

# **INSPECTION REPORT**

## **HOOLE ST MICHAEL CE PRIMARY SCHOOL**

Much Hoole, Preston

LEA area: Lancashire

Unique reference number: 119570

Headteacher: Mr D Upton

Reporting inspector: Mr E Wheatley  
10013

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> January 2000

Inspection number: 196482

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 to 11
Gender of pupils:	Mixed
School address:	Liverpool Old Road Much Hoole Preston
Postcode:	PR4 5JQ
Telephone number:	(01772) 613219
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev H Pugh
Date of previous inspection:	4 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr E Wheatley	Registered inspector	Mathematics Information technology Design and technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr K Schofield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs M Wallace	Team inspector	Under fives English Geography Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Mr C Coombs	Team inspector	Science Art History Music Special educational needs	Assessment

The Section 23 inspector, Miss L Maddock made valuable contributions to the work of the inspection team.

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

### **INFORMATION ABOUT THE SCHOOL**

Hoole St Michael CE Primary School is a smaller than average school with 115 pupils age 4 to 11 years. The great majority are of white United Kingdom origin. Pupils come predominantly from homes where English is the first language and a few from homes where French is spoken. These pupils do not have language difficulties. No pupils have statements of special educational need and 11.3 per cent are on the school's register for special educational needs, which is below average. There are 1.7 per cent of pupils entitled to free school meals. There are eighteen pupils in the reception class under the age of five years and there are three other classes, each containing two year groups. The attainment of pupils is broadly average on entry to the school.

The school building is Victorian, with some recent extensions and modifications. Further modifications are planned to rearrange the internal accommodation to include a library and resources area.

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

The school is effective and provides a good standard of education for its pupils. By the end of their stay in the school, the standards achieved by pupils in the end of Key Stage 2 national tests in English, mathematics and science are above average. Teaching is good, overall, and has improved since the last inspection. The school is well led and managed and the headteacher provides very good direction for the school's further development and improvement. The school provides good value for money.

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

- Standards of literacy and numeracy are rising.
- Standards in science are above average at both key stages.
- Pupils are taught well.
- The school is managed and led well and the headteacher provides very clear direction for continuing to raise standards.
- Pupils' attitudes to work and their relationships with each other and their teachers are good.
- The moral and social development provided by the school is good.
- The information provided for parents is very good and parents' views of the school are positive.
- Parents make a significant contribution to the school through fund-raising and sponsoring the acquisition of resources, which has had a positive impact on children's learning and some parents help in school.

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

- On occasions, work for higher attaining pupils is not sufficiently challenging.
- The provision for the physical development of the under fives is inconsistent.
- Teaching is not evaluated systematically in order to share good practice.
- The practice of recording and using assessment information to guide teaching or to aid curriculum planning is inconsistent.
- There is insufficient classroom support throughout the school.
- There are insufficient opportunities in the curriculum to develop pupils' awareness of Britain as a multicultural society.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1996 and there has been good improvement since then. The spelling of pupils has improved and teaching, particularly as a result of the literacy strategy, now includes effective methods to help pupils learn how to spell. Teaching of the under fives has improved considerably since the appointment of a new teacher and there is now an established curriculum for pupils in the reception class, although the provision for physical development is still underdeveloped. Teaching is more consistent and learning objectives for lessons are clear and often shared with pupils. Teachers' expectations have risen, overall, although teaching methods

occasionally restrict the progress higher attaining pupils make. Assessment of pupils' work has improved with significant work done in end of year and end of unit assessments. Nevertheless, day-to-day assessment is inconsistent and is not used sufficiently well to guide future teaching or help curriculum planning. The quality of school development planning has improved considerably and includes spending plans closely linked to priorities, strategies for the implementation of new initiatives and criteria to evaluate the degree of success. However, methods of evaluating how well objectives have been reached are not always sufficiently clear. The school continues to promote the strong beliefs and values underlying its ethos.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	B	D	well above average A above average B average C below average D well below average E
Mathematics	D	A	B	C	
Science	B	A	A	B	

The school exceeded its targets for 1999 in English and mathematics. Although results were below average in English when compared with similar schools, they were only just so. One pupil achieving one level higher would have caused the school to be classified as broadly average compared with similar schools. Over time, the trend is for rising standards at a rate faster than that seen nationally. At the time of the inspection, standards were broadly average and a significant proportion of pupils was achieving at levels higher than that, especially in science. In English, standards of reading are above average and literacy strategy is having a positive impact. In mathematics, standards are average, overall, and many pupils have above average levels of competence with mental calculations. In all subjects, pupils' achievements are good, although, on occasions, the highest attaining pupils are not challenged sufficiently, especially where they work in groups. In information technology, pupils' word processing and data handling skills are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They work hard and join in the activities the school provides enthusiastically.
Behaviour, in and out of classrooms	Pupils behave well around school and in lessons. They co-operate well with teachers and other adults.
Personal development and relationships	Pupils' personal development is good. They respect each other and are sensitive to each other's feelings. Older pupils look after younger children well. Relationships between pupils and between pupils and adults in the school are very good.
Attendance	Attendance at school is good and the school has well established procedures for contacting parents in the event of pupils' absence.

## TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good. Literacy and numeracy skills are well taught and teachers are skilful in their questioning and the tasks they set pupils, which have a positive effect on pupils' learning. Teaching is well planned throughout the school and, in general, the needs of all pupils are well met. Lesson objectives are clear and are usually shared with pupils. On rare occasions work for higher attaining pupils is not sufficiently challenging and in these instances pupils do not make sufficient progress. In the reception class, the teaching of physical development is inconsistent and children do not learn physical skills as well as expected. All teaching is satisfactory or better; seventy-two per cent is good or better and fifteen per cent is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and generally well balanced. The school is evaluating the time spent on English and mathematics and is planning to make some changes so that more time can be spent on other subjects.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. There are well planned individual education plans for all those pupils on the school's register and these are well used by all teachers to plan work for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory, overall, and is good for pupils' moral and social development. Provision for cultural development is unsatisfactory because there are too few planned opportunities for pupils to experience the diversity of cultures found in Britain today.
How well the school cares for its pupils	The school cares for its pupils well. Teachers know pupils well and provide a good level of support and guidance for them. Teachers have a good level of knowledge about how well pupils learn, but, on a day to day basis, they do not keep consistently detailed records to help plan future teaching or to aid curriculum planning.

The school works well with parents. There is a very good level of communication with parents and parents support the school well. According to the questionnaires returned by parents and those parents who attended the meeting before the inspection there is a high level of approval for the work the school does. In the questionnaire, a significant proportion indicated that they felt there were too few out of school activities, but the inspection team considered that for the number of staff in the school the range of activities is appropriate.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and staff manage the school well. All teachers have specific curriculum or other responsibilities and they carry them out well. The headteacher provides very clear direction for the work of the school and for the continued raising of standards.
How well the governors fulfil their responsibilities	Governors carry out their responsibilities effectively, but although they review the headteacher's and deputy headteacher's salaries annually, they do not set targets for the year ahead.
The school's evaluation of its performance	The school evaluates its own performance satisfactorily overall and has most of the issues identified in the previous inspection in its development plan, including the systematic monitoring of teaching to share good practice. At present, there is inconsistent practice in evaluating teaching, although teachers' planning and pupils' work are regularly examined as part of the evaluation of the school performance.
The strategic use of resources	The school uses the resources it has well and makes good use of funds and grants at its disposal.

There are sufficient experienced and qualified teachers, but there is too little extra adult assistance to support the work of teachers, particularly as some classes are large. Overall, provision of learning resources is good and the school is well equipped with computers. However, there is a shortage of large play equipment for the under fives in the reception and there is no enclosed outdoor activity area.

Considering the below average income for pupils, the average levels of attainment on entry to the school, the above average attainment in end of Key Stage 2 national tests and the good quality of education provided, the school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children make good progress at school.</li> <li>• Behaviour is good.</li> <li>• The school deals with any complaints or suggestions well.</li> <li>• Teaching is good.</li> <li>• The school has high expectations of pupils.</li> <li>• The school encourages children to become mature and take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• A small proportion of parents considers that there is either too much or too little homework.</li> <li>• A significant proportion of parents feels that there are too few activities outside of lessons.</li> </ul>

Inspectors were in agreement with the parents' positive views about the school, but judge that the school provides a satisfactory amount of homework, overall. Although the school offers a restricted range of activities outside of lessons, considering the small number of staff, this range is satisfactory.

At the meeting held for parents before the inspection, parents were pleased with the standards achieved, but also expressed concern about there being too little design and technology and physical education and too few games. There was also some concern for pupils who are withdrawn for extra literacy work who then miss out on other subjects. Inspectors found that the school was in the process of evaluating its curriculum and was planning to alter timings of lessons to ensure that pupils receive a balanced experience in all subjects. Although a small number of pupils are withdrawn for extra literacy work, they receive support to catch up on what they miss.

## PART B: COMMENTARY

## HOW HIGH ARE STANDARDS?

### The school's results and achievements

1. On entry to the reception class, children's attainment is broadly average. By the time they enter Year 1, pupils have made sound progress in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Progress made in physical development is unsatisfactory because provision is not sufficiently well organised and developed.
2. In the 1999 Key Stage 1 National Curriculum tests in English and mathematics and in teachers' assessments in science, attainment was close to the national average and a significant improvement on the results of 1998. In reading, all pupils reached the average level or higher, while, in writing, standards were close to the national average. In comparison with pupils in similar schools, attainment is below average. Overall, boys perform better than girls.
3. In the 1999 end of Key Stage 2 National Curriculum tests in English, mathematics and science the performance of pupils was above average, overall, well above average in science, and in line with that of pupils in similar schools. Boys perform better than girls in English and science and girls do better in mathematics. Between 1997 and 1999 standards have risen against the national average.
4. Analysis of performance in tests must be treated with caution because only small numbers of pupils were involved in the tests and the results of one pupil have a considerable effect on overall figures. However, since the last inspection, standards have improved in English, mathematics and science and evidence gathered during the inspection shows that this is continuing to be true.
5. At the end of Key Stage 1, standards in English are broadly average, but with strengths in writing where most pupils write well and with good punctuation. Higher attaining pupils write independently and recount stories well. In mathematics, standards are broadly average. Pupils have sound mental calculation skills, add and subtract competently, using a wide range of individual and formal methods. They have a sound knowledge of geometric shapes and their properties. Higher attaining pupils are beginning to understand the meaning of more difficult ideas like negative and positive numbers. In science, attainment is above average and pupils have good investigation skills and good knowledge of human body organs and what they do in the body. Their knowledge of the properties a wide range of different materials is sound and they have an appropriate level of understanding about light and sound. Pupils' information technology skills are broadly average and they have good word processing and data handling skills, although their experience of control and modelling processes is underdeveloped. All of Key Stage 1 pupils are taught in one class and they make sound progress in their learning. A good range of whole class teaching, small group work and some individual support play an important part in helping their progress. Progress in art and craft, geography, history, music and physical education is sound.
6. At the end of Key Stage 2, attainment in English is average, overall, with standards in reading above average. Pupils read fluently and discuss the books they read articulately. Higher attaining pupils write well with a wide range of vocabulary and punctuate their work effectively. In mathematics, attainment is average, but a significant number of pupils produce work of a high standard. Most pupils know their tables and work out mental problems involving addition, subtraction, multiplication and division competently. Higher attaining pupils use fractions and decimals in mental arithmetic well. Most pupils calculate competently on paper, although lower attaining pupils struggle with fractions and decimal problems. All pupils have a sound understanding of the properties of a large range of two- and three- dimensional shapes and higher attaining pupils calculate angles of triangles well. In science, attainment is above average, with most pupils having a good knowledge of biological processes, such as, the functions of different teeth and how blood circulates in the human body. Higher attaining pupils have a good understanding of how valves in the heart operate. The majority of pupils have

good investigation skills, predicting outcomes of experiments and presenting results in a variety of ways. Their knowledge of the causes of the seasons of the year is good. Pupils' skills in information technology are average, overall, with significant strengths in their ability to present data in different graphical forms and to use computers to draft and produce extended writing. Keyboard skills are good. However, control and modelling skills are below average; opportunities to develop these skills are underdeveloped. Pupils develop good research and independent study skills, both in using CD-ROM on the computer and in using books. Standards in art and craft, geography, history, music and physical education are as expected for pupils at the end of Key Stage 2. Pupils make sound progress, overall. On rare occasions, often exacerbated by insufficient support staff in classrooms, some higher attaining pupils do not make enough progress. Mostly, however, the level of help and personal support is good and is making a significant contribution to raising standards.

7. The introduction of the literacy and numeracy hours is having a positive effect on pupils' progress in English and mathematics and in their work in other subjects. In all subjects, pupils write, speak and read competently and opportunities are provided for them to do so. Numeracy skills are evident in science, geography and history, with pupils having to use graphs and number skills to develop their understanding and knowledge of these subjects.
8. Pupils with special educational needs make good progress in their learning and achieve appropriately. They have individual education plans with achievable short-term targets and often receive additional support in their learning from non-teaching assistants. These factors have a positive effect on their achievement.

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

9. Attitudes, values and personal development at the school among the vast majority of pupils are good. Only a very small number of pupils have difficulty in concentrating and applying themselves to their lessons. Built on a foundation of positive attitudes, pupils feel respected. The staff show a genuine interest and concern which makes each pupil feel valued and cherished. The quality of teaching and learning is enhanced by the pupils' level of confidence.
10. Behaviour is good. All staff exercise a positive approach to the achievement of good manners. Based on this concept, class teachers administer effective rewards and sanctions. Consequently, pupils behave well in lessons and around the school. They are courteous, trustworthy and show respect for property.
11. Personal development and relationships are very good and this is a strength of the school that contributes to the effectiveness of teaching and learning. Pupils form constructive relationships with one another, as well as with teachers and other adults. Pupils reflect on what they do and understand how this impacts on others. They respect other people's feelings and values. Pupils show initiative and are willing to take responsibility. They are keen and eager to come to school. They show interest in school life and are involved in the range of activities that the school provides. They have been involved in initiatives of their own by supporting charitable collections, such as the Shoe Box scheme.
12. Attendance levels are good. Total attendance is close to the national average. Notably, there have been few cases of unauthorised absence and exclusions in the last year. The school day starts on time with no pattern of persistent absence.
13. Since the last report, the school has continued to maintain good attitudes, values and personal development. Relationships have become a strength of the school.

## HOW WELL ARE PUPILS TAUGHT?

14. Teaching is good, overall, and has improved considerably since the last inspection. All teaching is satisfactory or better and in seven out of ten lessons it is good or better. In fifteen per cent of lessons teaching is very good. In the best lessons, the work for all pupils is challenging and meets the needs of the highest and lowest attaining pupils. For example, in whole class teaching in an upper juniors mathematics lesson, the questioning and prompting in a session on fractions and decimals skilfully targeted problems that were challenging, but within the capability of individual pupils to answer. When some pupils struggled, the teacher quickly involved other pupils so that they did not lose concentration. In small group work in a lower juniors literacy session where pupils were learning to form letters accurately, the teacher set appropriately demanding tasks for all and moved around quickly to help individuals. On very rare occasions, teachers do not involve pupils sufficiently effectively in class discussions, resulting in brief loss of attention and concentration. Sometimes, it is difficult for teachers to provide enough attention to individuals or small groups in large classes, a situation which is not helped by too few adults to support teachers in the classroom and occasional inadequate direction of their work being available to ensure that all pupils are helped.
15. Teachers' knowledge of the subjects they teach is good, especially in English, mathematics and science. Most teachers have sound information technology skills and the school provides a good level of support to help staff in this area. Good subject knowledge plays a significant part in raising standards because teachers plan lessons well with a good range of challenging tasks matched closely to developing particular skills, knowledge and understanding. The objectives of lessons are often shared with pupils and this provides pupils with targets for them to achieve. Teachers use a wide range of resources to help pupils' learning. For example, pupils have access to counters, number lines, cube-sticks and other apparatus, including calculators where necessary, to assist their development of numeracy skills. This is effective, building pupils' confidence to attempt problems and making them increasingly independent learners. Lessons include a suitably wide range of methods that maintain pupils' interest and concentration. Whole class work, small group work, discussions and investigations are used effectively. Teachers include opportunities to develop and consolidate literacy and numeracy skills regularly, throughout their teaching.
16. Teachers manage pupils' behaviour well. They respect pupils' opinions, expect high levels of behaviour and provide well planned lessons, with varied and interesting work. Pupils respond well to the challenges and high expectations. The feedback provided by teachers to pupils makes a useful contribution to the good levels of attention and positive attitudes shown by pupils. However, although teachers know their pupils well, they do not all keep sufficiently detailed records of pupils' attainment and progress which can be used effectively to provide consistently good feedback. Day-to-day assessment is inconsistent, although there is a comprehensive pattern of end of year and end of topic assessments.
17. Pupils are provided with appropriate homework, particularly for developing their reading skills. The quality of homework is good for the under fives, with children expected to do reading and writing work at home.
18. Teaching of the under fives is good, overall. Lessons are well organised with clear objectives and well structured work. Activities are well organised and, when support is available, it is used well. The teacher has good relationships with the children and generally high expectations of what they should know, understand and be able to do. She works with children sensitively and achieves a high level of co-operation from them. Her own subject knowledge is good and she uses language well to explain new ideas and to encourage children to talk. The planning for teaching physical development is not as well organised and children do not have a well planned experience to provide them with opportunities to develop appropriate skills in using space and moving independently around a room.
19. Pupils with special needs learn effectively as they work towards the targets specified in their individual education plans. Support staff are used effectively to provide additional help for pupils whose special needs have been identified.

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

20. The quality and range of opportunities for learning provided by the school for all pupils are satisfactory. The curriculum is broad and meets statutory requirements and the requirements of the local agreed syllabus for religious education. The school has effectively introduced the National Literacy and Numeracy strategies and this is having a positive impact on learning in English and mathematics. It makes good provision for science and geography and satisfactory provision for other aspects of the curriculum. With the exception of the control elements of the subject, provision for information technology is good, with access to computers and appropriate software being organised well. Pupils acquire most of their computer skills through the use of computers in other subjects. Provision for outdoor activity and some indoor activities for the under fives to enrich physical development is unsatisfactory.
21. The time spent on English and mathematics is higher than the recommended time, but the school is in the process of reviewing this and examining ways of providing more time for other subjects.
22. The curriculum provides opportunities and equality of access for all pupils to learn and make progress. Teachers' planning takes account of pupils' age, attainment, gender, ethnicity and special educational needs through the provision of appropriate teaching methods and resources. Pupils with special educational needs are very well considered – for example, support staff ensure that pupils gain access to all areas of the curriculum and have additional support for English and mathematics. Provision for higher attaining pupils is less well developed and on occasions these pupils are not sufficiently challenged. Opportunities for the physical development of children under five are insufficiently developed. There is no outdoor play area or climbing equipment. On occasions, pupils who are unable to take part in the physical aspects of a physical education lesson are not always sufficiently included in the learning aspects of the lesson.
23. The school provides a satisfactory range of extra-curricular activities including netball and football. The netball club is well attended by both boys and girls and the club provides a good opportunity to extend basic skills in physical education. Football matches are played on a regular basis and enable pupils to experience competition against other schools. There is no opportunity for pupils to practise game skills in individual and small group situations. Pupils have the opportunity to compete in a range of sporting competitions such as football, netball, athletics and rugby. Extra-curricular clubs are held in mathematics for Year 6 pupils; these are well attended and provide good re-enforcement and extension to curriculum work. Pupils learn how to multiply fractions and simple rules for adding fractions. The pace in these sessions is good and pupils develop a positive attitude towards mathematics, increasing their confidence and enjoyment. Pupils are eager to mark their homework tasks and enjoy the challenge of more work. The provision for personal, social and health education including sex education and attention to drug misuse is covered within curriculum subjects such as science and religious education. There are satisfactory links with the community and other schools. Annually, a football tournament is held at the school and local schools are invited to take part. The school meets statutory requirements including those concerning collective daily worship and religious education.
24. Pupils with special educational needs have access to the full curriculum, although there are times when they are withdrawn from lessons for extra help. Good provision is made for pupils with special educational needs.
25. The provision for cultivating pupils' personal development is satisfactory, overall. The school has a good policy defining the provision for pupils' spiritual, social, moral and cultural development. Spiritual development throughout the school is satisfactory. In some lessons the excitement and joy of learning were observed. Examples seen during the inspection included a Year 5 and 6 English lesson about "A Midsummer Night's Dream" when pupils analysed and identified old English words; and in a geography lesson for Years 3 and 4 when pupils learning about the local road structure, demonstrated excitement studying their local area. Reception children showed great enjoyment when singing their number rhymes. Opportunities for

reflection in assembly are less well developed. Moral development is good; pupils are well behaved and have a good sense of right and wrong. All pupils are aware of the school's code of conduct. Good relationships throughout the school have a positive impact on social development. Pupils respect each other and behave in a positive manner. Cultural development is unsatisfactory, overall. There are insufficient opportunities for pupils to develop awareness and knowledge of other cultures and to prepare pupils for life in a multi-cultural society. During the inspection there was insufficient evidence in the library and displays around the school of the richness of other cultures. The curriculum for religious education enables pupils to learn about other religions and the school has plans to hold a workshop of African music. Music generally has a low profile within the school. The school raises money for local and international charities.

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

26. Attitudes, values and personal development at the school among the vast majority of pupils are good. Only a very small number of pupils have difficulty in concentrating and applying themselves to their lessons. Pupils form constructive relationships with one another, as well as with teachers and other adults. The staff show a genuine interest and concern which makes each pupil feel valued, respected and cherished. The quality of teaching and learning is enhanced by the pupils' level of confidence.
27. Behaviour is good. All staff exercise a positive approach to the achievement of good manners. Based on this concept, class teachers administer effective rewards and sanctions. Consequently, pupils behave well in lessons and around the school. They are courteous, trustworthy and show respect for property.
28. The personal development of pupils is very good and this is a strength of the school that contributes to the effectiveness of teaching and learning. Pupils reflect on what they do, and understand how this impacts on others. They respect other people's feelings and values. Pupils show initiative and are willing to take responsibility. They are keen and eager to come to school. They show interest in school life and are involved in the range of activities that the school provides. They have been involved in initiatives of their own by supporting charitable collections, such as the Shoe Box scheme.
29. Attendance levels are good. Total attendance is close to the national average. Notably, there have been few cases of unauthorised absence and exclusions in the last year. The school day starts on time with no pattern of persistent absence.
30. Since the last report, the school has continued to maintain good attitudes, values and levels of personal development. Relationships have become a strength of the school.
31. The school's monitoring of academic performance is satisfactory. There are sound arrangements to track the progress of pupils in English, mathematics and science and these are used to set targets to raise pupils' achievement. There is a pupil tracking assessment file where details for all pupils in English, mathematics and science, as well as the effort made by them, are recorded. However, on a daily basis, recording of attainment and progress is inconsistent and not all teachers keep adequate records. This means that some teachers do not retain sufficient information to provide the best feedback to pupils to help them improve, or to guide planning for future lessons. At present, there is no moderation of the assessment made for the pupil tracking assessment file.
32. Pupils are assessed within the first term of their entry to school using the local authority baseline profile; the school uses performance indicators in primary schools (PIPS) at regular intervals as pupils move through the school. Particular emphasis is placed, rightly, on pupils' attainment in literacy and numeracy, as well as in spelling and reading, and the school monitors performance, using nationally validated tests as well as the standardised assessment tests and tasks. Good emphasis is placed also on recording the effort made by pupils, in order to ensure that they perform to their full potential. The school is developing additional assessment procedures in mathematics, analysing test results and using this information to identify problems. This is a good development. Careful and detailed assessment records are

maintained and used well to ensure that appropriate learning opportunities are provided for all pupils in the reception class.

33. The school tracking file is used effectively to identify pupils with special educational needs and all teachers have appropriate details of such pupils in their classes to help plan individual work programmes. The procedures used are effective in involving parents, teachers, the local authority support services and the special needs co-ordinator in regular reviews of pupils' progress.

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

34. The school works well in partnership with parents and this contributes to the quality of education. Parents appreciate the good academic progress that their children make and the teachers' high expectations.
35. The high quality of communications with parents is a strength of the school. There is an abundance of newsletters and parents are contacted if any unexplained cases of absence occur. There are sound annual reports for parents on the progress of their children as well as parent-teacher meetings to give advice and discuss any matters of concern. The school is in the process of adding additional information about attendance data to the Prospectus and the next issue of the governors' report to parents.
36. The impact of the parents' involvement with the work of the school is good. Parents assist with reading, food technology and by offering specialist skills that contribute to the quality of the school. With parental help, the index system in the library has been extensively re-organised and all the books are labelled in accordance with the appropriate categories. Computers have been acquired by dedicated helpers and through fund raising from the Friends of the School Association. The Association is currently endeavouring to help with the finance of an extension to the school building.
37. Parents know that their children are happy at school. They are pleased with the good progress of their children and teachers' high expectations. They appreciate that the school has a caring attitude which engenders good behaviour, including teachers' involvement with pupils outside school hours. Parents value the volume and quality of information sent to them and that they are always contacted in the event of an unexplained absence.
38. The links with feeder nursery schools and child care organisations are good. Approximately 80 per cent of children entering the school have experienced some kind of pre-school education. Great care is taken to familiarise both parents and children with the school. Baseline test results, showing the capability of reception year pupils, are reported to parents.
39. Year 6 pupils are able to transfer to a number of different secondary schools. A good partnership exists with all the schools, including the sharing of teaching resources that have a high cost. There are also positive curriculum links to ensure smooth transfer and continuity of experience, as in information technology.
40. Since the last report, the quality of information to parents has been improved. The support provided by parents and the 'Friends of the School Association' has strengthened.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The school is managed well by the headteacher and the deputy head, and key staff carry out their responsibilities effectively. Because this is a small school, all staff have some responsibilities over and above their teaching duties. They work well together and provide considerable support and professional advice for each other. The headteacher provides very clear direction for the school's development, with a particular insistence on establishing strategies for raising standards of attainment. Staff are very supportive and are committed to raising standards. The close and positive relationships between the staff set a good example to the pupils and maintain the strong Christian ethos which pervades the school and reflects its mission statement.
42. The school has a comprehensive development plan that all staff and governors have been involved in producing. Priorities meet the school's needs, indicating that the school is well aware of the issues it must address to improve provision and standards. The planning process is flexible, so that the school can respond to national and local initiatives as they arise and to issues it identifies itself, such as the limited time available for subjects other than English and mathematics. Procedures to monitor implementation and effectiveness are sound. Teachers' planning and pupils' work are evaluated. However, although there is some evaluation of teaching, systematic procedures are not established in order that teachers receive feedback and that good practice can be shared.
43. The expertise of teachers is generally sound. However, there is no qualified music teacher. A programme of training to help teachers teach music has been planned for the summer term 2000. All staff have received training to teach the National Literacy and Numeracy strategies. Most staff have suitable information technology experience and the school provides a good level of support to help teachers become familiar with the range of software in use. There is not sufficient classroom support to meet the needs of teaching large classes with mixed age groups and, on occasion, the deployment of available support staff is not efficient enough to provide help where it is needed. However, the quality of the support staff the school has available and of volunteer parents and relatives is good.
44. Resources are generally good and the school has been well supported by the parents' association to provide a wide range of equipment to support classroom work – for example, with computers. Resources in mathematics are good, with a wide range of apparatus available to help pupils develop their numeracy skills. The accommodation is satisfactory, overall, but the library is located in the corridor which restricts pupils' access to books. However, the school is at an advanced stage of planning internal alterations to provide a library area with computers for independent study. There is no outside play area for the under fives or play equipment for them to develop physical skills.
45. The governing body is very supportive of the school and staff and carries out the majority of its responsibilities well. Governors are effectively involved in the development planning process, in special educational needs reviews and in establishing the literacy and numeracy work in school. The chair of the governing body is closely involved with the school as he is also rector of the parish church. The governors set the annual budget and monitor spending effectively. However, they have not set the headteacher and deputy head annual targets for themselves.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The school is well positioned to continue its improvement. Raising attainment, developing assessment and introducing systematic evaluation of teaching are priorities in the school development plan. The school is also evaluating the time spent teaching English and mathematics, which go beyond the daily one hour recommendation, in order to provide more time for other subjects. Establishing systematic observation and evaluation of teaching and improving provision for the under fives have been restricted because of staffing shortages, but are in the school's short term plans.
47. The governors, headteacher and staff should now:
- raise attainment by:
    - ensuring that higher attaining pupils are consistently challenged in all classes (paragraphs 6, 65, 77);
    - providing sufficient classroom assistance to ensure that all pupils have appropriate support (paragraphs 6, 14, 43, 68).
  - improve the provision for the under fives by:
    - providing large equipment and an appropriate outdoor activity area (paragraphs 1, 22, 48);
    - ensuring that teachers are suitably prepared to teach physical development activities (paragraphs 18, 54).
  - establish systematic evaluation of teaching and share the good practice seen in many lessons (paragraphs 42, 70).
  - develop consistent day-to-day recording of assessment procedures that can be used to:
    - guide pupils on how to make further progress and improve their work (paragraphs 16, 68, 77);
    - plan future teaching and inform curriculum planning (paragraph 31).
  - provide opportunities for pupils to increase their knowledge and understanding of different cultures, reflecting the diversity and richness of the different ethnic groups in this country (paragraph 25).

The school also needs to:

complete its evaluation of time spent teaching subjects to ensure that pupils receive sufficient time for subjects other than English and mathematics (paragraph 21).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	56	28	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	YR – 6
Number of pupils on the school's roll (FTE for part-time pupils)	115
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	7	8
	Girls	9	9	9
	Total	18	16	17
Percentage of pupils at NC level 2 or above	School	100 ( - )	89 (65)	94 ( - )
	National	82 (78)	83 (79)	87 (82)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	8	8	9
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	83 (76)	83 (71)	89 (82)
	National	82 (80)	86 (83)	87 (85)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	7
	Girls	12	13	13
	Total	16	18	20
Percentage of pupils at NC level 4 or above	School	80 (100)	90 (85)	100 (100)
	National	70 ( 63)	69 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	13	13	13
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	85 (92)	90 (77)	95 (100)
	National	68 (65 )	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
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)	5
Number of pupils per qualified teacher	25.5
Average class size	28.8

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

Total number of education support staff	2
Total aggregate hours worked per week	45

### ***Financial information***

Financial year	1998/1999
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	£
Total income	198 549.00
Total expenditure	200 115.00
Expenditure per pupil	1 668.00
Balance brought forward from previous year	17 682.00
Balance carried forward to next year	16 116.00

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

### **Questionnaire return rate**

Number of questionnaires sent out	115
Number of questionnaires returned	46

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	7	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	28	61	11	0	0
The teaching is good.	59	35	2	0	4
I am kept well informed about how my child is getting on.	46	41	7	2	4
I would feel comfortable about approaching the school with questions or a problem.	72	26	0	2	0
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	67	24	2	2	4
The school is well led and managed.	80	15	4	0	0
The school is helping my child become mature and responsible.	72	26	2	0	0
The school provides an interesting range of activities outside lessons.	41	35	13	4	7

## **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**

48. Children start school in September. At the time of the inspection, seventeen children in the Reception class were under five. Evidence from assessment on entry and inspection findings indicates that, on admission to the school, most children's attainment is average. Most pupils have attended a nursery school prior to entry. There is a smooth transition between home and school and this has a positive impact on children developing a positive attitude towards school. Good relationships are established and open channels of communication between home and school maintained. Children follow a broad curriculum, which provides suitable opportunities for them to make progress in most areas of learning. There are satisfactory opportunities for pupils to make progress in five areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Opportunities to promote the children's physical development are insufficient and are unsatisfactory.
49. By the age of five, all children achieve the desirable learning outcomes in their personal and social development and achieve good standards. Teachers and adult helpers work very well together and are good role models. Good relationships are established with parents. This has a positive impact on children's development and transition to school. Children are encouraged to undress independently and to ask questions and listen to the questions of others. They are encouraged to concentrate on one activity and to complete tasks – for example, painting a sunflower. Children work well alongside each other when weighing shells in mathematics. They are given opportunities to develop confidence – for example, individual children lead the counting songs and nursery rhymes. Other pupils are positive and respond well to the leader. They handle resources sensibly. Moral development is good: children know they must not touch resources until told to do so. Teaching is good in this aspect and thorough planning together with good organisation and very good relationships with all children ensure that they all respond positively.
50. By the time they are five, children achieve the desirable learning outcomes in language and literacy and attain satisfactory standards. Speaking and listening skills are well developed. Children talk confidently to adults and know a range of songs and rhymes. They sit quietly and focus on their teacher, listening well to explanations and instructions. They handle books carefully and know how they are organised. Higher attaining children read fluently and well, using picture clues. Lower attaining children understand and can follow a story; they have some understanding that words convey meaning. Most children can write their own name. Higher attaining children write in sentences and complete sentence trains correctly. Handwriting is neat and consistent in size and shape. All children make satisfactory progress in learning to write and copy simple sentences. They respond to questions eagerly and use appropriate vocabulary to describe events and tasks. In mathematics, higher attaining children explain with clarity and appropriate vocabulary how they investigated and weighed the shells. Teaching in this aspect is satisfactory; the teacher is well organised and challenges the children well.
51. By the time they are five children make good progress in mathematics and attainment is beyond the desirable learning outcomes and above national expectation. Good and sometimes very good teaching, where the teacher plans and provides first hand mathematical experiences, enable children to make good progress. Higher attaining children identify ten centimetres on the ruler and can roll the playdough to make a fishing line ten centimetres long. Average children identify longest, medium and shortest fishing lines and lower attaining pupils identify the longest and the shortest lines. Children are encouraged to guess which is the heaviest shell and to check using the scales. Children learn and state that the heavier shell tips the pan of the scales towards the floor. They are developing good understanding and knowledge of capacity and mass as they fill and half fill containers with water and sand. High attaining children count up to thirty-nine and can identify when there are five cows in the field. Average children place five cows in the field and lower attaining pupils accurately place three pigs in the pen. The teacher

constantly challenges the children to develop mathematical concepts. Language is well used to reinforce children's understanding of prepositions such as 'onto' and 'into'. The pace of the lessons is good and the children enjoy the work.

52. By the time they are five, children achieve the desirable learning outcomes in their knowledge and understanding of the world. All pupils have a good understanding and knowledge of days of the week, months, year and seasons and can describe the daily weather. They know the month is January and that it is the twenty-fifth day. This is because the teacher uses the calendar and weather chart effectively, ensuring that all children take turns to change it daily. The teacher is supportive and encourages all pupils to respond to questions. In a lesson about electricity, children enjoyed their walk around the school identifying any electrical devices. Most children understand that some appliances are battery operated and some are operated from a main line and socket. The teacher uses lines and groups of children to show how electricity travels. Children demonstrate satisfactory control on the computer. Children's knowledge of local farms and farm animals is good. Teaching is satisfactory in this area and opportunities are given to revisit and reinforce previous learning.
53. By the time they are five children achieve the desirable learning outcomes in their creative development and progress is satisfactory. They sing songs tunefully, with confidence and expression such as 'One two three four five; once I caught a fish alive.' No lesson was observed with children using musical instruments. Children know their colours and experience a good range of techniques in art such as paint, pastels, chalk and simple collage work. They use fingers to paint a sunflower and were guided to observe the sunflowers painted by Van Gogh. Children showed real appreciation of the colours used. They used glue to stick the centre seeds into the sunflower. Children take care to paint their sunflower using the three colours of yellow, red and black. Opportunities to engage in imaginative role-play and use their imagination are less well developed. Teaching is satisfactory in this area. The teacher motivates the children well and they respond positively.
54. By the age of five, children make unsatisfactory progress in physical development and provision for outdoor play is unsatisfactory. There is no suitable outdoor provision or appropriate resources to encourage children to improve gross motor skills and extend their competence in a wide range of physical skills. Children experience two lessons of physical education per week. The dance lesson is satisfactory, but opportunities to develop and extend language in a range of physical activities is not sufficiently provided. The planned assault course is inappropriate in content and the way it is taught to fully extend appropriate learning opportunities for this age group. There are insufficient opportunities to develop spatial awareness by using space to travel independently around the room. Opportunities for movement exploration such as travelling in different ways on feet and hands and feet, are insufficient. As the older pupils put out apparatus, younger children are deprived of the opportunity to develop knowledge and understanding of safe lifting and carrying and placement of equipment. In dance, children curl and stretch and skip around the room. Development of fine motor skills is satisfactory. Children grip paint brushes and pencils with appropriate control. They squeeze, roll and mould the play dough to make a fishing line in mathematics. The class teacher is a newly qualified teacher and does not teach physical development; other teachers in the school take these lessons.

## ENGLISH

55. In the 1999 National Curriculum tests in Key Stage 1 pupils achieved standards in reading and writing that were in line with the national average; when compared to similar schools standards were below average. Over the last four years standards have generally been maintained with a slight dip in 1998. The number of pupils reaching the higher levels was close to the national average. In comparison to similar schools the number of pupils reaching level 2 in reading was very high, while the proportion of pupils reaching the higher levels was well below average. In the 1999 National Curriculum tests at Key Stage 2 pupils' attainment was above average when compared to schools nationally and below when compared to similar schools. There was some improvement at Key Stage 2 in the number of pupils attaining the higher standards. Attainment in English at Key Stage 2 over the last four years has risen, overall, broadly at the same rate as seen nationally. The performance of boys was slightly above the performance of girls.

56. By the end of Key Stage 1, pupils achieve standards that are close to average. Pupils achieve satisfactory standards in speaking and listening, reading and writing. Pupils in Year 2 talk confidently about their adventure stories, describing competently the beginning, middle and end of their story. They use appropriate vocabulary and a range of descriptive words to enrich their speaking. In dance they demonstrate satisfactory knowledge of a range of adverbs and verbs to describe how 'Incy Wincy Spider' travels around the room – for example, 'scurry quickly and run sideways'. Pupils attain satisfactory standards in their reading. They read accurately and talk about what they have read, giving opinions about the events and characters in their story. They correctly identify the author of the big book. By the end of Key Stage 1, independent writing is well established and pupils communicate adequately the intention of their story. High attaining pupils use a good range of adjectives and adverbs to enrich their work and to communicate their story effectively. Handwriting is well developed and spelling and punctuation are good. By the end of Key Stage 1, all pupils write clearly and recognise common spelling patterns for vowel phonemes in their speech and writing.
57. By the end of Key Stage 2, pupils attain average standards in writing and speaking and listening and good standards in reading. All pupils talk confidently about Shakespeare and his work and they show some understanding of the cultural and social context of his era. High attaining pupils compare and contrast the style and cultural context with present day authors and their work. Pupils read with accuracy and good expression. They identify the author, illustrator and can describe favourite characters and parts of the text. Higher attaining pupils read fluently and can discuss styles of books and reflect on their favourite author. They talk about their preferences for different styles of writing and give reasons for their choice. They talk about the description used by Roald Dahl, the suspense and mystery created by Enid Blyton and the drama produced by Shakespeare in plays such as "Hamlet" and "Midsummer Night's Dream". High attaining pupils discuss the characteristics of various types of text such as those of Shakespeare and compare them with the texts of modern writers such as Roald Dahl. Pupils show good appreciation of the different types of grammar and vocabulary used. They show enthusiasm and appreciation of a wide range of different texts and styles. Their writing is neat, fluent, joined and shows a consistent, legible style. Pupils use punctuation and grammar appropriately; adjectives and adverbs are used to enrich the writing and simple and complex sentences are well organised. Pupils show competence in writing in a range of forms and styles; for example, analysing texts, poetry, descriptive writing and writing for a specific purpose and audience. Pupils with special educational needs in Year 6 use the computer effectively to record facts about life in Shakespeare's time.
58. Since the last inspection, standards have improved in all aspects of English, especially in spelling throughout the school. Pupils have regular spelling tests and this has had a beneficial impact on standards. The implementation of the literacy hour has also helped to improve standards. Learning objectives are now clearly identified in lesson planning.
59. Pupils' behaviour is good and they have a positive attitude to learning all aspects of English. All pupils concentrate well when reading and they have a positive attitude towards books. A distinctive feature throughout the school is the pupils' ability to work consistently well and to sustain their interest and motivation throughout the whole session. Pupils listen well to each other and express their own points of view. They enjoy their work and behaviour in lessons is good. They have good relationships with teachers and adult helpers; they work hard and persevere with the tasks set for them. In Year 6 for example, pupils research facts about Shakespeare and his plays. They have a good attitude to their work and towards adults and other pupils and this has a beneficial impact on learning. Presentation of work throughout the school is good and pupils take care with handwriting and spelling.
60. Overall teaching in English is good throughout the school. Teachers have satisfactory subject knowledge and are competent teaching basic skills. Planning is thorough and well linked to the National Literacy strategy, which is having a positive impact on raising standards. Teachers have good subject knowledge and understanding of the subject. The pace of lessons is good in whole class teaching sessions, but tends to relax in group work activities. Teachers do not challenge pupils to complete work in a specified time and the pace of learning slackens especially in the case of high attaining pupils. Teachers give good opportunities for pupils to



develop independent and extended writing. In Year 2, pupils create their own adventure story using the big book 'Mamba the crocodile bird' as a stimulus. High attaining pupils create their own title such as 'The Crocodile who had a birthday', planning the beginning, middle and end of the story. Strengths in teaching are clear explanation and organisation. When teaching is very good, teachers use a range of methods to introduce and re-inforce learning. For example, in Years 5 and 6, the teacher uses script, voice, video, overhead projection notes and questions and answers to clarify pupils' understanding of the plot and language used in "A Midsummer Night's Dream". The very good pace and variety of delivery help pupils gain knowledge of old English words such as 'afear'd'; enabling them to understand the context of a variety of Shakespearean plays and to express preferences for style and content of the plays. National and other tests provide assessments of pupils' attainment that are recorded. The data are used to monitor progress and identify targets. Assessment and recording of day to day progress are less well developed and teachers do not use findings to inform their planning of lessons on a daily basis. Teaching and learning for pupils with special educational needs are good and these pupils make good progress in all aspects of English. There is insufficient attention to drama in the school.

61. The school devotes a considerable amount of time to the teaching of English; extension work in literacy is well established. Resources are good and there is a good selection of fiction and non-fiction books available. The range of listening materials for pupils to use in classrooms is insufficient and not every classroom has its own cassette recorder. While the number and categorisation of books are good, the size of the library is unsatisfactory and does not allow classes and groups of pupils to research information easily. Computers are well used to extend research and communication skills. For example, pupils research information about Shakespeare and they use their word processing skills to produce poems and written work. Good use is made of the book loans from the library service.

## **MATHEMATICS**

62. In end of Key Stage 1 National Curriculum tests in 1999 the attainment of pupils was close to the national average and better than in 1998. Overall standards have risen between 1996 and 1999, although the 1999 results were below those of pupils in similar schools. Boys performed better than girls. Fluctuations in results between years are not significant because of the small numbers of pupils taking the tests. In the end of Key Stage 2 National Curriculum tests in 1999, attainment was above the national average with 90 per cent of pupils achieving the national average or higher. The proportion of pupils achieving the higher levels was close to the average. Standards have risen steadily since 1996. Compared with similar schools, standards were in line with the average. Girls performed better than boys in 1999, but over recent years there has been little overall difference. Overall, standards have risen since the last inspection.
63. Standards of work seen are broadly average by the end of Key Stage 1. Most pupils have competent mental arithmetic skills and add or subtract confidently to ten. Higher attaining pupils add and subtract accurately to twenty and count well in twos, fours and fives beyond twenty. Most pupils use fingers, counters and number lines skilfully to aid their calculations. Boys' mental calculation skills are a little better than those of girls; they work faster and without loss of accuracy. In their written work, a significant number of pupils use their own methods to add and subtract while higher attaining pupils use formal written methods to work out problems on paper well. For example, they accurately add single digit numbers horizontally and two digit numbers vertically. The majority of pupils have a good knowledge of two- and three- dimensional shapes and name and describe the properties of squares, rectangles, triangles, cubes, cuboids and triangular prisms. They understand what symmetry is and explain accurately how two halves of flat shapes are the same. Higher attaining pupils have a sound understanding of positive and negative numbers and use them competently in simple calculations.
64. By the end of Key Stage 2, attainment is close to the average, overall, but a significant number of pupils perform above this level. Most pupils know their tables and can recite them or recall facts from them with ease. They add, subtract, multiply and divide competently in their heads. They work fast and accurately and the highest attaining pupils can convert decimal numbers like 0.23 into fractions and work out fractions of large numbers confidently and accurately. The majority of pupils have a good understanding of place value and can explain accurately the

values of parts of decimal fractions. Higher attaining pupils handle competently the use of negative and positive numbers in calculations, although others struggle. The majority can simplify fractions by cancellation and describe proportions and ratios using percentages and fractions well. Higher attaining pupils have no difficulty in manipulating simple and compound fractions and add, subtract and multiply with them competently. Pupils set out calculations – for example, long division problems and fraction calculations – correctly. Lower attaining pupils make good progress in learning about fractions and developing their understanding of how simple fractions add up. In work on area and perimeters, a few pupils confuse the two, but most can calculate the areas and perimeters of irregular shapes. Higher attaining pupils have a good knowledge of the properties of triangles, describe the factors that make two triangles similar and calculate the angles of triangles accurately. Most pupils handle numerical information well; they draw bar charts accurately and interpret the data they collect competently. Pupils use computers well to assemble information they have gathered to illustrate, for example, details of sports facilities, local amenities and desirable accommodation in houses, in graphical forms. At this key stage there are no significant differences between girls and boys.

65. As pupils move through the school they make good progress and develop their mathematical competencies well. Mental calculation skills develop very well and are a positive feature of the challenging work arising from the introduction of the National Numeracy Project. The ability to calculate on paper develops well from informal methods to accepted styles of working out problems. Pupils' confidence to tackle mathematical problems is good and the encouragement they receive helps the progress they make. On occasions, insufficient support and unsatisfactory use of available support, means that some pupils, most noticeably a small number of higher attaining pupils, do not receive the assistance that would help them move on further.
66. Numeracy skills are good. In most subjects pupils meet opportunities to use number skills and to develop them further. In science, design and technology and geography pupils measure confidently. They draw bar charts and line graphs in science and have to extract information from graphs in geography and history.
67. Pupils' standards of behaviour and their attitudes to work have a positive effect on the way they learn and the progress they make. Teachers are supportive, establish good working relationships in the classroom and pupils respond well to this. Pupils work hard, think hard about what they are doing, encouraged by teachers whose questioning is challenging and who expect pupils to think through answers. Pupils are keen and interested and respond well to the range of activities provided. They work well independently and in small groups and accept responsibility for their own efforts. Levels of concentration are good. On occasion, pupils become restless in a whole class situation when the focus is on other individuals for any length of time and the challenge for them slips.
68. Teaching is good and has a positive effect on the way pupils learn. In one third of lessons, teaching is very good, in another third teaching is good and in the remainder it is satisfactory. This is reflected in the quality of pupils' learning. There are significant strengths in the way teachers plan lessons to share the learning objectives and to include opportunities at the start to recap what was learned in the previous lesson. This has a very positive effect on concentrating pupils' thoughts on the subject. For example, a Key Stage 1 lesson on addition used a counting-on in twos activity that helped both boys and girls to make rapid progress in their addition skills. Similarly, in an upper juniors lesson, rapid recall of simple fraction facts prepared pupils well for starting work on fractions, percentages and decimal fractions. Teachers' subject knowledge is good and is evident in the quality of explanations of mathematical processes, the use of mathematical vocabulary and the questions asked which challenge pupils to explain for themselves, or work out answers. Lessons are well organised to include opportunities to develop mental calculation skills, whole class teaching to start or develop new work, group work to give opportunities for pupils to work together or independently, and final whole class time to consolidate what has been learned. The different parts of lessons are well planned. In the best whole class teaching sessions, teachers ask challenging questions, praise and encourage pupils and when they experience difficulties, involve other pupils in explaining and discussing mathematical problems. On occasion, teachers become diverted into helping individual pupils in these sessions, at the expense of losing the attention and concentration of other pupils.

Group work is generally well managed and in the best lessons there is provision of challenging work for all pupils and support to ensure that the challenge continues throughout the lesson. However, on occasion insufficient support for higher attaining pupils in small group work results in a slowing down in the pace at which they work and the progress they make. For example, in a lesson on fractions, sustained support for average and lower attaining pupils was outstanding, but there was little for the higher attaining pupils, who began to lose concentration. In another lesson, the teacher moved around effectively, checking on pupils' work on adding on fours and tens, and providing further work for those pupils coping well with the work and helping those who did not. The range of activities and resources used is good. Most teaching keeps pupils interested, provides them with a positive view of their own success and encourages them to try hard. In most lessons, teachers provide useful feedback on how pupils are performing and encourage and help them when they have difficulty. However, this practice is not consistently used and not all teachers keep effective records of pupils' achievements.

69. Pupils are managed well and the very good relationships between pupils and teachers play an important part in the positive working atmosphere of lessons. Pupils feel secure in asking for help or risking an answer to a problem they are not sure about. Teachers deal with pupils sensitively, but also establish good ground rules about behaviour and set good examples of respect and consideration for each other.
70. The subject is well managed and the co-ordinator provides very clear direction for development and rising standards. There is a high level of support for staff; all have had appropriate training for the National Numeracy Project. The co-ordinator has observed all teachers in the classroom, but has not provided formal feedback to individual teachers to aid professional development. Resources are good and are well used to provide pupils with a wide range of apparatus to help them develop their mathematical and number skills.

## SCIENCE

71. Pupils' performance in the 1999 end of Key Stage 1 teacher assessments was in line with the national average. Their performance was very low in comparison with schools with similar backgrounds for the percentage of pupils reaching level 2 or above, but well above the average for similar schools for the percentage reaching the level 3 or above. The results of pupils achieving level 2 or above were below the national average in experimental and investigative science and in materials and their properties, but very high in life and living processes and physical processes. However, the results of pupils gaining level 3 or above were well above the national average in all strands of the science curriculum and the overall result was very high compared to the national average.
72. In the end of Key Stage 2 National Curriculum tests, pupils' results were well above the national average and above the average for similar schools. The percentage of pupils reaching level 4 or above was very high in comparison to the national average and the percentage reaching level 5 or above was above the national average. In comparison with schools with similar backgrounds, the percentage of pupils reaching level 4 or above was very high and the percentage reaching level 5 or above was broadly in line with the average.
73. Boys outperformed girls at Key Stage 2 in science. Over time, the trend is for the science results to improve year on year and this is in line with the national trend, based on the average National Curriculum test points per pupil. The evidence of pupils' school work is that pupils' attainment is above average at the end of both key stages. This reflects recent teacher assessment and test results. In lessons observed there was no difference in the attainment of boys and girls.
74. By the end of Key Stage 1, pupils working on materials and their properties identify correctly a range of properties of some common materials and most sort materials by type with reasonable accuracy. Many pupils explain well the term 'recycle' and understand what recycling means in terms of household rubbish. In their work on life processes and living things pupils at the end of Key Stage 1 name correctly the major parts of the human body. In their investigative work they measure well their heart rate accurately before and after exercise and know that exercise makes the heart beat faster. They record their results carefully. They have some knowledge of

the three stages, solid, liquid and gas, in which many substances exist. Pupils identify accurately a variety of light sources and demonstrate some understanding of how sounds are produced and carried in their work on physical processes.

75. By the end of Key Stage 2, pupils working on life processes and living things know the names of the four types of teeth, incisor, canine, molar and pre-molar, found in the human mouth. They have good understanding of human dentition – for example, explaining well how certain teeth are used for biting and others for chewing, as they carry out an investigation into teeth. Pupils who use disclosing tablets during this investigation know, and explain well, that plaque has been stained and that rigorous brushing is needed regularly to ensure the removal of harmful bacteria and the acids they produce. When learning about the heart and circulation, they understand the significance of involuntary muscle movement, such as that of the eye or the heart and they have some knowledge of the heart's structure. Pupils record well the results of their investigation into the water and air content of soil. In their work on the earth and beyond, they gain understanding of the twenty-four hour day and the lunar month as well as some knowledge of the seasonal changes as the earth moves around the sun. They make predictions and record findings of investigations in a variety of ways, including graphs and tables, sometimes using information technology.
76. Pupils in both key stages, including those with special educational needs, develop satisfactorily in their learning. They acquire new knowledge, as in a Year 3/4 lesson when they investigated electrical circuits to find out how to increase the brightness of a bulb or the loudness of a buzzer. Generally, pupils concentrate well on the tasks set and they show good understanding of an investigation's requirements and how to record their findings. Pupils in both key stages listen well to their teachers and make good efforts as they develop their skills and understanding. Older pupils discuss well what they are learning. They listen well to other pupils' views. Behaviour in lessons is at least satisfactory, but more often good. This has a positive impact on their learning.
77. The overall quality of teaching is at least satisfactory and more often good. Teachers know their subject and lessons are planned carefully and well to achieve appropriate learning objectives. However, insufficient attention is paid to matching learning objectives to pupils' prior attainment levels and this means that higher attaining pupils are not always challenged sufficiently. Skilful questioning is used to assess pupils' understanding and to build on previous knowledge. Explanations are given clearly and well to develop pupils' understanding. Teachers generally have high expectations of their pupils and this has a positive effect on their learning and the standards they reach. Lessons are well-resourced: for example, in a Year 2 lesson on household rubbish and recycling, a good quantity of materials for sorting is available and magnets are provided for the pupils to investigate. Relationships between the teachers and their pupils are good. Good use is made of time at the end of the lesson to reinforce learning and to check on pupils' understanding. These factors have a positive impact on pupils' learning. Marking does not always offer sufficient guidance to pupils on how they might improve their work and this limits pupils' progress.

## **ART AND DESIGN AND TECHNOLOGY**

78. No teaching of art or design and technology was seen during the inspection. Evidence for judgements is drawn from a scrutiny of pupils' work displayed around the school, discussions with teachers and pupils and an examination of the scheme of work. The two subjects are taught together as art and craft.
79. Standards in both subjects are similar to those generally seen in schools. Design and technology skills are sound; pupils mark out and cut paper and card with competence and produce simple models with moving parts. In art, they produce a good variety of two and three dimensional work and use competently a wide range of media, including pencil, crayon, clay and fabrics.
80. In Key Stage 2, pupils have suitable skills in designing and making and they produce working models of lighthouses with lighting circuits and moving page books with hinged card levers to add moving parts to illustrate movements of animals and vehicles. They use wood, card,

plastic, paper straws, papier-mâché and clay and acquire competent fastening skills using glue, staples and sellotape. Their competence in designing and planning is evident in the detailed models of sports/recreation areas they make. Art skills are applied well; pupils paint and illustrate their models and books well. They know about famous painters such as Monet or Van Gogh and explore and develop their own work in the styles of famous artists.

81. Pupils' pleasure and enjoyment in the work they produce are apparent from the quality of their work and their enthusiasm when discussing it. They use information and communication technology effectively as they create illustrations for their literacy work with design graphics.
82. Teachers' expectations for the subjects are satisfactory and lessons are planned to ensure that pupils experience all areas of the subjects. A good range of resources is provided. These factors have a positive impact on pupils' learning. The planning for teaching art and design and technology together is satisfactory. The quality of work displayed around the school make it a pleasant teaching and learning environment.

## **GEOGRAPHY**

83. By the end of both Key Stages 1 and 2 pupils attain standards that are appropriate for their age and progress in learning is average when compared to national and similar schools. Pupils in Years 3 and 4 attain standards that are above what would be expected nationally. During the inspection one lesson was observed in the combined Year 3 and 4 class. Evidence for judgements is taken from a scrutiny of planning and pupils' work and discussions with pupils. Due to time-tabling no lessons were observed in Key Stage 1 or in Years 5 and 6.
84. By the end of Key Stage 1, pupils have good awareness of seasonal changes and can discuss different weather conditions. They are aware of localities beyond their own, such as Africa and write simple stories describing adventures in Africa in their literacy lessons. They have average knowledge of terminology such as 'river', 'sea', 'road' and 'hill'. Higher attaining pupils talk about 'mountains', 'jungle' and 'forest' knowledgeably. By the end of Key Stage 2, pupils have developed a good understanding of their local area and can identify features and routes on a map. Pupils demonstrate a good understanding and can discuss the effects of a modern road slicing through the village. They talk about danger to the community and difficulty of access to their own school. Pupils show good learning by their accurate knowledge of local places and their ability to locate them on the map. Higher attaining pupils in Year 4 discuss the consequences of new roads on the village and the effect of the main road on the lives of local people. Lower attaining pupils identify different features accurately on the map and lower attaining and special educational needs pupils understand and explain the reason for maps. Lower attaining pupils and pupils with special educational needs identify different features accurately on the map and understand and explain the reason for maps.
85. Standards in geography have been maintained since the last inspection.
86. Attitudes and behaviour are very good. Pupils demonstrate enthusiasm for geography and this is a reflection of the teachers' enthusiasm which is communicated to the pupils. They respond well to questions and all pupils are confident and eager to contribute to questions asked. In lessons, pupils work well and all achieve the aims of the lesson. Key Stage 2 pupils enjoy the pace and are challenged in their thinking and in the work they produce. They settle industriously to the tasks given and sustain their concentration and enthusiasm. They share resources well and are willing to discuss their ideas. The quality of work produced is good.
87. Teaching is very good because the teacher has good subject knowledge and high expectations. A strength of teaching is the enthusiasm the teacher communicates and this has a positive impact on pupils' attitudes to the subject and the quality of the work produced. The clear explanation delivered with a sense of humour and strongly linked to the pupils' local knowledge has a positive impact on the effectiveness of learning. This was evident in the teacher's explanation of the history of the A59 and how it affected the village of Much Hoole. This challenged pupils to consider consequences of human decisions and higher attaining pupils responded with well considered comments. Teaching is most effective because pupils are using real maps and knowledge of their own local environment. They are developing

geographical skills such as orientation and navigation. All pupils are confident in identifying features on a map. The varied methods the teacher uses such as a walk around the local village along a pre-determined route followed by closer study of maps enables pupils to develop competent geographical skills. The teacher takes every opportunity to link with other subjects and questions are asked such as 'If the road was built in 1938 how would it be?'. Geography is taught in topic work at Key Stage 1.

88. Planning and the scheme of work are thorough and address all areas of learning. A strength in the planning is the identification of the progressive development of geographical skills throughout the school. Resources include the local environment, which is very well used, and maps and atlases that are well used.

## **HISTORY**

89. Only one lesson was observed during the inspection. Additional evidence was gained from a scrutiny of pupils' work, discussion with teachers and pupils and a study of teachers' plans.
90. Pupils in Years 5 and 6 demonstrate good knowledge and understanding of many areas of life in ancient Greece. Their attainment is above that expected nationally. They readily discuss events during the Greek wars and empathise well with people from long ago. For example, they understand why the people did not wish to be taken into slavery but would fight for freedom. They developed a "newspaper" article about the Battle of Marathon and had a clear understanding of the story of Pheidippides' role in that battle. They used geographical skills well to interpret the map to find out why the Persians wanted to extend their empire.
91. Pupils, including those with special educational needs, make appropriate gains in their learning as they move through the school. They increase their body of knowledge and understanding about the past. They consider historical events from different perspectives, such as how the imminence of war appeared to a child in ancient Greece and they develop understanding of its influence on the modern world. They show interest and are usually keen to learn. They discuss readily what they are learning and share ideas and opinions freely. They use their skills in information technology to record their work as well as to research information.
92. The quality of teaching is good. Lessons are well planned and delivered, based on good subject knowledge. Pupils are well managed with easy discipline. Lessons move at an appropriate pace and the teacher has a high expectation of the standards all pupils are capable of attaining. Relationships are good and the teacher provides effective support for pupils working on the set tasks. These aspects of teaching support pupils in making progress and achieving high standards.
93. The school plans to review the scheme of work for history to meet the needs of the new National Curriculum and some aspects of the curriculum will be delivered in literacy time. Resources to support the teaching of history are good. They include a wide range of suitable books, the developing use of information technology materials such as CD ROMS and visits to places of historical interest such as Wigan Pier or the Judge's Lodging House at Lancaster. All of these factors impact positively on pupils' learning.

## **INFORMATION TECHNOLOGY**

94. No direct teaching of information technology was seen during the inspection, but pupils were using computers during lessons in other subjects and, on a few occasions, support was provided by teachers or other adults. Evidence is based on observations of individual or small groups of pupils, work on display around school and in pupils' folders, and discussions with the co-ordinator and other staff.
95. Standards achieved by pupils at both key stages are broadly as expected, overall, and standards in word processing are sometimes above that expected. By the end of Key Stage 1, pupils use a wide range of computer programmes to support work in English, mathematics, science and other subjects confidently. They have good word processing skills, for example, in

writing descriptions of winter scenes using sentences with correct punctuation and in planning and executing attractive layouts of their work. They enter data on class experiments into a database and use simple programme menus to produce bar charts of results.

96. By the end of Key Stage 2, pupils' word processing skills have progressed well. They edit and move text around the screen well to produce attractive layouts. They use tables to present information and create and edit dialogue with a high degree of competence. They use their skills well for extended writing activities – for example, in drafting and writing their own 'myths'. Generally, they use the mouse and keyboard effectively to provide correct spacing between words and to position colons, question marks, etc., accurately. Data handling skills develop well and pupils produce information in a wide range of forms, including bar charts, tally charts and tables to illustrate data they have collected, such as desirable facilities in accommodation, fast food preferences, theme park activities and swimming activities. Research skills are sound. Pupils use CD-ROM to research and consolidate work being done on the heart and the circulation of the blood. For example, they use an interactive programme effectively to establish the direction of flow of blood and the function of the valves in the heart. They extract text and illustrations that they need to support work in history and use graphics programmes well to produce illustrations for literacy hour work. However, skills in control and modelling are underdeveloped and pupils do not have access to the Internet to support their research work.
97. Pupils behave and work well when using computers. In many instances they are without direct supervision in a corner of the room and they work responsibly and with interest. They often work independently and show a great sense of purpose in what they do and take real pride in the quality of what they produce. When working with other pupils on a single computer they share activities and respect each other's opinions and efforts.

## **MUSIC**

98. Only a small number of lessons were observed. Further evidence was drawn from a scrutiny of the planning, discussion with teachers and pupils and from viewing a video tape.
99. Pupils sing satisfactorily a range of songs, sometimes accompanied by guitar or recorded music. On occasion, they add clapping or play rhythms and some show that they can maintain a steady beat. Many younger pupils recognise a variety of percussion instruments and describe satisfactorily the kinds of sounds they make, using phrases such as "soft and loud sounds, banging or ringing sounds." Pupils listen to music by different famous composers, or from different cultures, on an occasional basis, often as part of the school assembly. They perform music and dance satisfactorily – for example, during the Christmas performance for parents and friends of the school.
100. When pupils have the opportunity to play instruments or sing they are keen and usually behave well. They have good relationships with one another and with their teachers and they persevere with tasks set. The quality of teaching is satisfactory. Lessons are planned carefully with appropriate learning objectives. Pupils are well managed. These factors have a positive impact on the learning. However, teachers are sometimes insecure in their knowledge of the subject and this has a negative effect on pupils' learning. Opportunities are missed for developing and practising simple rhythms, for example by clapping or "follow my leader" or for providing opportunities for pupils to develop their listening skills.
101. Recent changes in staffing have had a negative impact on the quality of provision in this subject. The school is aware of this and there are plans to involve the local authority advisory service in both delivery of the curriculum and in-service training for teachers. This is a good development. Resources are adequate for the subject, but are currently underused.

## **PHYSICAL EDUCATION**

102. By the end of both Key Stage 1 and Key Stage 2, pupils attain standards that are appropriate for their age and progress in learning is average when compared to national and similar schools. Pupils receive one forty-minute lesson of physical education each week; pupils in

Years 5 and 6 receive an additional swimming lesson. During the inspection, lessons were observed in dance only; due to timetabling no lessons were observed in swimming, gymnastics and games. Discussion with pupils and a scrutiny of planning enabled judgements to take place.

103. By the end of Key Stage 1, pupils have developed satisfactory spatial awareness and can move alongside others. Pupils demonstrate average travelling skills in dance as they scuttle in different directions capturing the movements on "Incy Wincy Spider". Higher attaining pupils travel well to the side and travel on hands and feet; average and lower attaining pupils are not always clear in their movements. Pupils show average control and co-ordination in actions such as jumping, skipping, curling and stretching. Resilience is not well developed, pupils move heavily around the room and lack sensitivity when using their feet. All pupils can combine several actions such as travelling and curling and stretching and have satisfactory knowledge and awareness of the importance of exercise on the body. The ability to combine and perform a range of movements continues throughout the school and progress in this aspect of learning is satisfactory. By the end of Key Stage 2, pupils remember the order of a space dance and perform actions responding to instructions on a broadcast programme. Higher attaining pupils demonstrate confidence travelling on different body parts including wheeling actions on hands. Resilience of movement shows no sign of improvement and quality aspects, including appropriate rhythmic response and clarity of movements, are insufficiently developed. Pupils' ability to evaluate their work using appropriate language is also under-developed; for example, pupils say the work is good, but do not explain why. By the end of Key Stage 2, pupils can explain the effect of exercise on the body well and have some understanding of attack and defence strategies in games. Pupils make good progress in swimming, with several pupils progressing from non-swimmers to confident swimmers by the end of the year. Most pupils can swim 25 metres by the time they leave the school.
104. Standards in physical education have not changed significantly since the last inspection.
105. Pupils enjoy their lessons and have a good attitude to the subject. They are courteous, keen and interested in their work. In all lessons observed, pupils worked well and remained on task throughout. Behaviour is good: pupils listen to instructions well and respond immediately to their teacher. Relationships are good. Pupils work sensibly alongside others when travelling around the room and also in small groups when practising their space dance. Pupils are sensible and responsible - for example, when Year 6 pupils lift, carry and position apparatus for younger children.
106. Teaching is satisfactory throughout the school. Lessons are well planned and organised and teachers have good relationships with pupils and instructions are clear. Teachers' management, control and discipline are good and pupils respond well to their teachers. Pupils' learning is satisfactory, considering that most pupils experience only one lesson each week. Teachers do not challenge pupils sufficiently to ensure that they perform, understand and can explain quality aspects of movement. At Key Stage 1, pupils are directed into a circle thus depriving them of opportunities to develop independence and social awareness as a whole group. The use of a taped voice in the dance lesson reduces the impact of the teacher – for example, pupils proceed at the pace instructed by the voice; this impacts on the quality of the work produced. Pupils have insufficient time to practise movements and the focus of the lesson is on what the children are doing and not how. This results in no progress in quality aspects – such as shape, dynamics, control, expression – being developed. Pupils demonstrate what they have done but there is no reinforcement from the teacher to say why the work was good and to encourage pupils to evaluate and improve their work. A similar picture continues at Key Stage 2; resilience and awareness of the feet when travelling are not well developed. As pupils travel around the room movement is noisy and lacks clarity and control. In dance, one group of higher attaining pupils demonstrated unison in movement and appropriate rhythmic response to the music. The majority of pupils, however, do not move in time with the music and lack control.
107. Pupils have opportunities to attend the netball club and to play matches against other schools. There is no extra-curricular provision for pupils to learn new skills in football as the extra-curricular time allocated to football is taken up with competitive matches. All aspects of the subject are covered in the long term planning. The single lesson of physical education each



week for the majority of pupils is insufficient for ensuring that pupils develop progression in all of the aspects of physical education. However, the school is aware of this and is presently evaluating its curriculum time with the intention of increasing time for subjects other than English and mathematics.