both reading and writing. Good use is made of group activities as part of literacy lessons so that the abilities of all pupils are well met. In Year 4, teaching is satisfactory. Whilst the needs of all pupils are effectively met, the pace of lessons could be better so that pupils work harder. In Years 5 and 6 the pace of lessons is good and pupils are challenged to think for themselves and to apply their skills of reading and writing across the curriculum. In a lesson seen in Year 5 pupils benefited from challenging and demanding activities involving comparisons between different types of explanatory texts. The very good use of white boards enabled pupils to express their ideas for words associated with texts about the development of a frog. The class-teacher successfully implemented a range of activities that were very well organised to meet the needs of everyone. In Year 6, high standards are also expected and pupils have good work routines that ensure that they learn at a good rate. Great sensitivity to the needs of pupils ensures that the activities that are provided are relevant and inspiring. The teacher's good subject knowledge ensured that pupils effectively organised their writing to convincingly debate the reasons why rainforests are disappearing. Pupils responded well to clear expectations from the teacher and this contributed to high levels of concentration. Pupils worked very hard, with good levels of perseverance and determination. At times teachers make good links between English and other subjects, for example, in history pupils studied the Anglo-Saxon epic poem of Beowulf.
19. The teaching of numeracy is satisfactory in Key Stage 1 and good in Key Stage 2. The National Numeracy Strategy has been implemented satisfactorily but staffing changes in Key Stage 1 have resulted in some elements of the strategy not yet being fully embedded. Teachers have a secure knowledge of the requirements of the strategy and throughout the school they are working hard to improve the quality of teaching and to ensure that there is a consistent approach to teaching numeracy in Key Stage 1. In Key Stage 1, there are times when pupils do not all make as much progress as they could, because work is set at the same level for all pupils, but usually lessons are well prepared and organised so that pupils are suitably challenged. Teachers across the school make good use of the mental arithmetic part of the mathematics lesson. Challenging and briskly delivered questions are given that test the mental agility of pupils of all abilities. This is developing the ability of pupils to think quickly and is improving their memory of basic facts associated with the times tables. Good teamwork between class teachers and classroom assistants ensures that less able pupils are supported well so that they can make progress that is satisfactory or better. By the end of Key Stage 2, pupils have developed very good attitudes to mathematics and enjoy the thrill of solving problems. Teaching is good in each class. Very good use of teachers' expertise and resources results in good learning. During a lesson in which Year 4 pupils learned about symmetrical shapes, the skilful use of the overhead projector enhanced the quality of explanations and enabled pupils to grasp the concepts being taught. The teacher's expectations that pupils use mathematical terms such as horizontal and vertical appropriately develops the pupils' ability to accurately communicate their

thoughts. In Year 6, pupils are determined to succeed in their end of key stage National Curriculum tests. Pupils are very well prepared by the class teacher through a variety of well organised and prepared revision activities. Work is planned to challenge pupils and tasks are set for higher attaining pupils that are at a standard that is well above national expectations for eleven year olds. As a result pupils are never bored and enjoy the feeling of achievement they get from solving quite advanced mathematical problems. There is a weakness in the use of information and communication technology in mathematics.

20. The quality of teaching in science is satisfactory in Key Stage 1 and good in Key Stage 2. In Years 1 and 2, lessons are well prepared in accordance with the requirements of the National Curriculum programmes of study. Good use of resources supports pupils' learning and by the age of 7 years, most pupils know about the basic skills of fair-testing in familiar circumstances. However, teachers do not pay enough attention to developing pupils' ability to record their work. In Key Stage 2, the quality of teaching is good overall. Teachers' good subject knowledge results in effective planning to meet the needs of all pupils. Well-prepared resources and well established links drawn between experiments and real life give meaning to pupils' work and this motivates and enthuses pupils. Expectations by teachers for pupils to work hard and to be independent result in the development of good attitudes to science amongst most eleven years olds. Pupils work hard to overcome problems and maturely record their work and use information and data from science investigations to prove or disprove their predictions. Teachers' knowledge and confidence in teaching investigations are particularly strong in upper Key Stage 2 but in Key Stage 1, less emphasis is placed on teaching such skills. In Key Stage 1 and lower Key Stage 2 work is not always set which is well matched to pupils' abilities and pupils are often expected to complete the same tasks. In upper Key Stage 2 more challenging work is provided and pupils make rapid progress.
21. The format of the literacy hour and daily mathematics lesson is influencing the organisation and management of all lessons and a range of teaching strategies is used to good effect. The three-part structure of mathematics lessons and the use of a summing up time at the end of each lesson, termed the plenary session, are influencing the way other subjects are taught. Teachers are successfully involving pupils in lessons by sharing with them the expectations for learning. This directs and motivates pupils to want to learn, especially in upper Key Stage 2. Teachers usually use time well and try to ensure that pupils of all abilities are given work that challenges and extends their knowledge and understanding. Good use is made of whole class and more direct teaching in smaller groups so that the needs of both higher attaining pupils and those with special educational needs are better met.
22. In other subjects the quality of teaching is satisfactory overall in Key Stage 1. The quality of teaching is good in art and design and satisfactory in design and technology, geography, history music and physical education. The contribution of the part-time support for design and technology has a very positive impact upon teaching of this subject. Although the teaching observed during the inspection was satisfactory in information and communication technology, there is a need to improve the way in which teachers plan to use computers as part of lessons. Many parents with children in Year 1 express concerns about the job-share arrangement. Inspection evidence is that this arrangement generally works well, although pupils do need to adjust to differing expectations and methods. The teachers concerned consult carefully and make sure that all parts of the curriculum are taught. In Key Stage 2, the quality of teaching is good. The stability in the teaching force has contributed to good levels of consistency between the way pupils are taught and managed. Teaching is good in art and design, geography, history and music and satisfactory in information and communication technology and physical education. Pupils respond well to the good quality of teaching by working with

good pace in the lessons and striving to present work of a high quality. Good pace during most lessons keeps the interest of pupils and ensures that concentration levels are usually high. Teachers make good use of praise and encourage pupils of all abilities to achieve as well as they can.

23. Overall work is well planned to meet pupils' needs although at times in some classes all pupils are expected to complete very similar work and this does not extend higher attaining pupils. Occasionally, the desire to push forward pupils' learning results in the pace of work in lessons being too brisk. Teachers work very hard to successfully create bright and lively classrooms and they value pupils' work by taking care to display examples of work to a high standard. In both key stages, committed classroom assistants and a small but dedicated group of parents and community members give valuable support to pupils, especially those who need additional attention. Throughout the school, homework is used to support pupils' work in school, but there is an inconsistent approach to setting homework from class to class that confuses pupils and their parents. Marking is usually prompt and successfully sets expectations for pupils to improve. Teachers know pupils well but there is currently no formal structure for involving pupils in establishing their own targets for improvement and for encouraging pupils to participate in evaluating their own rate of progress towards reaching the targets.
24. The quality of the teaching of pupils with special educational needs is very good. All teachers are fully aware of the needs of their pupils. When planning lessons the teachers set work that is at the correct level for the pupils and ensures that they make good progress. The teachers are very sensitive to the feelings of the pupils and when planning work at different levels they ensure that it is related well to the work of the rest of the class. As a result the pupils do not feel 'different' and their self-esteem is enhanced. Questioning is used well by teachers to check what pupils with special educational needs have understood. In lessons the teachers involve all pupils in the question and answers sessions. In mental mathematics sessions the pupils with special educational needs are given questions that challenge them but are not too difficult. In the group sessions the quality of support is very good. The support staff are given clear instructions and know what they are expected to do with the pupils. They check that the pupils understand what the teacher has told them. There is no 'over-supporting' of pupils; help and advice are given when necessary but the pupils are expected to complete their own work. There are satisfactory quality individual education plans. The targets are often clear and measurable, for example being able to learn particular letter sounds or work with certain numbers. There are, however a number of targets that rely too much on the individual teacher's knowledge of the pupil and as a result it is difficult to measure progress. The targets linked to the mathematical element of the National Curriculum are particularly good. There are very good examples of individual targets on pupils' education plans and these are being used to guide planning in a variety of lessons. In Year 5 the teacher includes individual plan targets in her planning for music and design and technology. This enables the teacher to measure progress in a variety of situations. When pupils with special educational needs are withdrawn for individual work, they receive very good quality teaching and this results in good or very good progress being made. The work set relates well to the individual education plan targets. There is step by step development of work, for example in Year 6 moving from work with numbers to 20 on to numbers to 30 in a Numeracy session. The quality of teaching is enhanced by the use of a teacher from the local authority support service. Teachers make good use of advice from other agencies in their planning and to set targets for pupils.

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

25. The school provides a broad and balanced curriculum for pupils of all ages that fully meet statutory requirements. A good curriculum is provided for children in the foundation stage. In Key Stage 1 and 2 all subjects of the National Curriculum and religious education are taught regularly. The school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. The school has improved the curriculum since the last inspection by ensuring that there are schemes of work for all subjects. A good range of visits and visitors enhances the curriculum and pupils are offered good opportunities for extra-curricular activities.
26. The curriculum for pupils in the foundation stage is broad and motivating. Emphasis is placed equally on developing the children's early language and mathematics skills and also on providing a wide range of interesting learning experiences. Planning is based around the six key areas of learning and successfully promotes the early learning goals. A wide range of well planned, stimulating activities is provided that engages children's learning.
27. There have been many recent improvements in the quality of curriculum planning in response to changes to the National Curriculum. Each subject is now guided by an appropriate scheme of work but many of these have been in operation for a very short time and are not yet firmly embedded in the school's practice. The schemes of work reflect the requirements of Curriculum 2000 and are designed to build systematically on pupils' learning, progressively developing their skills and knowledge as they move through the school. Prior to the introduction of these schemes, however, there were weaknesses in the curriculum in some subjects, for example in information and communication technology and geography, which have resulted in gaps in pupils' learning. In the case of information and communication technology this has contributed to standards that are below national expectations. The planned provision to develop the key skills of literacy, numeracy and information and communication technology across the curriculum is not yet sufficiently developed although some teachers' planning makes good links between subjects. The head teacher and subject co-ordinators for English, mathematics and science carefully monitor the impact of the curriculum upon the standards achieved by pupils so that areas for improvement can be identified and acted upon if necessary.
28. The school provides a good range of extra-curricular activities on a regular basis that include football, netball, rugby, choir, chess and drama. Pupils are involved in performances regularly for example, last year, they presented a highly acclaimed production of "Joseph". The statutory curriculum is effectively enhanced by a range of educational visits, which extend pupils' learning and experience of the wider world. All year groups make visits for example to Liverpool Museum, take part in the Penwortham Viking day, and visit theatres in Manchester and Southport. The school welcomes a variety of visitors from the local community who share their experiences with the pupils, bringing their learning to life, and there are visits from theatre and music groups. Good links exist with other institutions and these have a positive impact upon the quality of the curriculum provided.
29. Good provision exists to promote pupils' personal development. The school's Mission statement declares its commitment to pupils' spiritual, moral, cultural, physical and mental development. The provision for spiritual, moral and social development is good overall and is promoted through the curriculum and the community ethos of the school. The provision for pupils' cultural development is satisfactory.

30. The good provision for pupils' spiritual development reflects the high profile given to it by the school. Pupils are given plenty of opportunities to encourage them to reflect and develop spiritual awareness and self-knowledge. Art, music and drama are used to allow pupils to respond with depth and individuality to a range of stimuli. The quality of art-work supporting a range of subjects indicates how well pupils throughout the school reflect on ideas and images. The striking mural on the school wall is a source of considerable interest to pupils who were intrigued by the artist's methods. When pupils were considering feelings, they were able to act out emotions such as fear and conflict. Singing is an obvious source of pleasure and meaning to the majority of pupils.
31. Provision for pupils' moral development is good. Pupils are expected to know the kind of behaviour expected in their school community. Classes are given time to discuss and develop their own rules and expectations of behaviour together. All adults in the school set good examples and demonstrate respect for individuals as a model for pupils to follow. Pupils are given clear direction about right and wrong and understand that their actions will affect others. The school has introduced a positive behaviour policy that successfully stresses the importance of personal responsibility.
32. Provision for pupils' social development is good. The school has strong links with the village and pupils are able to develop an understanding of the benefits and responsibilities of living in a community. The school supports local events and celebrations such as the 'Millennium Walk of Witness' last year. The youngest pupils are expected to take responsibility for their own registration by finding their photographs and putting them correctly on the display board. The school has a policy of inviting members of the local community such as industrialists, ministers and politicians to speak to pupils to make them aware of the wider aspects of the locality. The oldest pupils are developing an understanding of the meaning of citizenship and have held their own secret ballot.
33. Provision for pupils' cultural development is satisfactory. The provision to promote in pupils an appreciation of their own culture is well established within the curriculum and through the enhancements such as theatre visits, exploration of the locality, musical performances and extensive use of art. However, there is little planned or progressive provision for pupils to develop an appreciation of the richness and diversity of other cultures. Many incidental activities exist that promote pupils' knowledge and understanding of other cultures for example, by using stories that are set in African or Caribbean cultures but these are not systematically planned across the school. When individual teachers create opportunities, the results are good. Pupils in Key Stage 1 explored life in Africa through studying all aspects of the book "Handa's surprise" and younger pupils in Key Stage 2 created a joyful celebration of the Hindu spring festival with multi-coloured streamers.
34. The school makes good provision for pupils with special educational needs. It ensures that all pupils with special educational needs receive their full entitlement to a broad and balanced curriculum and this has a positive effect on their learning. The special educational needs Code of Practice is fully implemented by the school. The school meets its stated aim of involving all pupils in all areas of school life. All pupils with special educational needs receive the same opportunities as other pupils. The curriculum is modified by setting work at the correct level to meet the needs of the pupils. If pupils are taken out of lessons to receive support, the work is directly related to what they are doing in class at that time. The teachers ensure that the pupils are fully included in all areas including extra-curricular activities, for example pupils with special educational needs are involved in a lunchtime instrumental group. The National Literacy and Numeracy Strategies are used to good effect for pupils with special educational needs. The pupils benefit from the whole class introductions when they are challenged by good questioning and development of their mental mathematics skills. In the group sessions, well-planned work is used well to develop their learning at an appropriate

pace. In the plenary sessions reporting back to the rest of the class develops pupils' confidence and self-esteem.

35. Although aspects of pupils' personal and social development are taught throughout the school, this occurs incidentally, often as part of other lessons for example, healthy eating as part of science. The school does not yet have a clear planned approach to what is taught in each year group and this means that pupils are not guaranteed the opportunity to develop their knowledge and understanding of important areas of their own development. Although there is a member of staff responsible for developing and implementing a policy for personal, social and health education, plans are at an early stage and provision is currently unsatisfactory.
36. The school maintains good relationships with the community and these have improved under the new head teacher. Particularly close links exist with the Church, but also with the wider community. The addition of a striking Millennium mural to the outside of the school had been used to involve a large number of local residents. Industrial links are created; some through a 'Newspapers in Education' scheme. Good quality teacher training links exist, mainly with Edgehill College. Links with other schools are good. The school actively works with nearby primary schools in finding ways of improving the education of all pupils. This is exemplified by the school's involvement in the excellent Design and Technology 'Scantek' scheme. The school works hard to ease induction to the several Secondary schools it feeds. It works particularly closely with Tarleton High School. Pupils from the primary school visit the high school and some Year 10 pupils visit the high school as part of the 'Education – Business Partnership' project. There are many examples of people from the wider community coming in to school to enhance the quality of learning and pupils benefit from well-planned and thoughtfully prepared day and residential educational visits.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's provision for the welfare, health and safety of the pupils meets requirements and is satisfactory. Standards have been maintained since the time of the last inspection. Procedures for Child Protection are effective and well understood by all staff. Procedures for monitoring attendance and absence are adequate. Good links are maintained with all relevant outside agencies. The school has satisfactory procedures for monitoring health and safety and staff and the governing body are fully involved. The accommodation has a number of stairways that present a risk to pupils but careful attention by staff ensures that pupils move about safely.
38. Procedures for assessing pupils' academic attainment meet statutory requirements for the core subjects of English, mathematics and science. The systems in use are satisfactory, but arrangements for the formal assessment of pupils' progress in other subjects are not yet fully established and they are not consistently applied across the school. An analysis is made of the results of end of key stage National Curriculum tests in the core subjects but not enough use is made of the information that is collected to identify areas of strength or weakness. Insufficient use is made of assessment information in Key Stages 1 and 2 to evaluate the impact of the planned curriculum upon the progress of pupils or the effectiveness of teaching across the school. Not enough use is made of the results of assessments to track the progress of either individuals or groups of pupils or to set targets for improvement. The youngest children are assessed when they are admitted to the school at the age of four and again at the end of their first school year. This information is used well to identify children's needs and to ensure that tasks and activities are closely matched to children's needs.

39. The school has good systems in place to identify and monitor the progress of pupils with special educational needs. If a pupil is having difficulties the teachers monitor the situation very closely, using a 'concerns' sheet. If the difficulties persist the teachers use the school assessment system to identify areas for development. If necessary they ask the local authority support teacher to carry out additional assessments to pinpoint areas of strength and for development. The information from the assessments is used along with the teacher's good knowledge of the pupil to devise an individual education plan. The plans are regularly reviewed to enable the school to monitor the pupils' progress. If pupils are still having difficulties the school involves other agencies and further assessments are carried out. The results of these assessments are then incorporated in to new plans and targets. The school does not involve parents or pupils in setting targets on individual education plans. If pupils have a statement of special educational needs the school ensures that the annual reviews are carried out effectively. The school has contact with the educational psychologist, speech therapist and the service for hearing impaired children. The information provided by these agencies is well used by the school to develop pupils' learning. There is a special educational needs register, that is carefully maintained and kept up-to-date.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school's relationships with parents are satisfactory and these have been maintained since the last inspection. Parents have remained very loyal to this school since the last inspection through a period of uncertainty and express confidence in the teachers in the school. They are very supportive of the new head teacher and support the changes that are being introduced. They welcomed the introduction of termly meetings with class-teachers so that their child's progress could be discussed. Some parents, however, remain critical of aspects of communication between school and parents. The major focus of the parental criticism is the quality of information provided about what children are learning and how they are taught. Homework is felt to be inconsistently used and parents are unaware of school policy. A weekly newsletter keeps parents informed of events, plans, and trips but there appear to be few letters or other communications giving parents insights into the work their children are doing and how they can help and assist. Parents recognise that the staff and head teacher wish to improve communication with them and welcome new initiatives to do so. The view of the inspection team is that communication could be improved.
41. The school welcomes the involvement of parents in the life of the school. There have been a number of good initiatives to bring parents closer to teachers and their children's work, notably parents have been involved in National Days for example, an impressive 'Italian Day'. Such events clearly contribute to strengthening these crucial relationships. Nearly all paid classroom assistants are parents and many of these are working many extra voluntary hours. In addition a few other parents help in school with activities such as reading, helping in art and design and also helping out in extra-curricular activities. Parents make a significant contribution to the children's learning both at school and at home. Reading record books are used well, many pupils benefit from home input to develop their computer skills and a high proportion of parents have accepted the home/school agreements. There is an active 'Friends of the School' group that promotes social interaction between parents and also raises significant funds that are used to purchase resources for pupils.
42. Parents feel that staff are approachable and they have no problem in talking with teachers to answer questions or discuss any perceived problem. Annual reports meet requirements although a sharper judgement about whether or not their child is reaching standards that are as good or better than expected would be appreciated. There is no

setting of targets included in annual reports and this is unsatisfactory.

43. The parents comment positively about the provision for pupils with special educational needs. They say that this is a good aspect of the school's work, a view supported by the inspection team. There is a good quality policy document which explains to parents what special educational needs are, how the school deals with them and who is responsible for overseeing the area both in school and on the governing body. Parents are informed at an early stage if there are problems with a child's learning. They are fully informed of everything that is happening with their child. Parents also inform school about appointments they have attended. The school sends copies of individual education plans to the parents but they are not involved in reviewing individual education plans. Parents of pupils with statements of special educational need are fully involved both in giving evidence before the statement is finalised and in the annual review of the statement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership of the school is good overall. After a period of uncertainty during which a number of temporary appointments were made, the quality of leadership and management is now as good as it was at the time of the last inspection. During the time when there was no secure appointment for the head teacher the progress of the school was hampered. The recently appointed head-teacher is now giving the school a clear educational direction after a significant period of instability. The head teacher has the confidence and support of the pupils, staff and parents. He has a very clear vision for the school that is shared with all members of staff. A strong and effective senior management team has been created and a positive team spirit has been fostered. Everyone involved in the school has a strong commitment to raising standards across the school. Improved standards are already occurring as the impact of high expectations made by the head teacher upon staff begins to take effect. The school's aims are fully reflected in the day-to-day routines.
45. The roles of the members of the senior management team are clearly defined. Their balance of experience and expertise enables them to have a clear understanding of the school's strengths and weaknesses. They have an appropriate overview that effectively ensures the smooth running of the school on a day-to-basis. A good quality school development planning system directs strategic decisions.
46. The school has begun an appropriate system of monitoring and evaluating the quality of teaching and learning. The role of subject co-ordinators has been strengthened since the last inspection and the head teacher is successfully endeavouring to provide regular opportunities for subject managers to monitor important aspects of each subject in accordance with school priorities. This is satisfactorily established in literacy and numeracy and the co-ordinators for these subjects have become more effective in their role. The literacy co-ordinator has taken advice from the school's literacy consultant and is engaging in the task of monitoring and evaluating with increasing confidence. The exercise is now rigorous and more focused and has a positive impact upon teaching. The roles of co-ordinators for the other subjects are appropriately defined but as yet are under-developed. Co-ordinators are enthusiastic and well informed and there is a comprehensive plan for regular release from classroom teaching to enable them to fulfil their roles more effectively and to have more impact upon the standards and teaching of their subjects. The school has made a good start with its programme for professional development and performance management. The first round of interviews has taken place and outcomes are being effectively managed.

47. There is a recently appointed co-ordinator of special educational needs. She is developing the role well but has not yet had time to make a significant impact. She has been on a number of courses to develop her expertise and she is starting to implement some of the things she has learned. The pupils' individual educational plans have been improved and the co-ordinator is aware of the need to ensure that all targets are specific. Relationships with parents are being developed and discussion with parents shows this is working well. There are good systems and procedures in place to ensure that pupils have their needs met effectively.
48. The governing body fulfils its statutory duties. A well-established committee structure ensures that governors perform their duties efficiently. The governing body successfully monitors the developments within the school and has developed a respectful and supportive relationship with the new head teacher. Although the governing body is aware of the strengths and weaknesses in the school, it has been too prudent with its funds and this has resulted in some weaknesses in resources for learning. There is currently a large surplus in the budget that has accrued during the time of uncertainty in the school's leadership. The appointment of a permanent head teacher has given the governors the confidence to begin to devise strategic plans to improve resources and the accommodation with the guidance of the head teacher. A clear understanding of the need to seek value for money directs all aspects of school spending. The governing body is establishing a clear and effective way of ensuring that all spending is a carefully checked to make sure that it benefits the pupils' education.
49. An effective administrative team ensures that the management of the school's day-to-day finances is good. Specific Grants and other additional funding are used effectively for their designated purpose and the school is exploring more avenues from which to draw further monies. Staffing at the school is satisfactory with a good number of support staff especially for helping pupils with special educational needs. Pupils benefit from being taught by suitably qualified and experienced teachers many of whom offer their wider talents to such things as extra-curricular activities. There is a sound policy for maintaining staff training and personal development and this has ensured that all staff are suitably trained in recent developments such as the National Literacy Strategy and National Numeracy Strategy.
50. Although the accommodation allows almost all elements of the required curriculum to be taught there are weaknesses. Teachers make good use of the space they have by livening up the rooms and communal spaces with high quality displays of pupils' work but the internal and external fabric of the buildings are in need of remodelling and maintenance. There is access to the buildings for disabled people through outside doors but inside the school, rooms are at different levels and it is very difficult for a physically disabled person to move from one room to another. The governing body recognises the need to make radical improvements to the buildings. A comprehensive architect's plan has been commissioned and received and governors are awaiting the outcomes of applications for building grants.
51. The amount of space in the school available for learning is satisfactory in terms of floor space but much of the space is difficult to use because it is part of a corridor or open area. The building is poorly planned although the classroom for children in the Foundation stage is spacious and provides a good base for younger children. Many classrooms are cramped and some are noisy because of an open plan design without doors and any noise is amplified as a resulting of hollow wooden flooring. Painted brick walls and a lack of carpets detract from the quality of the learning environment and add to the pressure placed upon pupils and staff. The library is poorly located and this reduces opportunities for pupils to use it. The outside of the school is rather shabby and needs redecorating. The head teacher has initiated some improvements to the

playground but it is still poorly planned and urgently needs a new fence. Children in the foundation stage do not have access to a suitably secure and well-resourced outdoor play area and this reduces the development of some aspects of children's physical development.

52. The quality and quantity of learning resources vary substantially. They are weakest in information and communication technology where a lack of resources is holding back attainment by pupils in this subject. Despite a lot of investment recently in stocking books to support the teaching of the Literacy Hour, the range and number of books are unsatisfactory, which makes it difficult for teachers to develop pupils' research skills. One class has set up its own supplementary library and discussions with pupils revealed that more pupils relied upon the local county library than the school library. Learning resources are also weak in geography and music. Children in the Foundation Stage do not have access to suitable outdoor large play equipment. Mathematics resources have improved significantly recently and are now satisfactory and they are good especially in art and design but also in design and technology
53. Taking into account the good leadership and teaching in the school, the satisfactory standards at the end of Key Stage 1 and the good standards and progress in Key Stage 2 with the need to use existing to improve the buildings and resources the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. To continue to improve and to enable pupils to achieve the highest possible standards the school should:

- 1) raise standards in information and communication technology across the school by implementing the existing subject development plan and policy.
(paragraphs 129-133)

- 2) extend and make more consistent use of assessment information by:
 - devising manageable ways of assessing and recording pupils' progress in foundation subjects
 - making better use of assessment information in English, mathematics and science to inform teachers' planning so that pupils are regularly provided with targets for improving their work.
(paragraphs 39, 40, 90, 101, 108)

- 3) strive to improve the accommodation so that classrooms are quieter, children in the foundation stage have an appropriately resourced and secure outdoor learning area and the external fabric of the buildings and playground are of a higher quality.
(paragraphs 8, 11, 52 and 53)

- 4) in accordance with the priorities of the school development plan, use some of its large budget surplus to improve the resources available to pupils in particular for outdoor play for children in the Reception class, more books in the library and better resources for information and communication technology and geography.
(paragraphs 54, 76, 91, 123, 133)

Minor issues that might be included in the school action plan:

- Identify ways of improving the consistency in teaching within Key Stage 1.
- Ensure that the school implements its plans to develop a clear policy and scheme of work for personal, social and health education. (See paragraph 36)
- Raise pupils' awareness of the richness and diversity offered by other cultures both regionally, nationally and internationally by improving the planned provision across the school. (See paragraph 34)
- Improve communication with parents about the school homework policy and what pupils are learning in school. (See paragraphs 42 and 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22%	36%	42%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	194
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	28

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	17
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2%

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	7	7
	Girls	8	9	8
	Total	18	16	15
Percentage of pupils at NC level 2 or above	School	78(88)	70(96)	65(96)
	National	84(82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	10	9	10
	Total	20	18	22
Percentage of pupils at NC level 2 or above	School	87(96)	78(96)	96(100)
	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	20	13	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	12	11	13
	Total	26	25	29
Percentage of pupils at NC level 4 or above	School	79(76)	76(62)	88(79)
	National	75(70)	72(69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	14
	Girls	13	12	13
	Total	28	26	27
Percentage of pupils at NC level 4 or above	School	85 (66)	79 (55)	82 (79)
	National	70(68)	72(69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	194
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.91
Number of pupils per qualified teacher	22.67
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	92

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	342457
Total expenditure	331027
Expenditure per pupil	1638.75
Balance brought forward from previous year	20,859
Balance carried forward to next year	32,289

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

194

Number of questionnaires returned

73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	24	58	8	6	4
My child is making good progress in school.	48	34	8	6	4
Behaviour in the school is good.	32	48	10	8	2
My child gets the right amount of work to do at home.	34	38	12	10	6
The teaching is good.	40	46	4	6	4
I am kept well informed about how my child is getting on.	58	20	12	6	4
I would feel comfortable about approaching the school with questions or a problem.	42	42	6	6	0
The school expects my child to work hard and achieve his or her best.	48	38	4	4	6
The school works closely with parents.	42	36	8	8	6
The school is well led and managed.	48	40	4	4	4
The school is helping my child become mature and responsible.	38	46	8	4	4
The school provides an interesting range of activities outside lessons.	34	46	6	6	8

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

55. The quality of education provided for children in the Foundation Stage is good, with the exception of outdoor play, and the school has maintained the good work observed at the time of the last inspection. The Reception class is well managed and the quality of teaching is at least good and often very good. There is good communication among staff involved in the Foundation Stage and all staff have a good understanding of how young children learn. These combined factors have a very positive impact on the children's learning. The requirement from the last inspection for the provision of a secure outdoor play area and suitable facilities has not been met.
56. Children enter the Reception class at the beginning of the year of their fifth birthday and attend full-time after an induction period. Children's pre-school experience varies but the majority have attended nursery or playgroup. Baseline Assessment carried out soon after the children start school indicates that their attainment on entry to school is average overall, although a minority scores well in early reading and mathematics skills. The way in which children are introduced to school is sensitively considered and encourages a partnership with parents. All pupils including those with special educational needs make good progress in their first year at school in all areas of learning and especially in reading and writing. By the end of Reception most pupils exceed the early learning goals in each aspect of their learning and they are well prepared for entry into the National Curriculum.
57. The curriculum for children in the Foundation Stage is broad and motivating. Teachers consider what the school day feels like from the child's point of view and provide changes in pace and activity. Teachers' long term planning is properly based on the Early Learning Goals for children of this age. The medium term plans have objectives based on the Stepping Stones progression of the Areas of Learning and there is provision for extension on to the first levels of the National Curriculum in Literacy, Numeracy and Science.
58. Assessment is used effectively to monitor the children's progress and to ensure that work is accurately matched to individual needs. The habit of reflecting on practice is well established among all involved in teaching the Foundation Stage. All staff are well informed about the learning objectives in any activity and contribute to on-going assessment.

Personal, social and emotional development

59. Children start school with average skills in social and personal development overall although some show a distinct maturity in their attitude to learning and their interaction with other children and adults. By the time children leave the Reception class they are achieving and in many cases exceeding the early learning goals in this area.
60. The quality of teaching is good in this area. Children's confidence increases as a result of an effective teaching approach, which builds positive attitudes through an interesting curriculum and thoughtful routines. All adults involved with the Reception class present good models, showing how they value the contribution of each child. As a result the very good relationships between children and adults are reflected in the relationships between the children who co-operate well and show concern for each other.
61. Children interact sociably for instance when comparing and testing out the pieces for a giant jigsaw. They listen carefully to stories and can respond to the emotions of characters. Children clearly understood why a girl with a new baby brother might feel

cross with him and her parents. They are articulate and keen to contribute, if occasionally over-eager. Staff create plenty of opportunities to develop pupils' independence and responsibility and the children respond well to these. Children show a willingness to take simple responsibilities like their photograph procedure for registration and are anxious to complete the tasks they are given correctly. They take turns with equipment and are able to collaborate for example when designing a pram with construction equipment. Children take their work seriously and are developing constructive attitudes to education.

Communication, language and literacy

62. Most children start school with average skills in speaking and listening and reading and writing. A significant minority begins with strengths in early reading skills. The current class is on course to exceed the early learning goals by the time they enter Year 1.
63. The quality of teaching in this area is very good. Careful and well-informed teaching ensures that children develop good language and literacy skills. Good quality discussions with the children about routines and activities encourage them to be accurate in their use of language. Speaking and listening skills are very good. Children listen carefully and have good recall. Teachers encourage the children to use proper speech patterns, and they respond in full sentences using a range of vocabulary.
64. Good reading skills are developed early. Children are encouraged to look carefully at text and recognise repeated words, letter patterns and punctuation. Most know that sentences start with capitals and end with stops. Some recognise speech bubbles and explain what they mean. Most children have learnt good phonics skills and apply them well for word building. At the time of the inspection half way through the school year, most children were reading simple texts confidently.
65. Good handwriting is developed early and a significant proportion of children form their letters well. The development of writing skills is the result of a well-conceived approach that fosters children's independence. Rather than relying on wordbooks, children apply their reading skills to their writing. Higher attaining children compose and write sentences maintaining a pattern of initial letters for example "Rachel ran across the road with a rabbit". By the end of the year the vast majority of children are writing independently and legibly.

Mathematical development

66. Most children start school with better than average mathematics skills for their age. They make good progress and are on course to exceed the early learning goals by the time they enter Year 1.
67. The quality of teaching in this area is good and is based on effective strategies for developing children's understanding of number. Good assessment routines ensure that individual children are given work at an appropriate level. Teachers devise activities that are interesting for young children and this encourages them to concentrate and apply themselves to problem solving.
68. Children count reliably up to 10 and are familiar with numbers up to 20. They are developing accuracy in forming the numbers and putting them in order up to 10. Teachers encourage children to use their mathematical knowledge in a variety of situations and make regular use of information and communication technology to reinforce learning. Children know the names of simple shapes such as rectangle and identify colours. They use these skills to sort and make sets based on their own criteria. Children are developing skills in calculating and most are displaying basic understanding

of addition and subtraction. They add and take away numbers between 1 and 5 and are beginning to record in conventional ways, for example, using the equals sign.

Knowledge and understanding of the world

69. Children start school with knowledge and understanding of the world that is better than expected for their age. This is extended during their time in the Reception class through a rich curriculum and a varied range of interesting activities. Most children meet the Early Learning Goals before they enter Year 1. The quality of teaching in this area is good and is strengthened by the specialist input in design and technology. The varied curriculum effectively broadens children's awareness of the world and children are encouraged to learn by investigating and exploring.
70. Children develop a good understanding of their locality and their own culture. There are regular visitors from the community who talk to children about their jobs and interests. The local postman was a popular visitor and children enjoyed their return visit to the village post office. Teachers organise a good range of visits for example to the theatre in Southport. The visit of a mother and baby provided children with a chance to discuss change over time, in particular how their needs had changed since they were young. Pupils have good opportunities to learn about scientific ideas such as living things and the properties of everyday materials through practical activities.
71. The Reception children clearly enjoy the opportunity to develop technological skills through the 'Scantek' initiative. Children display their understanding of maps by building a 3D model of "Rosie's Walk". A few children demonstrate a good understanding of overhead views. Children know that the changing seasons affect weather and living things and see the changes on their walks around the school. There are regular opportunities to use computers and children are able to use the mouse and select tools and simple menus.

Physical development

72. Children's physical skills are average when they start school. They learn rapidly and by the end of the Reception year, attainment in the physical area of development is above average. At the time of the inspection, half way through the year, many children were already operating on National Curriculum levels in gymnastics but the lack of suitable outdoor facilities restricts pupils' progress in some aspects.
73. In lessons children show they can control forward rolls, hold a shape in balance and land safely when jumping off apparatus. They change direction quickly and know what space they need. Teachers use praise well and encourage children to demonstrate to others. This allows children to learn how to compare and improve their movements. The lack of suitable outdoor provision for the Foundation Stage makes it hard for children to improve their skills in all aspects of physical development linked to creative and imaginative work.
74. Children improve fine motor skills through the range of activities involving different tools. For example their glove puppets were sewn together around the edges. Most are using scissors and pencils correctly but teachers' ongoing observations quickly pick up any problems. The quality of teaching in this area is very good. Good subject knowledge and very good leadership promote high expectations in physical education lessons. On other occasions for example in singing and dance games children are encouraged to use physical skills in finding spaces and controlling movements.

Creative development

75. Children start full-time education with average creative skills. They make good progress and by the end of the Reception year, the majority exceed the expectations of the Early Learning Goals.
76. Teachers plan an interesting range of creative activities for the children which allow them to develop their imaginative and creative skills and they make good progress in this area of their learning. Children are encouraged to explore a range of media and textures. Their winter paintings show care and deliberation in the use of brushes and the positioning of features. Children use their imagination in role-play matching the changing character of the home corner. They sustain their imaginative play, as well as developing their communication skills, for example, in taking appointments for the medical centre. Lessons are well paced and encourage children to stay alert. In music children quickly learned the words for a Pancake song and either copied or improvised matching actions. The quality of teaching in this area is good. Creative development in role-play is helped by the willingness of adults to become involved and to show that children's ideas are appreciated. Children are intrigued and involved in the high quality display.

English

77. Standards have been maintained since the time of the last inspection. Inspection evidence is that by the end of Key Stage 1, pupils' standards of attainment are close to the national average with above average attainment in reading. By the end of Key Stage 2, pupils' attainment is above the national average in both reading and writing. Pupils make satisfactory progress in Key Stage 1 and good progress throughout Key Stage 2. Pupils with special educational needs make good progress reaching the clearly defined targets in their individual education plans. There is no significant difference between the attainment of boys and girls.
78. As a result of effective planning and good teaching pupils in the current year 3 have made very good progress in English and have improved upon the well below average results achieved in the end of key stage National Curriculum tests in 2000. By developing an awareness of their needs and closely matching tasks and activities to those needs, pupils are now achieving levels that are at least in line with the national expectations for pupils of that age.
79. Attainment in speaking is good across the school. Pupils express themselves well and teachers provide good opportunities for pupils to explain their ideas and to describe what they know and understand. Teachers make sure that pupils respond to questions in an appropriate manner making good use of the appropriate technical vocabulary in subjects like mathematics and science. Most teachers provide regular opportunities for discussion and debate which enhances the quality of pupils' learning. Pupils take full advantage of these opportunities throughout the school and in Literacy lessons where pupils eagerly and confidently contribute to lessons and retell stories accurately and with interest. Key Stage 1 pupils are taught well and they display a secure knowledge and understanding of how to retell a story using their own words. Key Stage 2 pupils make good progress overall, particularly in Years 3, 5 and 6. Teachers have high expectations of what pupils can achieve. They develop pupils' language skills well in other subjects, expecting them to discuss their work with one another, sharing and explaining their ideas and perceptions, and providing opportunities for debate, as was seen, for example, in a Year 6 science lesson. Pupils' speaking skills are well developed through regular opportunities for drama and pupils develop into confident performers. An acclaimed production of "Joseph" has occurred and a production of "A Midsummer Night's Dream" is planned for later this year.

80. Pupils' listening skills are good across the school. Pupils show a good understanding of what is said to them. They listen well to instructions and know what they are expected to do. They respond confidently even when the teachers skilfully ask questions which are both challenging and demanding. When they are fully engaged in their tasks and activities, pupils listen well to each other and treat the ideas and opinions of their classmates with tolerance and understanding.
81. The standards attained in reading are above average at the end of both key stages. By the end of Key Stage 1 most pupils are reading accurately and confidently. They read with obvious interest and understanding and teachers have effectively passed on to their pupils a love of books. The pupils are genuinely excited about their books and keen to read and tell more of the story. The more able can predict the possible outcomes and the less able can make a reasonable attempt at outlining the stories by looking at the pictures and weaving a tale around them. When reading, even the less able pupils can recognise their own mistakes and are able to fathom out unfamiliar and difficult words. The more able pupils are making regular visits to Tarleton Library with their parents and regularly read at home to parents or brothers and sisters from the books that they take home from school and this has a positive impact on their learning. Many parents take the opportunity to record their comments about their child's reading in the home contact book. At this stage the pupils' books are usually from the reading schemes but they are appropriately matched to pupils' needs and prior attainment and teachers keep records of the progress which pupils make, although the systems for recording this information are not consistent across the school. Throughout Key Stage 2 pupils learn at a good rate and by the age of 11 they enjoy reading from a range of texts and have a critical approach to what they like and what they prefer to read. All pupils have an appropriate knowledge of authors and they select their own reading matter either by author or after reading the synopsis of the story from the back cover of the book. More able pupils talk enthusiastically about the characters in the books they are reading and the way the plot is likely to be resolved. They offer opinions about their current reading books and compare them with others they have read by the same author or by others. These pupils are reading from texts such as 'Swallows and Amazons', 'Black Beauty' and 'Matilda'. When reading aloud they are fluent and interesting to listen to as a result of their attention to expression and modulation in their voices. All of these pupils make use of the local public library but are less confident in using the school library since its recent reorganisation. Pupils in the upper years of Key Stage 2 do not have sufficient opportunity to use the library for their own research work. As a result the development of independent work is hampered.
86. Pupils make satisfactory progress in writing throughout Key Stage 1 and attain standards that are close to the national average for pupils aged 7 years. They build steadily on previous work and by the end of the key stage they are writing imaginative stories using an appropriate vocabulary, and properly sequenced ideas. In a lesson observed in Year 1 pupils together outlined the plot of 'Handa's Surprise' using a story board with the teacher effectively focussing pupils' attention on the opening of the story, where the event would take place, the characters and the main events. This is effective in developing pupils' skills of planning and drafting their work. As a result of regular teaching of spelling rules and strategies, pupils' spelling in unaided work is reasonably accurate. Punctuation is well understood and amongst the average and higher attaining pupils the use of capital letters and full stops is secure and accurate. Pupils' written work covers a satisfactory range of purposes with a balanced approach to covering the writing activities in the National Literacy Strategy. In some of this work, however, there is a heavy emphasis on worksheets, which are not always challenging enough for the more able. However, there are also some opportunities for free writing, for improving the quality of descriptions by increasing the range of adjectives and for improving the quality of reporting. Handwriting is satisfactory. Teachers provide

opportunities for handwriting practice and most pupils are able to form letters correctly but often the size of letters varies.

87. By the end of Key Stage 2 the standard of pupils' writing is generally above the level expected for pupils of that age. Pupils in the current Year 3 are learning rapidly as a result of skilful teaching and they are now working at levels expected for their age. Overall pupils learn at a good rate throughout the key stage. Opportunities are given for pupils to engage in different styles of writing including descriptions, reports, letters, short stories, stories with dialogue and direct speech, play scripts and during the inspection pupils in Year 6 were engaged in the development of a piece of persuasive writing about saving the rainforests. Pupils understand how using different styles of text can generate impact in their writing. They understand the meaning of rhetorical questions, starting paragraphs with questions that are then answered in the text. They have a secure understanding of the effect of this strategy by playing on the readers' emotions. In another recent activity pupils were drawing up an application for joining a netball club. In their writing pupils are seeing the advantages of varying the construction of complex sentences with the use of active and passive moods.
88. Throughout the key stage pupils comprehensively cover the full range of topics in the National Literacy Strategy and teachers seek ways of developing pupils' knowledge and understanding through the interest of the work and through developing skills in writing through other subjects of the curriculum. Teachers also provide valuable opportunities in a relevant context for pupils to consider the impact of different styles of language and to gain understanding of how language has changed even in the recent past with words like 'rock', 'album', 'band' and 'pop' altering in meaning. Their books show that pupils enjoy this work and their writing is both lively and thoughtful. Ideas are developed in an interesting way using complex sentences and the accurate use of the full range of punctuation. Teachers provide stimulating topics to develop pupils' writing, such as writing a bike owner's handbook with technical instructions or public information leaflets using formal language, conditional clauses and imperative verbs. Consideration is given to layout using bullet points, diagrams and illustrations. These rich and varied opportunities capture the pupils' imagination and have a very positive impact upon the quality of their learning.
89. Pupils have a positive attitude to their work and generally maintain high levels of concentration and effort despite the somewhat noisy start to tasks and activities. They are interested in the work they are given and get pleasure from their success. Pupils collaborate well when working in pairs and small groups. When teachers' expectations are high they rise to the challenge. They take a pride in their work, and the quality of presentation is usually good.
90. Standards of teaching and learning are good overall. Teachers are secure in their subject knowledge. During lessons that are interesting and fun, pupils work hard and produce work that is of a good standard. Relationships are good and teachers make good use of praise when it is deserved. Teachers are well supported by classroom assistants who are well briefed and who provide for pupils with special educational needs in a very positive and practical way. The National Literacy Strategy has been effectively introduced and teachers' confidence transmits itself to the pupils. They are aware of the need to develop pupils' language in all subjects of the curriculum but the school does not yet make sufficient use of information and communication technology to support language development. Insufficient attention is given to the development of pupils' ability to work independently and to continue their research. The school is not yet using assessment information to set individual or group targets.

91. The school has spent wisely on new resources to support the teaching of literacy but even so the range of books and other resources is still only just adequate and needs supplementing even further. Despite some recent improvements, the present school library does not encourage pupils to engage in further investigation and research. In its present position the library is not easy to use and it is not welcoming. The furniture is inappropriate and the room lacks the facilities for the pupils who want to engage in independent study both using reference books and downloading information from CD ROM or the Internet. Following recent re-organisation pupils are not yet familiar with the classification system. There are many new books but pupils are not given enough opportunity to use them. The stock of books is limited in quantity and there are no magazines or periodicals for pupils to browse through either for interest or to support their work. The deficiencies in the library provision have a negative impact upon the work of the older pupils in the school and the potentially high attainers.

Mathematics

92. Inspection findings are that pupils are currently reaching standards that are close to the national average by the end of Key Stage 1 and by the end of Key Stage 2, standards are above the national average. Pupils are achieving as well as they can and standards are good enough by the end of Key Stage 2.
93. In the 2000 National Curriculum tests the attainment of pupils at the end of Key Stage 1 was very low when compared to all schools and similar schools. Standards had fallen dramatically from 1999 when they were above average. The school has analysed the test results and identified areas of weakness and started to address these. A 'Numeracy Consultant' is working with the school to address the fall in standards. These measures have resulted in an improvement in standards in the subject. The pupils in the year group who took those tests are now achieving at almost the expected level due to the high quality of teaching they have received this year. Inspection findings show that the majority of the present Year 2 pupils are attaining at the expected level for seven year olds. The pupils are achieving satisfactorily overall. Pupils with special educational needs are well supported and make good progress. There is no significant difference between the performance of girls and boys.
94. At the end of Key Stage 2 the 2000 National Curriculum test results were slightly above average at the expected Level 4 and average at the higher Level 5 when compared to all schools and similar schools. Standards in National Curriculum tests rose in 2000 after falls in 1998 and 1999. Inspection findings show that standards of attainment are above average. The majority of pupils are working at the expected level and a significant number work above or well above this level. Girls slightly outperform boys but this is not at a significant level. The areas of number, space, shape and measures are particularly strong. Data handling is not as well developed as the other areas. All pupils achieve well. The pupils with special educational needs are well supported and make good progress. Work set from the Year 7 programme of study ensures that the highest attaining pupils are fully stretched. Pupils with special educational needs achieve well and make good progress towards the targets in their individual education plans.
95. By the age of 7, average attaining pupils understand place value to 100 and solve problems such as $50-30=20$. The majority of pupils carry out simple multiplication problems. The pupils with special educational needs and lower attaining pupils work with lower numbers, adding and subtracting numbers up to 10. Pupils have a good understanding of mathematical vocabulary, and the higher attaining pupils understand the terms 'difference between' and 'decrease by'. The average and lower attaining

pupils use terms including 'add', 'total' and 'the sum of'. In the area of shape, space and measures the pupils understand that a square has four sides and four corners. The higher attaining pupils identify the characteristics of many two and three-dimensional shapes. There is little understanding of angles as degrees of turn. The pupils collect data and record it on block graphs, for example in Year 2 work on school uniforms. The graphs are drawn both by hand and on the computer.

96. By the age of 11, the pupils have developed their mental mathematics strategies well and work problems out in their head. They are able to explain how they have worked out a particular problem. In the area of shape and space almost all pupils are working above the expected level. The lower attaining pupils are starting to plot co-ordinates using all four quadrants. The higher attaining pupils have a good understanding of the relationship between different measurements of a circle. Pupils' knowledge and understanding of data handling are not as well developed as other areas in mathematics. There are fewer opportunities for pupils to use their own ideas to collect and analyse data and standards are average. The higher attaining pupils are starting to understand and use the probability scale of 0 to 1.
97. The quality of teaching and learning is good overall in Key Stage 2 and satisfactory in Key Stage 1. In the lessons seen in Key Stage 1 teaching varied between satisfactory and good. In Key Stage 2 the lessons seen were at least good and in Year 6 very good. The analysis of work shows that over time the standard of teaching and learning has not always been as high in Key Stage 2 because work is set at the same level for all abilities of pupils. In a very good lesson seen during the inspection, the teacher challenged the pupils well in the introductory session, she asked pupils to explain how they had worked out their problems. She used resources well to introduce the topic of 'translation'. The work challenged all pupils and work from a higher key stage ensured that the highest attaining pupils were suitably challenged. Pupils with special educational needs were given work at a different level that is related directly to what the rest of the class were doing. In a good lesson in Key Stage 2 the teacher uses group work well to develop pupils learning. She has planned the work well and as a result the pupils work without direct teacher supervision developing both their mathematical and social skills. In a satisfactory lesson in Key Stage 1 the teacher plans well and carries out an effective mental mathematics session but time is lost when she has to speak to pupils who do not respond quickly to requests. The support for the lower attaining pupils is particularly good in the lesson and they make good progress.
98. The teachers are all familiar and secure with the National Numeracy Strategy, which is applied well in the school. The three-part lesson structure is well established and planning is good overall. The mental mathematics and introductory sessions are well used to develop learning. Teachers are confident in teaching the basic skills of mathematics. The teachers tell the pupils what they are going to learn at the start of the lesson and in most classes these objectives are written on boards or on the wall. All teachers use a good range of vocabulary and in many classrooms this is reinforced by wall displays. In the main teaching sessions the work is set at correct levels; this enables the pupils to practise and develop their skills. The summing up sessions at the end of lessons are variable. There are very good sessions where teachers and pupils go over what they have learned but in some the session is too rushed and of limited benefit to the pupils.
99. Most pupils respond well to the good quality of teaching. They concentrate well and are willing to ask and answer questions. They usually work hard and apply themselves well. In group sessions the pupils work without direct supervision of adults. There is however a very small number of pupils in Key Stage 1 who need reminding about their

behaviour and who do not always respond immediately to the teacher's instructions and as a result their progress slows a little at times.

100. Pupils have some opportunities to use their mathematical skills to help learning in other areas of the curriculum, for example in science and design and technology, but opportunities are missed to link mathematics work with subjects, such as geography when pupils are working on co-ordinates. The use of information technology to develop mathematical skills is unsatisfactory in all areas of the school. The pupils are not given enough opportunities to use computers and control and measuring equipment.
101. The school has made satisfactory progress since the last inspection. There has been some monitoring of teaching and learning. The quality of teaching has improved in Key Stage 2. Informal observation and regular testing are used to assess pupils' attainment. Work is regularly marked but the marking is not always used to help pupils develop their learning. Statutory and non-statutory test results are analysed and the school has started to use these to identify areas of strength and weakness and improve teaching. The school is not yet using assessment information to set individual or group targets and track the progress of individual pupils.

Science

102. Inspection findings indicate that standards achieved by pupils at the end of Key Stage 1 are close to the national average and by the end of Key Stage 2, standards are above the national average. Results at the end of Key Stage 1 have varied from year to year but are similar to the last inspection. The most recently published end of key stage National Curriculum test results for 2000 indicated that standards at the end of Key Stage 2 were close to the national average and similar to those achieved by pupils in similar schools. The discrepancy between the inspection findings and the test results reflects the impact of better teaching and clearer leadership within the school that demands higher standards of teachers and pupils.
103. Pupils make satisfactory progress in Key Stage 1 in developing their knowledge and understanding of science. This reflects satisfactory teaching that ensures that pupils are given work that fulfils the requirements of the National Curriculum programmes of study. Pupils with special educational needs make satisfactory progress as result of the sound quality of support they receive through the provision of adapted work when required. In Key Stage 2, the rate of progress increases and is good overall. Particularly good teaching in the upper part of the key stage enables pupils to make good progress in developing and extending their knowledge and understanding of science.
104. By the end of Key Stage 1, pupils have a secure knowledge of the things that plants and animals need to live and they are aware of the basic parts of the human body. Pupils are aware of ways of living healthily through eating sensibly and ensuring they look after their teeth. Pupils' have a satisfactory knowledge of the way some materials change when they are heated. As part of a simple investigation looking at the effect heat has upon ice, pupils demonstrated a sound understanding of how to follow simple instructions to establish simple hypotheses, carry out simple tests and then draw conclusions from what they see happening. A suitably broad curriculum ensures that pupils develop a satisfactory knowledge of electricity and the significance of electric circuits. Investigational work has involved pupils learning about the significance of fair-testing during experiments to explore the way the height of a ramp effects the speed and distance travelled by toy vehicles.

105. By the end of Key Stage 2, pupils have a good knowledge of each aspect of the science curriculum. Pupils have good skills in performing investigations to gather evidence and to then evaluate the information to explain the results. This was demonstrated in work pupils had completed regarding the exploration of the different rates at which sugar dissolves in different conditions. In so doing, pupils showed a good understanding of how to plan a fair test with a number of possible factors that influence the results. A wide range of methods was successfully used to record their results including the completion of tables and using graphs. Most pupils competently interpret data that they collect in order to draw conclusions so that their hypothesis is either proved or disproved. Pupils work to a high standard in lessons and develop a secure knowledge of processes such as photosynthesis in the survival of plants and the links between plants and animals in food chains. Some use has been made of information and communication technology to support work in science. Pupils have used a data logger to enable them to measure light in different places. Teachers give pupils a good level of challenge and most pupils think at an advanced level about their science work. Many are beginning to use their knowledge of science to explain at quite a complex level why things happen. For example, it is not enough for many pupils to explain the way liquids, solids and gases interchange simply by describing the observable changes, it is more important to try to explain changes using simple molecular theory. An area of weakness in progress and attainment in science is the ability of pupils to use information and communication technology to support learning.
106. Pupils have good attitudes to science and usually behave well although some pupils can be noisy at times. In upper Key Stage 2 in particular, pupils respond positively to the enthusiasm of the class teachers. During a Year 6 lesson involving the development of a scientific explanation for the way things fall, pupils worked together with high levels of interest. They not only showed a good knowledge of forces by distinguishing between the impact of air resistance on the speed of falling objects and the upthrust upon floating objects but also intelligently discussed the reasons why some falling things fall faster and others slower. The level of co-operation amongst pupils is high. In Year 5, pupils worked for an extended time in groups to find out about the way sounds are generated from vibrations. Although noise levels can be high, it is usually because pupils are keen to learn and find out. By the age of eleven, most pupils have good levels of independence and are confident to work on their own.
107. The quality of teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2. In Key Stage 1, staff changes in recent years have contributed to a lack of consistency in the way science is taught to pupils in Years 1 and 2. Recent staff changes have improved matters. Lessons across the school are carefully prepared and match the adopted science scheme for the school. Pupils are expected to learn science regularly and to develop simple skills of recording what they do. Although the practical skills essential to science are developed across the school, teacher's knowledge and confidence in teaching investigations varies. It is particularly strong in upper Key Stage 2 but in Key Stage 1, less emphasis is placed upon teaching such skills. The impact of instability of leadership across the school is evident in some aspects of pupils' science work. There is a lack of a consistent model for guiding pupils when they plan, record and evaluate their science investigations and this reduces the progress pupils make in recording the work in their lessons. In Key Stage 1 and lower Key Stage 2, an analysis of pupils' work indicates that pupils are often expected to complete the same tasks and the need of higher attaining pupils to record their work independently is not always met. In Upper Key Stage 2, this issue is rectified and pupils of all abilities are constantly pushed and challenged resulting in a rapid increase in progress and higher achievement overall.

108. The subject is well managed by a competent and committed subject co-ordinator. She has a good knowledge of science and uses it to support colleagues across the school. The disruptions caused by the uncertainties in the leadership of the school, has adversely affected the ability of the co-ordinator to monitor what goes on in science across the school. The head teacher recognises the importance of providing time for this monitoring work to happen. Although end of key stage National Curriculum test results are carefully analysed and teachers' planning is regularly reviewed, opportunities for the co-ordinator to talk with pupils, look at their books and work alongside teachers have been limited. The school is not yet using assessment information to set targets and track the progress of individual pupils.
109. Although resources are satisfactory overall, the range of appropriate library books and software for learning science are unsatisfactory.

Art and Design

110. The standard of attainment at the end of both key stages has been maintained since the last inspection remaining above the national expectations for pupils aged 7 and eleven. Throughout the school all pupils, including those with special educational needs, are developing their skills effectively through a range of opportunities to experiment with different media and a wealth of opportunities for pictorial composition and pattern. They have rich experiences of techniques and processes. Good teaching results in high quality work from the pupils. In their classrooms and around the school there are splendid and attractive displays of their work.
111. In Key Stage 1, the quality of teaching is good. Pupils begin to develop skills of drawing and painting and experiencing basic techniques. Within a well-documented portfolio of work are examples of assembly work using a range of textures giving pupils the opportunity to experience the way patterns can be used to create different effects. In Year 1 pupils have been investigating this through rubbings made on different surfaces and in Year 2 pupils are currently creating a ground-row of buildings in silhouette. The buildings are cut from a single piece of card and mounted on a contrasting background. Windows are then applied and pupils then make rubbings of the finished article learning that one technique can be used to develop another. Year 1 pupils have painted self-portraits and have created three dimensional shapes using tissue paper. Year 2 have explored hot and cold colours and used them to good effect in winter pictures. They have engaged in finger printing, and string printing and there are very attractively coloured ink-blot pictures. In this key stage teachers make good use of cross-curricular links like the representation of farming in Year 1 and scenes from Victorian England in Year 2. The quality of the pupils' work shows a clear understanding of their work in history and geography. Work on understanding the styles of famous artists begins in early Key Stage 1 with very young pupils already making good attempts at imitating and understanding the style of Leonard da Vinci.
112. In Key Stage 2 the quality of teaching is good. It enables pupils to build on their earlier experiences and continue to develop their skills as they move through the school. The pupils make good progress. They experience a very wide range of work by artists such as Van Gogh, Hockney, Lowry, Magritte, Jean Miro, Monet, Picasso, Rousseau, Gaudi and others. Pupils have a good understanding of the techniques of various artists and this is reflected in still life drawing and painting with a background in the style of David Hockney. Pupils in year 3 show an unusually good understanding of a very wide range of techniques that support work in other subjects. There are good examples of a laminated menu for an Italian Café linking art with geography, science, literacy and design and technology and paper sculpture representing Viking ships from the pupils'

work in history. This classroom includes an outstanding display of high quality work including fabric printing. Pupils' work is enhanced by examples of fabrics from the fashion world and fabrics from a range of cultures different from our own. By Year 6 pupils have well-developed artistic skills and have recently completed three dimensional figures moulded in tissue paper and PVA medium to give examples of how the human body moves. This exercise was linked with a science topic on the human body. When considering this activity pupils became aware that to represent movement in pictorial form it would be better to extend into three dimensions to create a better effect. All pupils including those with special educational needs make good progress.

113. Pupils' attitudes to their work in art are positive. They respond positively to the good teaching and develop an enthusiastic and interested approach to their work. Pupils are proud of their achievements and apply good levels of creative effort and imagination. They collaborate well when they have the opportunity. They share resources sensibly and use tools and equipment with care. The quality of teaching and learning throughout the school is good. The planning for art lessons is clear and has well defined intentions for learning. There are good cross -curricular links in all classrooms and teachers are secure in their subject knowledge. They are well supported by the subject co-ordinator and resources for the subject are good.
114. The school benefits from having a very enthusiastic and talented co-ordinator who is well aware of the need to develop pupils' skills along with their knowledge and understanding. The school has also had the advantage of Peter Owen, an artist in residence who has encouraged and enthused the pupils. He has been able to motivate the pupils through impressionist representations of subjects that have stimulated the pupils to greater efforts and he has introduced pupils to new techniques and ideas. The Millennium celebrations at the school have been marked by a magnificent mural on the outer wall of the school including the contributions of many pupils and depicting the history of the village over the last 2000 years.

Design and technology

115. Standards in design and technology have improved significantly since the last inspection. By the end of both key stages, pupils are working at a standard that is expected for their age with some examples of good work in Years 2 and 6. All pupils, including those with special educational needs make satisfactory progress as they move through the school.
116. The improvement in standards and progress since 1997 is partly the result of the introduction of a new scheme of work that guides the teaching of design and technology across the school and partly due to the recognition by staff of the importance of including design and technology in the pupils' education. Since October 2000, pupils have also benefited from being involved in a project funded through a small school's grant in association with a local high school. This has funded the employment of a part-time member of staff for the equivalent of six hours a week. Her involvement has enabled pupils of all ages to participate in a wide range of projects involving the use of a commercial product to evaluate existing products, produce ideas for designing and making their own and for evaluating how successful the ideas are fulfilled in reality.
117. The quality of teaching is satisfactory throughout the school. By the end of Key Stage 1, pupils have developed a sound sense of the design process. As part of an assignment looking at puppets, pupils designed their own puppets and responded well

to expectations to include different materials such as wood, string and fabric to make them. As part of food technology, pupils have explored ways of making healthy food and developed satisfactory skills of cooking. In Key Stage 2, pupils extend the skills and knowledge being developed in Key Stage 1. Their ability to evaluate existing products is much better by the time pupils reach the age of eleven. During a lesson in Year 6, pupils responded well to good planning and preparation by the teacher by carefully looking at a range of slippers, their designs and the fabrics before starting to establish ways that they could make their own. The teacher made good use of her own research to provide pupils with work that involved them in thinking and working with good levels of creative and imaginative effort. The use of a commercial design and technology scheme has contributed to providing pupils with a secure knowledge of structures and developed ways of using them in building their own shelters.

118. Pupils talk enthusiastically about learning design and technology. They respect the skills of the part-time support staff member involved in the inter-school project and talk with high levels of interest about their work in classes. The satisfactory quality of teaching across the school ensures that pupils have the chance to learn each aspect of the National Curriculum programmes of study. The recent nature of the scheme for design and technology means that not all parts of the curriculum have been taught yet, but the process involved in design and technology activities is well understood and being systematically taught. The range of recording in design and technology is satisfactory but better use could be made of a design and technology book to record and identify pupils' progress over the years.
119. Good leadership by the co-ordinator provides a clear picture of how to develop design and technology. The subject co-ordinator is keen and knowledgeable. She makes sure that the planned curriculum is being taught across the school and shows high levels of commitment by regularly attending courses. Immediate issues include the need to improve the way pupils' attainment and progress is monitored and recorded and the need to plan links between literacy, numeracy and information and communication technology. Some links to other subjects are made where possible, for example by linking moving machines to forces in science. Opportunities for taking part in, or initiating inter-school design and technology activities are not yet taken but the co-ordinator is keen to increase the place of design and technology in the pupils' education. Resources for design and technology are good and the school benefits from the resources provided by the inter-school partnership. The range of appropriate library books and software for learning design and technology are weak and could be improved.

Geography

120. The attainment of pupils by the end of both key stages has been maintained since the time of the last inspection. Standards attained are broadly in line with the standards expected nationally. All pupils, including those with special educational needs, make satisfactory progress throughout both key stages and develop skills in an appropriate manner. In Year 2 pupils have been learning about Katie Morag who lives on the imaginary Scottish island of Struay. They have been comparing the way of life on a remote island with their own experiences in their own village. Pupils know about the differences in such aspects as entertainment and types of jobs and the work has been appropriately linked with work on family trees in history. Discussions with the pupils reveal that they can remember many of the features of what they had learned although they were less secure of the effects the different ways of life would have upon them if they were to swap Hesketh Bank for Struay. Even some of the higher attaining pupils could not envisage life on an island, nor could they fully understand a small plot of land

- entirely surrounded by water. Similarly the pupils are aware that Struay is an imaginary island but not fully aware that there are real islands with many or all of the features of the island in the story.
121. In Key Stage 2 pupils make satisfactory progress overall but it is not consistent across all classes. In some classes the amount of time allocated to geography is limited and topics are not always completed or explored in sufficient depth to enhance pupils' knowledge and understanding and to challenge the higher attaining pupils. However, by year 6 pupils have developed a secure understanding of local geography. During the inspection pupils were examining Ordnance Survey maps and aerial photographs of their village, refining their knowledge of 6 figure grid references to pinpoint their homes and other significant features in Hesketh Bank and beyond. This is linked to work on the life story of a river and its effects upon the landscape. In discussion with these pupils it was clear that they had an appropriate understanding of this topic and could talk accurately about the changes that occur as the river makes its way to the sea.
122. The curriculum for geography follows a clear, structured scheme that ensures that all pupils should be taught each element of the National Curriculum programmes of study. The scheme has only recently been introduced and there is still some imbalance in the amount of time dedicated to geography. History and geography share times on most timetables and each subject is taught in a block of time perhaps over half a term. However, a scrutiny of pupils work indicates that in some classes the balance of time is tilted in favour of history. Often the subjects are appropriately linked but the amount of time allocated to specifically geographical topics limits the opportunity for more in-depth work and investigation. Pupils are appropriately stimulated and find the topics interesting particularly where visits are arranged to places linked with their study. Pupils have visited the nearby sewage farm and there are plans to engage in more detailed study of the river that flows past the village. They know about and talk in an informed way about the recent topics they have experienced.
123. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Topics are approached in an interesting and informed manner although in some classes there is an over-reliance on photocopied worksheets. This affects the development of pupils' investigative skills in that often information is provided for them rather than expecting them to find some of it for themselves. In discussion pupils expressed their wishes to explore issues for themselves but opportunities are not provided frequently enough. Although they have been significantly improved in the recent past, resources for this subject are limited. However, teachers make good use of the materials and secondary resources that are available. In one classroom a magnificent display of rocks and fossils that pupils could handle and examine had increased their interest and most pupils were able to identify different types of rock and had the appropriate vocabulary to describe how and when they were formed.

History

124. By the end of Key Stage 1 standards have declined since the last inspection. Attainment of 7 year olds is now close to expectations for their age but at the time of the last inspection it was above expectations. In Key Stage 2 however, standards have improved from being close to the national average at the time of the last inspection to being above expectations. Throughout Key Stage 2, all pupils are making good progress. The decline of standards in Key Stage 1 reflects the impact of instabilities in teaching in Years 1 and 2. In Key Stage 2 however the subject is given a high profile, and there are strong links with other subject areas such as literacy, art and information and communication technology.

125. By the age of 7 pupils have a sound knowledge of some important historical figures such as Florence Nightingale. Teachers use the opportunities provided through the study of historical personalities to develop other historical skills, for example, pupils compare and contrast hospitals then and now. They identify anomalies such as a television set in a Crimean ward and show a sense of chronology in sequencing uniforms. Through the museums loan service younger pupils have the opportunity to examine artefacts such as historical toys and are learning to record what they observe. Pupils assembled their own Toy Museum in the classroom to show how toys had changed.
126. Key Stage 2 pupils respond well to the good teaching and the breadth of experiences offered to them and by the age of eleven achieve good standards. They acquire a good level of knowledge and understanding of significant periods of history, for example of the Ancient World, Modern Britain and the Viking era and are developing the higher order skills of interpretation, research and recording. Consequently pupils make good progress and display an enthusiasm for the subject that prevails throughout the key stage. Pupils in year 6 were able to draw on considerable skills when researching changes in school uniform since 1960. Their conclusions and observations were individual and accurate.
127. The youngest pupils in Key Stage 2 are offered rich and varied learning opportunities. Very good use is made of links with other subjects particularly art, drama and literature. The Viking day gives them the chance to dress as Vikings, create their own characters and study their ways of life. Pupils studying Ancient Egypt have been encouraged to gain a good understanding of the problems of research and archaeology. For example they were able to explain how the writing on the Rosetta stone led to the deciphering of the hieroglyphs. Good exposition and questioning by teachers fosters accuracy in vocabulary and chronology. Pupils being introduced to Ancient Greece were able to cope with BC/AD conventions and quickly calculated how long ago the civilisation flourished.
128. The quality of teaching is satisfactory in Key Stage 1. The range of experiences offered to pupils is narrow overall and there is a reliance on worksheets. In Key Stage 2 teaching is consistently good and sometimes very good. Teachers use a range of approaches and strategies that are very effective in developing both skills and knowledge. They show imagination in devising tasks that complement each other but also provide appropriate challenge for individual pupils. Studies are enhanced by events such as the Roman banquet and visits to places like the Liverpool Museum. The subject co-ordinator is managing the development of history satisfactorily. Although resources are satisfactory overall, the range of appropriate library books and software for learning history are unsatisfactory.

Information and communication technology

129. Standards of attainment in information and communication technology are below expectations for pupils at the end of both Key Stage 1 and Key Stage 2. During the period of management uncertainty, the development of the subject has been held back. There has been a failure to keep pace with expectations particularly in relation to equipment and training. Pupils' progress has been disrupted and many gaps exist in their skills and knowledge. Although this judgement represents a decline since the last inspection, this deterioration has been halted and the subject is showing clear signs of improvement. Recent progress has been good from a low baseline. 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. By the end of Key Stage 1, pupils achieve standards that are below the national expectations. Although teachers ensure that all pupils have equal access to computers, they do not have enough opportunities to work on them to develop individual competence and progress is slow. Pupils use a basic range of tools in painting programs. They gain familiarity with the mouse and menus when using maths games. Pupils use the keyboard to enter text but skills are at a very low level. Teaching has included input on the technological aspect of information and communication technology and pupils recognise the main features of computer equipment. The curriculum experienced by most pupils in Key Stage 1 so far is narrow but the scheme of work has not run for a full year and some aspects will be covered later.
131. By the end of Key Stage 2, standards of attainment are below national expectations. Word processing skills show considerable improvement from Key Stage 1 and are just satisfactory. However there are gaps in pupils' learning that have to be made up before pupils can operate at the appropriate level. The oldest pupils for example have little experience of control technology. They have however used a handheld data logger to compare light levels. Progress is erratic in some areas for example in graphics where different year groups are working at the similar levels and unsatisfactory overall. Younger pupils in Key Stage 2 combine clipart, backgrounds and text to create posters for well-known fables and manipulate images of rocks to create abstract patterns. Older pupils use paint tools to create repeating or tessellating patterns. Pupils are beginning to develop research skills for example in refining searches to find references to the "Windrush" in encyclopaedia articles on immigration. The higher order skills in data handling and modelling are not yet systematically taught.
132. The quality of teaching seen during the inspection was satisfactory but the gaps in pupils' learning indicate that previous teaching over time has been unsatisfactory. The scheme of work is very new and is not yet securely embedded in the school's practice but teachers are incorporating it in their planning. There is no standardised procedure for assessment or recording in the subject although some teachers set targets for their classes. Opportunities to link with other subjects are not made consistently across the school. Links between information communication technology and numeracy are weak. When teachers do identify useful contexts, the results are good. Older pupils used CD ROM encyclopaedia and the Internet to research information on Ancient Greece purposefully when given clear objectives from their teacher. Pupils enjoy using the computer and are responding to the school's plans to raise the profile of information and communication technology in the curriculum. They try hard and work well with others as well as on their own. The school provides good links with design and technology through the 'Scantek' project. Specialised input through the "Newspaper in Education" initiative gave pupils a valuable opportunity to create a high quality newspaper.
133. The head teacher and his deputy successfully manage the subject jointly. They recognise that standards in information and communication technology need to be raised and this is an area of highest priority. A number of significant steps have recently been taken to improve provision. The computer to pupil ratio is unfavourable and the capacity of the current equipment is at its limit. Pupils are not provided with enough regular access to computers to develop independent capability. Funds are awaited from a successful bid to the National Grid for Learning and the school is also preparing for staff training through the New Opportunities Fund in the autumn.

Music

134. Pupils throughout the school attain the standards expected for their age. By the end of Key Stage 1 attainment is close to expectations for pupils aged 7 years old. Standards

by the end of Key Stage 2 have improved since the last inspection and they are now close to expectations for their age by the time pupils are 11 years old. All pupils, including those with special educational needs, make satisfactory progress

135. Pupils in Key Stage 1 are confident when they explore sounds. They sing at different tempos, showing a good sense of rhythm and pitch. When singing the pupils perform enthusiastically but do not spoil songs by shouting. Pupils are not yet confident in making improvements to their work and opportunities for them to do this, for example by recording performance are not fully developed. By the end of Key Stage 2 the pupils have developed their musical skills well. In Year 5 the pupils sing two-part songs with confidence, for example when singing 'The World Keeps Turning Around'. In Year 6 the pupils perform African chants well. They have a good understanding of the structures of music. After listening to music the pupils are expected to compare it with other types of music, for example when listening to 'Bohemian Rhapsody', the pupils talk knowledgeably about opera. Composition skills of pupils were not observed but planning shows that these are to be covered. The opportunities for pupils to comment on and improve their performance are not yet fully developed.
136. The quality of teaching and learning seen during the inspection was good overall throughout the school. It is very good in Year 1 where the music co-ordinator uses her musical expertise very well. Very good 'warm-up' sessions are used to get pupils in the mood for the lesson. The pupils enjoy singing 'I'm Going to Shake' and 'Rolly Polly Up'. Musical 'games' are used very well to help pupils identify high and slow sounds. The teacher links the lesson well to the literacy hour big book when the children sing 'Handa's Song'. In a good Year 6 lesson the teacher explains to the pupils what they are going to learn. She recaps on what they have already covered to remind pupils about previous work. Using music that appeals to the pupils develops pupils' appraisal skills. After pupils have listened to the music the teacher leads a well-managed discussion. All staff are confident in teaching music and have at least satisfactory and often good knowledge of the subject. In a small number of lessons the teaching is satisfactory. Lessons are well planned and good use is made of resources but time is lost when the teacher needs to repeat instructions to pupils several times. As a result of this pace slows at times. The opportunities for pupils to have 'hands-on' experiences of playing instruments are limited because of a shortage of both untuned and tuned instruments. Teachers do not provide pupils with enough opportunities to use information and communication technology to develop their musical skills. The pupils respond well to the good quality of teaching by developing good attitudes. They sing with enthusiasm and enjoy the lessons. When working with musical instruments the pupils handle them with care.
137. There are a limited number of opportunities for pupils to develop their musical skills outside lessons. A singing group performs in church and for old people. There is a recently started lunchtime, paid for, brass group for pupils in Years 5 and 6. Musical skills are developed in whole school productions, for example the very good performance of 'Joseph and His Technicolor Dreamcoat'. There is no formal assessment in music and as a result the school cannot measure the progress of groups or individuals as they move through the school. When lessons take place in classrooms the features of the accommodation have an adverse effect, for example 'working noise' from a class next door was distracting for a class listening to a quiet passage of music.
138. The improved attainment and progress in Key Stage 2 higher attaining pupils has occurred by introducing a new music curriculum and improving the standard of teaching. There have been changes in staff and teachers are now confident to teach music. The school has made good improvement since the last inspection.

Physical Education

139. Pupils throughout the school attain standards expected for their age and all pupils, including those with special educational needs learn at a satisfactory rate.
140. In Key Stage 1, pupils develop sound levels of co-ordination and competently perform movements with balance and poise. After practising skills of movement such as stretching, hopping and skipping, pupils link the movements together into sequences that are fluently performed. By working in pairs, pupils demonstrate good levels of co-operation. By the end of Key Stage 2, pupils have developed their physical abilities at a satisfactory rate. As part of a dance lesson, pupils in Year 6 demonstrated a satisfactory ability to move to music with a sense of pace and rhythm. The teacher and pupils successfully created a sequence of movements linked to an imaginary situation of dressing for the morning. Pupils then performed the sequence of movements to a musical excerpt from 'Flight of the Bumblebee'. Both boys and girls moved frantically and showed a good sense of rhythm.
141. In the small number of lessons observed during the inspection, pupils enjoyed physical education and willingly responded to the directions of the teacher. Pupils responded well to the leadership of teachers and were mostly well behaved and worked with good levels of concentration. Expectations by teachers for pupils to perform in front of others and maturely discuss ways of improving their own movements and those of others results in pupils developing a good knowledge of how to improve and do better. Pupils were tolerant of the space of others but, when required, worked well with others in pairs.
142. The quality of teaching in physical education is satisfactory overall. Lessons are prepared with due reference to the school's schemes of work and plans for physical education for the school. Lessons start with an appropriate set of exercises to warm up the pupils' muscles and at the end, pupils are directed to slow down and gently relax the muscles. This is good practice and establishes healthy routines for pupils when they do exercise out of school. Lessons proceed at a satisfactory pace but at times there is not enough challenge for higher attaining pupils. Teachers have a secure knowledge for the lessons observed but discussion with the co-ordinator identified a need to improve teachers' knowledge in some aspects of physical education, most notably in gymnastics.
143. The curriculum offers pupils a satisfactory range of physical education activities and pupils are taught all aspects of the programmes of study recommended by the National Curriculum. They take part in games, develop skills of dance and gymnastics. The majority of pupils learn to swim the minimum distance of 25 metres. Outdoor activities are provided for older pupils in Key Stage 2 when they attend a residential educational visit during which they experience activities such as canoeing and archery. Pupils have the opportunity to attend a range of extra-curricular clubs in sport. Soccer, netball and rounders are available to both boys and girls and there has been some success achieved by pupils in each. The school has been runners up in two events, in a netball tournament in 1999 and in a five-a-side soccer tournament.
144. A knowledgeable member of staff manages the subject effectively. The subject is beginning to develop again after a period of stagnation when the leadership of the school was uncertain. The co-ordinator has a clear action plan for the development of physical education across the school that includes extending the range of games on offer to pupils through a sponsored initiative called 'TOPSPORT'. The school currently has a good range of rugby equipment from this scheme. Additional resources from the schemes will extend the range of resources available and offer training to staff.

Resources are satisfactory overall, but the quality and quantity of floor mats could be better and are unsatisfactory. There is a need to have soccer goal posts that match FA regulations for pupils aged 11 and under.