

INSPECTION REPORT

ECCLESTON PRIMARY SCHOOL

Chorley, Lancashire

LEA area: Lancashire

Unique reference number: 119310

Headteacher: Mr. J. P. McCloskey

Reporting inspector: C.D.Loizou
18645

Dates of inspection: 30 April – 2 May 2001

Inspection number: 196963

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Doctors Lane
Eccleston
Near Chorley
Lancashire

Postcode: PR7 5RA

Telephone number: 01257 451114

Fax number: 01257 450570

Appropriate authority: Governing body

Name of chair of governors: Councillor A. Whittaker

Date of previous inspection: 4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C. D. Loizou	Registered inspector	The Foundation Stage English as an additional language Information and communication technology Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
19741	T. Smith	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?
25509	J. Clarke	Team inspector	Special educational needs Science Art and design Design and technology	
31012	A. Welch	Team inspector	Mathematics Music Religious education	How good are the curricular and other opportunities offered to pupils?
11922	J. Watkins	Team inspector	Equal opportunities English Geography History	

The inspection contractor was:

Quality in Focus

Thresher House, Lea Hall Park, Demage Lane, Lea-by-Backford, Chester. CH1 6LP

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Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the semi-rural village of Eccleston, near Chorley. There are 209 pupils on roll between the ages of 4 and 11 years. This is broadly average for schools of this type. There are more boys than girls in the school and in some year groups there is a significant imbalance. The size and nature of the school has not changed significantly since the last inspection. The percentage of pupils eligible for free school meals is below the national average at approximately six per cent. There are 31 pupils on the register for special educational needs (15 per cent), which is below average. Four have statements of special educational need. No pupils learn English as an additional language and less than one per cent is from minority ethnic communities. The school admits full and part-time children into its reception class every September. At the time of the inspection all the children in the Foundation Stage were full-time and were being re-located into a new purpose-built classroom. Their attainment on entry to the school covers a wide range and is in line with the standards expected of children this age.

HOW GOOD THE SCHOOL IS

The school provides an effective education, the pupils achieve well and the teaching is good. Standards are rising in line with national trends and the school is well placed to improve them further. The headteacher and staff work closely with parents to ensure that pupils are well cared for. They have worked very hard to improve the school since the last inspection, particularly in improving the teaching and the curriculum. As a result, reading standards are high and attainment in writing, mathematics and science is in line with the standards expected. The school is well led and managed and is providing good value for money.

What the school does well

- Standards in reading are high throughout the school.
- Infant pupils achieve high standards in mathematics.
- The teaching is good. It results in improving standards, good behaviour, positive attitudes to learning and high rates of attendance.
- The curriculum is broad, balanced and relevant for all pupils, including those with special educational needs.
- There are well-established and effective links with parents who think highly of the school.
- The school is well-led and managed at all levels.

What could be improved

- Pupils' writing so that more pupils achieve higher standards.
- Attainment in science.
- The use of information from assessment to raise standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1996. The headteacher, staff and governors have addressed the issues raised, particularly in improving the quality of teaching and learning as well as improving the way the curriculum is managed and planned. As a result, the pupils achieve well and standards are rising in line with national trends. The

headteacher and governors have included long-term planning into the school improvement plan and this has helped the headteacher and senior staff to monitor teaching and learning more closely. As a result, there are very good monitoring procedures in place, signifying stronger leadership and management and more effective teaching.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	C	C
Mathematics	B	B	C	C
Science	D	B	D	D

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

In the reception class, the children make good progress in their personal and social development and in language, communication and literacy. They also make good progress in their knowledge and understanding of the world and physical development. By the time they start Year 1, the children have reached the standards expected in all areas of learning, except in speaking, listening, reading and creative development where standards are above those expected for their age.

The standards achieved by the majority of seven-year-olds in the National Curriculum tests last year were well above average in reading and mathematics and in the top five per cent nationally in reading. Writing and science standards were in line with the national average. Compared with similar schools, the pupils performed very well in reading and mathematics but did not achieve well enough in writing and science. Inspection evidence shows that standards are currently high in reading and mathematics and average in writing and science by the time the pupils are seven years old. In other subjects, infant pupils achieve the expected standards for their age, except in religious education where standards are higher than expected.

Standards for 11-year-olds in 2000 indicate that they performed satisfactorily since they took national tests when they were seven. Standards in science were below average because too few pupils achieved the higher than expected level 5. The results of all three tests deteriorated last year because a significant number of pupils with special educational needs joined the school part way through the key stage. However, pupils who joined the school in the reception year and leave at the end of Year 6 make steady progress in English, mathematics and science. Currently, pupils in Year 6 are on course to achieve well above average standards in reading and average standards in writing, mathematics and science. In all other subjects standards are in line with those expected but pupils achieve high standards in history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen to learn and show interest in their work.
Behaviour, in and out of classrooms	Good. The pupils respect the views of others. They behave well in class and at other times. They are polite and courteous to visitors.
Personal development and relationships	Good overall. The pupils show initiative and are willing to help around school. Good relationships exist throughout the school.
Attendance	Very good. There is very little unauthorised absence.

The pupils are attentive and well behaved in lessons and at break-times. The staff support and guide the pupils well and this is evident in the positive relationships between pupils and staff. The pupils enjoy school. This is reflected in their positive attitudes to school and work as well as the high level of attendance. The school provides well for its pupils in a supportive working environment where everyone is valued.

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.

Seventy-eight percent of the lessons seen were of good quality and twelve per cent were judged to be very good. In all lessons, teaching was at least satisfactory and most was good. Good lessons were seen in all classes. Consequently, standards are improving and the work is interesting and varied. Teaching has a positive impact on learning in all subjects except writing, because teachers are more inclined to focus on reading rather than writing. As a result, the pupils who require additional support with writing do not reach the standards expected for their age. The teaching of children in the Foundation Stage is good. It provides firm foundations for work in the early stages of the National Curriculum. Teachers regularly assess how well the pupils are doing in English and mathematics but not as consistently for science and other subjects. Pupils with special educational needs receive effective support and as a result make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It provides a range of practical and relevant tasks for all pupils and fully complies with statutory requirements. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The pupils' learning is monitored closely and they are provided with effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual, social and cultural development are good and there is very good provision for the pupils' moral development. There are good opportunities for the pupils to reflect on their experiences and share their ideas and feelings with others.
How well the school cares for its pupils	Good overall but rigorous assessments of how well the pupils are doing do not extend to science and other subjects. Their progress is monitored very well in English and mathematics but this has yet to be extended to science and other subjects.

The provision for children in the reception year is good because the curriculum for the Foundation Stage is well-planned.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide good and effective leadership. They are well supported by the staff who manage the curriculum well, ensuring that pupils make good gains in their learning.
How well the governors fulfil their responsibilities	The governors provide good support. They visit the school and are hardworking and fulfil their responsibilities well.
The school's evaluation of its performance	Good monitoring procedures help the headteacher, staff and governors to evaluate the progress of the school, and to establish priorities for development in a clear school improvement plan.
The strategic use of resources	Very good use is made of the school's budget. The staff are well deployed, resources are used efficiently and are very well maintained.

The staff and governors are influenced greatly by the clear leadership of the headteacher. They have the determination and capability to improve the school. Consequently, standards are rising in line with the national trend and the school is now well placed to raise standards further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• Behaviour in the school is good.• The teaching is good.• The school expects their children to work hard and to do their best.	<ul style="list-style-type: none">• The information about their children's academic progress.• The range of activities provided outside lessons.

The inspection findings support all of the parents' positive views of the school. Inspectors have judged that the quality of written information for parents about their children's progress is good. The overall quality of links with parents is very good. There is a satisfactory range of extra-curricular activities provided by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children first start school, their overall level of attainment on entry is in line with the standards expected of children under five nationally. The school's initial assessment of the children on entry measures their language and mathematical ability as well as their personal and social development. In the reception class the children make good progress in personal and social development, in the development of language, communication, literacy and knowledge and understanding of the world as well as their mathematical, creative and physical development. By the time they start Year 1, the children have reached the standards expected in all areas of learning, except in speaking, listening, reading and creative development where standards are above those expected for their age.
2. The standards achieved by the majority of seven-year-olds in last year's National Curriculum tests were well above the national average in reading and mathematics and average in writing and science. Reading results were in the top five per cent nationally. Compared with similar schools, the pupils performed very well in reading and mathematics because results were well above average. In writing, standards were below average compared with similar schools. Although the pupils make satisfactory progress in writing, standards are too low given that the pupils do so well in reading and mathematics. In Key Stage 1, too few pupils achieved the higher level (Level 3) in the tests resulting in standards reaching only the national average. Reading standards are better because reading is given high priority and is well taught. There are some inconsistencies in the way writing is taught resulting in some pupils, who have the potential to achieve higher standards, reaching Level 3 in the National Curriculum tests.
3. Standards for 11-year-olds in 2000 indicate that the pupils made satisfactory progress in English and mathematics since they were tested at 7 years of age. Standards in English and mathematics were in line with the national average but in science, standards were below average. Results over the last four years indicate that the school is achieving standards that are rising in line with national trends. Science results were below average because too few pupils achieved the higher level (Level 5) and from their results four years ago in Key Stage 1, the pupils made unsatisfactory progress compared with similar schools. The group of pupils who took the tests last year also had a higher than usual proportion of pupils with special educational needs with a significant number who joined the school part way through the key stage. These factors affected the overall results last year. Inspection evidence, using the school's own analysis, shows that the pupils who joined in the reception year and leave after Year 6 make steady progress in English, mathematics and science. Reading standards are high but writing standards vary and are broadly in line with those expected for pupils' ages. The difference in standards in Key Stage 2 can be attributed to the fact that writing does not feature as prominently as does reading in some literacy lessons, although higher attaining pupils make good progress in writing because they are provided with appropriately challenging tasks. Too many average and lower attaining pupils do not achieve the standards expected for their age because they do not write sufficient extended pieces of work and are often expected to complete worksheets or writing frames. Consequently, last year's tests showed that too few pupils achieved the average standard in writing, (Level 4), even though enough pupils exceeded this by achieving Level 5; this is an area for improvement.

4. In the infants, inspection evidence indicates that English standards are currently above those expected of 7-year-olds and mathematics standards are well above expectations. Reading standards are high and the pupils are developing a good range of writing skills but more needs to be done to increase opportunities for the pupils to write extended pieces of writing independently. The pupils have a very good understanding of number facts, and utilise different strategies to help them calculate problems mentally and orally. Junior pupils continue to make good progress in English and science, achieving standards that are above average for their age in English by the time they are 11 and average for mathematics and science. However, the school does not apply its assessment procedures in science to help teachers identify those pupils who have the potential to achieve high standards. Consequently, some higher attaining pupils do not get enough extension work in science lessons that would ensure that standards rise further and this is an area for improvement. Other pupils, including those with special educational needs, make good progress in science. The teaching enables all pupils to plan and organise simple experiments and investigations.
5. Standards in information and communication technology (ICT) are in line with those expected nationally by the ages of seven and 11. The pupils make good progress in ICT because the teaching is good and all strands of the ICT curriculum provide good opportunities for the pupils to use new technology across a range of subjects. There has been some improvement since the last inspection because new resources have kept up with the demands of new technology, for example, electronic mailing and the Internet. Teachers are developing and improving their knowledge of the ICT curriculum as a result and pupils have good access to computers, digital cameras, tape recorders and robotic devices, which enable them to make good progress.
6. The pupils make good progress in religious education and achieve the standards that are expected by the age of 11 years as set out in the locally agreed syllabus. Standards in Key Stage 1 have been maintained since the last inspection because the teaching is good and the curriculum is well planned, providing a broad range of topics and subjects which covers some of the world's major faiths and religions. In Key Stage 2, the teaching is satisfactory with some good features but there is a tendency to present the pupils with information rather than allowing them opportunities to find out for themselves.
7. The pupils make satisfactory progress in art and design, design and technology and geography. The pupils in Key Stage 2 make good progress in history, enabling them to achieve standards above those expected for their age. They make good progress in music because the expertise of its music coordinator is used well along with peripatetic music support that provides a range of instrumental tuition for a significant number of pupils. The pupils make good progress in physical education because the subject is well-managed and taught well across the school. Standards are in line with those expected for pupils' ages at the end of both key stages in these subjects, except in religious education at the end of Key Stage 1, where standards are high and in history at the end of Key Stage 2, where pupils achieve standards that are above those expected for their age.
8. Pupils with special educational needs throughout the school make good gains in their learning. The school supports and encourages these pupils well in their work and taking into account their prior attainment they achieve well. Pupils have good support in lessons, support groups and in individual work. The pupils are fully included in the life and work of the school and they make good progress in their learning because the

school has ensured that the principles of educational inclusion apply. Able pupils are identified and good provision is made for them. As a result of early identification and the specific work planned for them they make good gains in their knowledge and understanding.

Pupils' attitudes, values and personal development

9. Pupils enjoy coming to school. They are enthusiastic learners, keen to respond to the challenges offered and, as a result, make good progress. They listen carefully to their teacher, or when others are speaking, answer questions sensibly and are fully prepared to state their own point of view. The youngest children in the reception class are well-settled into school life and are already starting to develop good work habits.
10. Behaviour, both in and out of class, remains good. Pupils know what is expected of them and usually react accordingly. Incidents of bullying are very rare and there have not been any exclusions in recent years. Pupils genuinely care for their school and show due respect for resources.
11. Relationships between pupils and between pupils and staff remain good. This makes a significant contribution to the quality of education provided. Pupils are polite and always ready to be helpful. In lessons, they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime, and when eating lunch, they are friendly and sociable.
12. Pupils are confident and articulate learners. They work well independently and make good use of opportunities to research by themselves. A good example of this occurred when pupils in Year 5tt wrote their autobiographies as part of a school project. Pupils willingly accept responsibility. They take on increasing amounts as they get older and carry out their duties well. Older pupils undertake monitorial roles around school and often help to look after the younger ones at playtime. Junior pupils also regularly hear the infants read. The youngest children in the reception class share and take turns well and can sustain interest in whatever they are doing without the need for constant direction from an adult.
13. The pupils with special educational needs work hard during lessons. They enjoy their tasks and the extra support they have ensures that good opportunities are provided for them to succeed in their tasks. This has the effect of raising their self-esteem. Consequently the pupils remain on task and achieve well. The pupils have good relationships with the learning support staff and class teachers and they are positively encouraged to succeed.
14. Able pupils are well catered for in lessons and they are generally stretched appropriately and so they remain engrossed in their work and achieve well.
15. Attendance has improved since the last inspection and is now well above the average for primary schools across the country. Unauthorised absence remains extremely low. Punctuality is good. Almost all pupils arrive on time and are settled in class promptly at the start of lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The teaching is good overall with some very good teaching. Good lessons were seen in all classes. Consequently, standards are improving in line with the national trend

and the work being planned for the pupils is practical and interesting. The teaching of reading is a particular strength, resulting in high reading standards across the school. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good. Seventy-eight per cent of the lessons seen were of good quality and twelve per cent were judged to be very good. This standard of teaching is having a positive impact on pupils' learning and their achievement.

17. Teaching in the reception class is always good. The teacher and learning assistant have a very good understanding of how young children learn and provide a good balance of structured lessons as well as self-chosen and directed free choice practical activities for the children. The staff work well as a team, ensuring that work is well-planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. The teaching is particularly effective in improving the children's speaking, listening, reading and numeracy skills as well as their creative development. The children make good progress in all areas of learning, except in writing development where they make satisfactory progress because the school is only just beginning to adopt a common approach towards the teaching of writing from an early age. The children are provided with good opportunities to read and write with many children learning to spell simple words, recognising word shapes and letter sounds. Very good relationships exist with parents and it is encouraging to see so many of them helping in school.
18. The teaching in the infants is good. Nearly one in ten lessons was of high quality and the rest were good with only one in seven lessons judged to be satisfactory. As a result, the current cohort of Year 2 pupils is achieving high standards in reading and is likely to achieve better results than last year in the writing and science national tests. In the junior classes, the teaching continues to be good overall, ranging from satisfactory to very good. Nearly one in three lessons were judged to be satisfactory, just over a half were good and nearly one in five very good. Throughout the school, literacy, numeracy and science are well-taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. However, the teaching of writing does not receive the same prominence in literacy lessons in the same way as reading and teachers do not make assessments of pupils' progress in science as rigorously as they do in English and mathematics.
19. One in five lessons was satisfactory because expectations varied in different stages of the lessons. The most significant difference between satisfactory and good teaching is the pace and delivery at the beginning of lessons and during plenary sessions. In satisfactory lessons, which were more common in junior classes, teachers sometimes labour a point or re-visit areas which are familiar to the pupils, resulting in less time for pupils to write. The final summing up of these lessons is sometimes too brief, leaving little scope for pupils to consolidate their learning. The most effective teaching brings together all parts of lessons with well-thought-out activities which challenge the pupils' thinking.
20. In most lessons, time was provided for pupils to ask questions and explain their ideas, as for example, in mathematics when calculating numbers mentally and orally. During individual and group work in English, the teachers are clear about the support they are going to provide. This enables them to focus on the needs of particular groups of pupils. Most English lessons have a specific focus on reading with some writing activities. However, the rigour applied to improving pupils' reading is not always evident when pupils are writing. Consequently, the pupils make less progress in writing than in reading.

21. The teachers use good assessment procedures to monitor the pupils' progress in English and mathematics but these have yet to be adopted for science and other subjects. Work is usually marked up to date and in some classes the marking is of a very high standard because it is clear what the pupils have to do to improve further. In the very good lessons seen, teachers are much more alert to the pace of pupils' learning, ensuring that there is sufficient time for the pupils to record their work and teachers circulate to ensure that the work is marked and the pupils remain on task. Good use is made of homework to extend pupils' thinking and provides additional work for pupils to study at home.
22. The teaching of pupils with special educational needs is consistently good. As a result the pupils achieve well and make good progress. Good assessment procedures accurately place pupils at appropriate learning stages and this enables teachers to build on the pupils' prior learning and understanding. Targets in pupils' individual education plans are accurate and measurable and these provide a focus for the work that is provided in lessons. Teachers plan their lessons well so that learning assistants can sit with individuals and groups of pupils to help them ask questions so that all the pupils can succeed and participate in class discussions. Effective and planned support from classroom assistants enables teachers to engage all the pupils in planned class discussions and investigative work. As a result, the pupils with special educational needs gain in confidence and are able to make good progress towards their learning targets in their individual education plans.

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

23. The school provides a broad and balanced curriculum which includes all the subjects of the National Curriculum and religious education and statutory requirements are fully met. Children in the Foundation Stage are offered a stimulating programme of activities, which provide a good balance between play and more structured work. Health, drugs abuse and sex education are integrated effectively with personal and social education, science and religious education. Visits to places of historical, geographical and cultural interest and to a residential centre enrich the range of pupils' experiences and contribute to their learning and personal development. Through its policies and planning, the school ensures that pupils have equal opportunities to learn and make progress.
24. The school has implemented the National Literacy and Numeracy Strategies with success. This has had a good impact on raising standards in reading throughout the school and mathematics in Key Stage 1. However, standards in writing have not improved at a similar rate to those in reading. This is a key issue for the school. The subject-based approach to the curriculum guarantees the importance of individual subjects, while links are maintained between subjects where appropriate.
25. Good provision is made for pupils with special educational needs. They are well-supported in classrooms by teachers and classroom assistants. All statutory requirements of the curriculum are met for the pupils with special educational needs and they have access to the full National Curriculum. Individual education plans are available for all pupils and these indicate the support the pupils need. They are detailed and mostly have small, measurable and achievable targets for the pupils to work towards. Tasks are usually well-matched to pupils' abilities. When pupils have access to the good quality additional support from learning support staff, this has a

particularly positive impact upon their learning. Social inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. There is no specific policy for educational inclusion but there are plans to produce one based on the good principles already established by the school.

26. The school continues to promote pupils' personal, social and health education well. The established programme continues to reflect its policies towards sex, drugs, healthy living and relationships, and makes an effective contribution to pupils' attitudes, behaviour and ability to accept responsibility for their own actions.
27. Contrary to the views expressed by some parents, the school provides a satisfactory range of extra curricular activities in sport and music, although the range is not as extensive as at the last inspection. Current activities, which are open to all pupils, include recorder, choir, football, skittleball and short tennis. Tuition for a variety of musical instruments is provided on a fee-paying basis.
28. Pupils' learning continues to benefit from links with the local and wider community. Organised visits are used effectively extend pupils' knowledge of the world in which they live, and visitors to the school also provide them with good first-hand experiences. Several local residents, for example, regularly help out in class with practical activities, such as technology, baking and ICT. Pupils' personal development is enhanced through residential visits as well as links with charity and senior citizens. Educational business links are limited, but the school has successfully obtained sponsorship from local organisations for its sports kits.
29. There are good links with local high schools through language teaching, ICT and sponsored events for charity. Satisfactory transfer arrangements are in place for pupils in Year 6.
30. The school's provision for pupils' spiritual, moral, social and cultural education has improved since the last inspection and spiritual and cultural education are now good. Provision for moral development remains very good and is a strength of the school.
31. The provision for the pupils' spiritual, moral, social and cultural development is good. The headteacher and staff use assemblies to raise spiritual awareness through hymns and prayers of a mainly Christian nature. Carefully chosen themes such as *friendship* and *trust* help pupils to consider and express their feelings. In subjects such as religious education, English, music, art and science, teachers enable pupils to gain spiritual awareness through work and discussion. In religious education for example, pupils in Year 3 reflected on Abraham's trust in God as he prepared to sacrifice the life of his son in response to God's word. In science, pupils in Year 1 showed a sense of awe when they had their first glimpse of the shoots of their sunflower seeds. Pupils in Year 6 expressed a mature reflective response on listening to the various moods of Mussorgsky's *Pictures at an Exhibition*.
32. Teachers promote a strong moral code and are very good role models. Very clear guidelines for acceptable behaviour and caring attitudes emphasise the difference between right and wrong in all aspects of school life. There are many opportunities in assemblies and in lessons for staff to promote moral values by emphasising the importance of listening to others, abiding by the rules, playing fairly and taking responsible decisions. Regular opportunities to discuss moral issues occur during *circle time*. The headteacher and teachers handle this special time very sensitively, which encourages all pupils to take part and thereby gain in moral development.

33. Provision for social development is good. Many opportunities are provided for pupils to work together in subjects such as science, physical education and music. Good relationships between adults and pupils help to contribute to the caring community evident in the school. Photographs of past events give pupils a sense of belonging. A weekly assembly to celebrate pupils' achievements raises their self-esteem when the school shows how much it values them and their efforts. Pupils learn how charities can improve the lives of others and they give to several of them. They are particularly proud of their efforts in the annual *Bog-eyed jog* to raise money for local charities. Pupils are given opportunities to take responsibility for themselves and others and to carry out monitorial duties. In Year 6, pupils are encouraged to develop their responsibilities further by carrying out tasks such as preparing the hall for assemblies. Older pupils read with younger pupils and take great care of them at playtimes. These duties are carried out in a sensible and trustworthy manner. Pupils in Year 6 take part in an annual residential visit which develops their social skills in an unfamiliar setting. The school involves pupils in sporting competitions with other primary schools in the area.
34. At the last inspection, there were too few opportunities for pupils to develop their appreciation of art, music and literature. The school has worked hard to resolve this issue and provision for pupils' cultural development is now good. Teachers plan work in English, history, geography, art, music and religious knowledge to allow pupils to learn of the traditions of other cultures. Music makes a strong contribution to cultural development by encouraging pupils to appreciate the diversity of instruments and richness of musical styles used by European, South American and African composers and musicians. The Ecclestone Brass Band brings into school a sample of local culture. Studies of past societies in Greece and modern ones in India help pupils to broaden their knowledge and to compare other cultures with their own. Religious education gives them the opportunity to study faiths such as Hinduism and Judaism. Visits to theatres, museums and other places of culture, together with visits from theatre companies, are also well planned into the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Pupils' general welfare remains a high priority and continues to be promoted well. Regular health and safety checks are carried out around the building and grounds, pupils are supervised carefully throughout the day, and the working practices adopted by all members of staff are good. Child protection arrangements are satisfactory. A suitable policy has been produced since the last inspection and the person with delegated responsibility for liaising with outside agencies is now fully trained.
36. Procedures for monitoring pupils' personal development are satisfactory, although attendance is monitored well. Registers are maintained properly and all unexplained absences are followed up promptly.
37. Arrangements for monitoring and supporting pupils' personal development are good. Praise and rewards are used effectively to encourage effort and achievements are celebrated regularly, particularly in school assemblies. The programme of personal and social education is used well and makes a valuable contribution to the development of pupils' general conduct and confidence. Procedures for promoting good behaviour are satisfactory, although they lack consistency and clear structure and this is reflected in the different approaches to discipline used across the school. Furthermore, the system of sanctions set out in the behaviour policy is incomplete because it does not state what measures would be employed by the school if it was ever necessary to exclude a pupil. Although attendance is now well above the national average, its importance, along with the need to maintain good punctuality, continues to be regularly promoted by the headteacher in his correspondence with parents.
38. Pupils with special educational needs are helped to achieve the targets of their individual education plans. This is achieved by high levels of support from teachers, support assistants and the special educational needs co-ordinator. The school has good systems to identify pupils who have special educational needs early on in their school career. Parents are fully informed and are invited to attend reviews of their children's progress. The school has good arrangements to ensure that outside agencies, which include the services of the local education authority, support the needs of pupils with special educational needs.
39. The school has good procedures to assess pupils' attainment and progress. In the previous inspection the school was asked to consider procedures which would more accurately identify pupils' attainment and progress. The school has worked hard to improve its methods of gathering specific and accurate information about the pupils.
40. In English and mathematics, the information that the school gathers is very good and there are clear procedures for tracking pupils' attainment. This gives the school a clear and accurate picture of where the pupils are achieving well and where they need to improve. This detailed knowledge is used by the school to target extra resources and support for particular groups of pupils. Individual, class and school targets are established through careful analysis of the pupils' annual test results, which enables the school to identify areas of particular strengths and also areas for development. For example, the school has identified the need to improve the pupils' writing skills and their quick mental recall of mathematical facts, whilst maintaining their very good reading skills.
41. Although the school has worked effectively developing assessment procedures for English and mathematics, there is still more work to be done. The school recognises that science needs an assessment policy and that its omission is a weakness.

Individual class teachers keep thorough information on the progress that the pupils make over a range of curriculum areas. This information is gathered in a very informal and individual manner. As yet there are no whole school assessment procedures for the foundation subjects and the school is keen to develop these. Although the school gathers good information in English and mathematics this information is not always used well by the teaching staff to clearly match the tasks in lessons to the pupils' needs. In some lessons, assessments from previous lessons are not used effectively to move pupils on or to give extra opportunities to pupils who need more practice. This is also an area for the school to develop further.

42. The end of key stage test results and the significant testing arrangements for each year group gives the teachers accurate information to group the pupils and enable them to build on their previous learning. The pupils are carefully tracked by the assessment co-ordinator and he is able to identify pupils who are achieving well and those who are not. Monitoring of boys and girls and pupils who are not making sufficient gains in their learning are developing well. The information that the school gathers is becoming increasingly used by the teachers, for example, in catering for the most able pupils in their class, but there is still work to do to cater particularly well for those pupils of average ability. In English, mathematics and personal development, pupils have individual targets for their improvement and they clearly know what they need to do to improve. These targets are shared with the pupils' parents and carers and are regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents think very highly of the school and express strong support for it. They are actively encouraged to help their children learn, and respond very positively. A significant number provide regular assistance in lessons and many others support activities, like special assemblies. Curriculum meetings organised by the school are also well attended. Homework is provided regularly, and most parents are happy with what is set. Reading records and homework diaries are used effectively and maintain good communications between home and school. The Parent Teachers Association remains very active and continues to provide generous support for the school.
44. The school continues to communicate well with its parents. In addition to receiving good- quality annual reports and having ample formal opportunities to talk with teachers, they are now sent twice-yearly updates that contain new targets to help their children to do better. On-going correspondence also keeps parents well-informed about life in school and, from next September, they will receive regular details about the work done in class. The prospectus and governors' annual report are clear and informative documents and fully meet statutory requirements. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern and kept fully informed about all subsequent developments. The special educational needs co-ordinator has good links with parents, so that review meetings enable a close working relationship between school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides good and effective leadership. Together with his deputy headteacher, they lead by their good example in the classroom and this is having the effect of improving teaching, focusing on raising standards and developing all the staff

so that they are more effective. Appointments to the management team of the school and to the teaching staff since the last inspection have strengthened the teaching and at the same time increased the capacity for the school to improve further. This is an inclusive school where every pupil is valued and can succeed.

46. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are involved in the work of the school, often helping in classrooms. They monitor lessons along with the headteacher and subject leaders, providing them with a clear insight into the work being done and the progress the pupils are making. Each governor is linked to a curriculum area and the school has just adopted an effective system which enables each governor to adopt a year group or class. These procedures enable the governors to make formal and informal visits to the school, providing them with a greater insight to its work and the standards achieved by the pupils.
47. The special educational needs co-ordinator has time allocated for the management of this important area of the life and work of the school, which she uses well to maintain the well organised paperwork and monitor the work of the pupils and support staff. She has a budget allocation, which she spends wisely providing additional resource materials and in accessing specific expertise from highly trained professionals, for example, the pupil Referral Service.
48. Subject leaders draw up action plans and have good plans in place to monitor and support staff in their respective subjects and areas of responsibility. Resources are well-managed and the co-ordinators check teachers' planning to ensure that there is appropriate work being done. Co-ordinators who have recently been appointed are supported by the deputy headteacher, who helps them prepare an effective curriculum and professional development programme for the staff. The deputy headteacher is also responsible for tracking pupils' progress using very detailed analyses of test results. Although this information is analysed closely there is still work to be done to ensure that assessment information informs teachers' planning. This is particularly relevant for those pupils of average ability who just fall short of the standards expected in the National Curriculum tests. Curriculum coordinators and teachers do not always ensure that the work planned for these pupils is sufficiently matched to ensure that they achieve the expected standards. A more rigorous application of the school's good assessment procedures is needed.
49. The school has good quality accommodation. Classrooms are spacious, clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. There is a good sized hall, and a good level of resources, including computers which are well-deployed around the school offering good access to staff and pupils. There are good outside play areas including hard areas and extensive grassed games and environmental areas.
50. Staffing levels in the school are good. The school has an experienced, hard-working and dedicated teaching staff. The school employs a good number of learning support assistants, who are well-trained and are effective in supporting the teachers and pupils in their care. The number of administrative, caretaking and cleaning staff are appropriate to the needs of the school and provide very effectively for the smooth running and care of the school. The school is very well-maintained, clean and safe.
51. Financial planning is very good and specific grants are used very well. The governors are prudent in their budgeting, and the short-term financial planning is sound. The school development and strategic management plans are well set out, showing clear

priorities for further improvement. The commitment towards supporting all pupils in their education is demonstrated in the significant proportion of the school's budget that is used for special educational needs support. The recommendations of the local authority audit have been acted upon.

52. The school's budget is managed very well and financial control and administration procedures are very well managed by the secretary. The full governing body agrees the budget allocations annually and governors monitor expenditure regularly. A three-year budget and school improvement plan provide a secure basis for long-term improvement. The local authority supports the school by providing monthly financial statements and good use is made of information technology to support the smooth running of the school. The governors are aware of best value principles and make good use of regional purchasing organisations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education further, the governing body, headteacher and staff should:

* **Raise standards further in writing by:**

- targeting pupils who need extra support with their writing to help them write at length and independently;
- encouraging pupils to use dictionaries and thesauri more regularly during writing sessions;
- adopting a more consistent approach when marking pupils' writing so that clear targets for improvement are set for writing across all subjects.

(Paragraphs: 2-4; 17-18; 20; 59; 67; 72-73; 80)

* **Raise attainment in science further by:**

- monitoring pupils' achievements in science more closely to provide more work which matches their capabilities;
- testing pupils more frequently to help keep track of their progress;
- providing additional support for those pupils who find it difficult to present their findings in writing.

(Paragraphs: 3-4; 21; 41-42; 89; 91; 94)

* **Apply assessment procedures more effectively:**

- to include science and the foundation subjects of the curriculum;
- so that pupils' progress is monitored regularly and consistently to help teachers adapt their planning accordingly;
- to help all pupils reach their potential.

(Paragraphs: 21; 41; 48; 89; 91; 105; 116; 121; 137)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	66	22	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	23	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	23
	Girls	11	9	11
	Total	34	30	34
Percentage of pupils at NC level 2 or above	School	100 (94)	88 (90)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	19
	Girls	11	11	9
	Total	33	34	28
Percentage of pupils at NC level 2 or above	School	97 (84)	100 (90)	82 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	10	8	11
	Total	24	23	28
Percentage of pupils at NC level 4 or above	School	69 (82)	66 (88)	80 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	10	8	11
	Total	27	23	28
Percentage of pupils at NC level 4 or above	School	77 (79)	66 (88)	80 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	23.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	89.5

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
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	£
Total income	370,094
Total expenditure	376,386
Expenditure per pupil	1,688
Balance brought forward from previous year	27,252
Balance carried forward to next year	20,960

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	145

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	4	1	1
My child is making good progress in school.	43	48	8	1	0
Behaviour in the school is good.	37	57	2	1	3
My child gets the right amount of work to do at home.	28	57	14	1	1
The teaching is good.	43	52	3	0	1
I am kept well informed about how my child is getting on.	30	52	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	32	6	1	1
The school expects my child to work hard and achieve his or her best.	63	34	3	1	0
The school works closely with parents.	32	52	13	1	2
The school is well led and managed.	46	44	7	0	3
The school is helping my child become mature and responsible.	41	48	7	1	3
The school provides an interesting range of activities outside lessons.	14	51	19	5	10

Other issues raised by parents

Some parents would like more regular feedback on their children's academic progress. The parents are happy that the school encourages their children to do their best. Some would like more "one-to-one" reading support for their children. Parents believe that activities outside lessons tend to be for older pupils.

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

54. The school's assessment records show that, on entry to the reception class, children have a wide range of attainment in their language skills, in mathematics and in their personal and social development. On entry to the school, the children are assessed within the first seven weeks. Most children's level of attainment is broadly in line with the standards expected for their age. All the children begin school in the September of the school year in which they are five and most have attended nurseries or play groups. All of the children start on a part-time basis for the first few days to help them settle well into school. Relationships with parents are very good and this helps the children to settle down quickly.
55. Provision is good in all the six areas of learning which comprise the curriculum for the Foundation Stage for children in the early years. Detailed planning is used to ensure that the curriculum is based on the six areas of learning appropriate for reception children. It includes specific learning objectives for all the activities planned and identifies the skills, knowledge and understanding which will be assessed. Although informal assessments are made regularly to check how well the children are doing, these are not always used to plan work which is more closely matched to the capabilities of the children. Consequently, some of the work provided is the same for all children and in some lessons, more able children, complete work which is sometimes too easy before moving on to more advanced work. There is an appropriate balance between teacher directed learning and 'free choice' activities which are structured to allow the children to develop their creative, imaginative and physical skills. Many activities are planned around a topic or theme, for example, during the inspection, the role-play area was set up as an imaginary veterinary surgery.
56. The teaching in the reception class is consistently good and this ensures that all the children achieve well. This has improved since the previous inspection when some teaching was found to be only satisfactory. The basic skills of literacy and numeracy are well taught and this is giving pupils a firm grounding in these areas. The teacher and part-time learning support assistant have a good understanding of how young children learn and activities are well chosen to achieve the planned learning objectives. The teacher and support assistant work together and know the children well. The children with special educational needs are identified early and are given good support. By the end of the reception year most children are in line to attain the early learning goals in all the areas of learning and most will exceed these in reading.

Personal, social and emotional development

57. The provision for personal, social and emotional development is good. The staff know the children well. The children show a good degree of independence and confidence for their age because the teaching is good and there are many opportunities provided for the children to develop independence and co-operative skills with other children. Most can concentrate for appropriate periods in group or class sessions and are enthusiastic about their learning. The children often share their ideas and experiences, for example, when talking to each other during role-play or when sharing tasks in the sand tray so that one child arranges toys and another digs the sand to create imaginative spaces. One child enjoyed talking about how best to care for a sick rabbit in the role-play veterinary surgery.

58. The children are learning to share and take turns and to say *please* and *thank you*. Routines are well established and the children know what is expected of them. Their behaviour is good. They are beginning to take responsibility for themselves and others by helping to tidy up and clear away. When the children are involved in directed and self-chosen activities, especially during role-play, they are thoroughly absorbed in their roles, talking, listening and responding to others. The children stay in role and sustain an activity when choosing from those provided by the staff. All the children have achieved the early learning goals in this area and their attainment is well in advance of the standards expected for their age. This is due to the skilful intervention and teaching by the teacher and learning assistant. This has helped the children, through play and instruction, to improve their confidence, self-esteem and independence in a secure and varied learning environment.

Communication, language and literacy

59. The children are given many opportunities to speak and to listen, including informal times such as registration sessions in the morning when the teacher asks the children to tell everyone about their week-end or evening. All the children are able to express themselves and some have mature vocabularies for their age. The children enjoy listening to stories and join in the reading of the *big book* together. They particularly enjoyed reading *A dark, dark tale*, re-calling the key features of the story as it unfolded and then commenting on their favourite part, for example, one child said, *That's my favourite bit...when they find the mouse in a box*. Some children are beginning to recognise words and phrases when reading books together as a group. They like to discuss the story and can predict what might happen. Reading development is particularly good because the teaching is effective and teaches the children to recognise letter shapes and the letter patterns of regular words. They are beginning to learn the names and sounds of letters and how to write them. For example, during the *big book* shared reading session, the teacher often asks the children to trace the shape of letters they read and points out common spelling rules in words. These techniques are effective in developing early reading strategies, enabling the children to achieve the early learning goals in reading well before the end of the reception year. Most of the children know common key words and read independently by using pictures or illustrations as clues as well as identifying the key words from memory.
60. The children practise writing their own names every time they use a new worksheet. The children's writing skills are developing alongside their reading. After a very good discussion about the area they live in and its characteristics, the children were able to draw, paint, write and compose simple descriptions of houses, the church, cars in the road and other familiar landmarks. Most are able to copy write words and can form letters correctly. Higher attaining children are beginning to write simple sentences by themselves and use their knowledge of spelling rules to write words which have letters that are phonetically accurate and often close to the correct spelling. They can find and use simple key words from their own wordbooks. The teaching is good and as a result, by the time they enter Year 1, almost all the children will have achieved the early learning goals but writing is given less attention than reading so that the children make more progress in early reading skills than they do in writing.

Mathematical development

61. The children make good progress in their mathematical development and the teaching is good. By the end of the reception year most children will reach the early

learning goals and some will exceed them. The school's own assessments on entry to the school show that the attainment of the children varies from year to year so that in some years attainment is above that expected for children under five. The teaching successfully adapts to this by providing work is well matched to the standards achieved when the children first start school. More needs to be done during the year to ensure that as groups of children make different rates of progress in line with their capabilities, the work provided is more closely matched to their level of attainment. In a good mathematics lesson, the teaching ensured that all the children made progress in their knowledge of numbers, introducing the idea of doubling and adding on. But the independent and group work started at the same level for all the children with some children provided with extension work when they finished. Some children were capable of starting with the extension work as they completed the initial task quickly and easily.

62. The teacher and learning assistant share the teaching well so that children can work in small groups with an adult. All the children can confidently count sets of objects, usually up to ten, and they understand the meaning of *one or two, more or less*. They recognise numerals up to ten and can write all of them. Younger children are beginning to count accurately with support and are learning to place numbers on a number line, matching where they are in relation to other numbers. Higher attaining children, amounting to approximately one quarter of the year group, are able to carry out and record simple addition and subtraction sums, using the appropriate vocabulary. Good teaching techniques are used to reinforce their learning, for example, the teacher uses *Frogs jumping on lily pads* to demonstrate *How many more?* to reach a prescribed number. Consequently, the children are developing an understanding of the value of numbers as well as their place on a number line. Good counting techniques are used by both adults to reinforce important stages in the counting sequences, for example, rhyming songs and nursery rhymes are used to establish simple counting and addition or subtraction facts. Number games using dice are used to help children recognise numbers and use *counting-on* techniques to move objects on a play board. In these ways the children learn the importance of the value of numbers as well as their position on a number line and, as a result, are beginning to count in groups of five and ten as well as recognising that there are short-cuts like doubling and halving. All of the children know the names of simple two-dimensional shapes and can recognise them quickly. Numeracy lessons are well-structured with skilful intervention by adults that makes a good contribution to children's learning in this area of learning.

Knowledge and understanding of the world

63. Provision for the development of the children's knowledge and understanding of the world is good and ensures that they all have a wide range of experiences. The teaching is good because there are many opportunities for the children to share ideas and discuss the world around them. The children have a good awareness of where they live. They can talk confidently about their routes to school and some of the landmarks and features which they pass. A group of children were observed painting houses, streets, churches and other familiar landmarks. Their knowledge of their own area is a good starting point for discussion about the physical and natural features of the world, for example, how plants grow and how to look after animals if they are poorly when in the role-play veterinary surgery. When talking about their paintings the children showed a good understanding of words such as *hill, forest, trees, roads* and *buildings*. They used directional words correctly such as *over, under, in front* and *behind* when describing the relative position of different landmarks or objects in their picture. The reception class keeps a weather chart and

understands the characteristics of seasons of the year. They choose musical instruments to make different sounds during free-choice times. They note the different sounds the instruments make understanding which sounds are louder, quieter, higher or lower. Good design and technology work is seen in the models of trucks and cars. The children use the computer and know how to move the mouse. They can drag and point with the mouse to produce simple pictures using a graphics program. There is a good selection of software, including simple word processing and graphics, which develop the children's awareness of early information and communication technology skills. Most children are likely to achieve the early learning goals for this area of learning because they have regular and well-planned experiences and activities that enable them to make sense of their immediate surroundings and environment and they are making good progress.

Physical development

64. Children's physical development is good and most will achieve the early learning goals by the end of the reception year. A small, secure outdoor area allows good opportunities to use outdoor play equipment although its size limits climbing and jumping. The children have planned sessions of physical education weekly in the school hall, and they participate in activities enthusiastically to develop appropriate skills. The observation of a physical education session demonstrated the children's creative use of space. They responded well to instructions and particularly enjoyed changing their body shapes and movements as the teacher called different types of *bean*, for example, *jumping bean*, or *runner bean*. Children are enthusiastic learners and are keen to take part in these lessons. A pleasant and positive attitude towards physical development is fostered by the teacher who uses good humour to encourage the children to try harder, for example, when calling out *French bean*, the children change the body shape and call out in unison, *Ooh, lah, lah!* They showed good arm and leg co-ordination in running and jumping. The children made good progress throwing and catching coloured bean bags. Fine motor skills are well developed in practical activities in the classroom and most children show good control when using scissors and pencils. A range of tools has been used to create models, collages and paintings. Children spread glue very carefully and use careful and accurate brush strokes when painting or when making their own collages. Most are able to use the computer mouse confidently.

Creative development

65. Provision for creative development is good and teachers provide a wide range of activities which allow the children to explore and create. The children interact imaginatively in the role-play area set up as a veterinary surgery. Resources such as stethoscopes, scales, office desk and telephone enable them to re-enact imaginary roles which they participate in enthusiastically, often sharing different roles and cooperating with others. In a music lesson, the children used percussion instruments correctly and enjoyed performing in front of others. They are beginning to respond to the rhythm of music by the movement of their bodies and clapping in time to simple notation or signals. Children sing regularly, they listen to music and play musical instruments with increasing confidence. In assemblies they sing confidently, along with older pupils, and know all the words and actions to songs. Boxes and other materials are provided to allow them to make models and collages. Children enjoy choosing their own materials by texture or colour and used them creatively to make unique elephant collages. They enjoy imaginative painting, often experimenting with colours by mixing paints. The children are making good progress and have achieved

the early learning goals well before the end of the reception year in this area of learning because of the good teaching they receive.

ENGLISH

66. In the 2000 National Tests at the end of Key Stage 2, the performance of pupils was average when compared with that of other schools nationally. The value added comparison with similar schools indicates that these pupils made satisfactory progress. Standards have fluctuated over the previous four years. The most recent results reflect the composition of the year group in question when the proportion scoring the expected level 4 was eclipsed by significant minorities achieving the lower level 3 and the higher level 5 and where there were several pupils identified as gifted in English. Inspection evidence suggests that a similar pattern is emerging in the current year group, although no pupils have been identified as being gifted in English. There is no significant variation in the attainment of boys and girls in English tests.
67. Inspection findings indicate that standards achieved by the end of Key Stage 2 are above average overall. In speaking and listening they are above average. In reading they are well above average and in writing they are average. This represents overall satisfactory progress made by the current Year 6 pupils since they entered the key stage.
68. In the 2000 reading and writing tests for seven-year-olds, standards in reading were very high. This is a significant improvement since the previous inspection when they were described as average. In writing, standards were average when compared with other schools nationally, but below average when compared with similar schools. The same pupils who scored so well in reading scored too low in writing.
69. Standards in speaking and listening are high in both key stages. The school provides good opportunities for pupils to develop these skills in lessons, where teachers' good questioning encourages them to organise and articulate their thoughts. Assemblies and *Circle Time* provide good opportunities for them to talk about their achievements and share their feelings.
70. In reading, pupils are currently achieving very high standards and are making good progress. Pupils with special needs also make good progress and achieve appropriately. By the age of seven, most pupils read with understanding, often with good expression and can predict what will happen next. They discuss main characters and events in stories and give reasons for why they like a particular story. They tackle new words by *breaking them up* and get clues from pictures. High attaining pupils deduce meaning from surrounding words. Pupils of all attainment levels know about and can use contents and index pages to help them locate information.
71. Pupils, including those with special needs and those identified as gifted, continue to make good progress in reading throughout Key Stage 2 and by the age of eleven standards are well above average. Parents' concerns for more individual reading are, therefore, ill-founded. Most pupils read a range of texts fluently, accurately and with good understanding, often with an obvious enjoyment. Some show good knowledge about books. For example, one pupil was eager to compare the merits of stories taken from Shakespearean plays with those written by a modern author. All pupils have good information retrieval skills and many skim and scan text successfully.

Their skills are well practised, drawing on information sources from the local public library, encyclopaedias and CD ROMs and the Internet for this purpose.

72. The good progress and the improvement made in the standards of reading owe much to good teaching in the literacy lessons, the setting of individual targets for pupils and high levels of involvement by parents. This includes acting as helpers to hear pupils read in school and encouraging their own children to read at home, both as part of their homework and also in a wider context. In addition, children who experience difficulty with reading are identified at an early stage and provided with good support to enable them to progress well. Reading partners are an effective and imaginative means of making reading purposeful, interesting and enjoyable to pupils in both key stages. There is a wide range of authors who are popular with pupils in Year 6. These include JK Rowling, KM Peyton and D. Pilkey. They have the opportunity to read, act and watch a performance of Shakespeare's *Macbeth*. This contributes well to their cultural education.
73. Standards of writing at the end of Key Stage 1 are broadly average. Evidence from pupils' workbooks indicates that satisfactory progress is made year on year. By the age of seven, all pupils write for a range of purposes. These include their own stories, re-telling of familiar stories, instructions, such as *how to make a string puppet*, news, poems and letters. Standards of presentation are good and many pupils are beginning to write in joined script. Word processing, using computers, is used successfully, for example, in making labels to describe their own self-portraits. Most pupils spell familiar words accurately. They use correct punctuation and many add interest to their work by connecting sentences with words such as *then*, *after*, *so*, *while* and *because*. Higher attaining pupils use alliteration to good effect such as when writing a poem about *Friends*.
74. Pupils continue to make satisfactory progress through Key Stage 2. By the age of eleven they have experienced writing in a range of forms such as narrative, play scripts, reports and reviews, which include providing information, explanation, persuasion, description, criticism and comment. The most successful tasks are for a specific audience or purpose, resulting in work of very high quality. These include stories about *Postman Pat* that pupils in Year 3 make into books for younger children, detailed autobiographies written by older pupils and extended projects produced by pupils in Year 6 as part of their research into the Ancient Greeks. Higher attaining pupils use paragraphs, correct punctuation, complex grammatical structures and some imaginative vocabulary to enrich their work. They have a secure grasp of the different forms of writing and are able, for example, to include eyewitness accounts as part of a newspaper article. However, too many lower attaining pupils write pieces which are much shorter. They have more difficulties with spelling and are less sure of different forms of writing. For example, what is intended as a report sometimes turns into a story. All pupils use ICT successfully to produce their written work. Most have legible, joined handwriting.
75. In the lessons observed the quality of teaching writing was good. Teachers provide models and prompt sheets that help pupils to improve their writing. Pupils are generally encouraged to use jotters to gather their thoughts. In one lesson, there was a range in the quality of writing by pupils of average ability. Teachers pay insufficient attention to levelling up standards to reflect the highest achievements in the average group. They have no expectations that pupils will use dictionaries or thesauri to improve their writing.

76. In both key stages the quality of teaching is good. It has made good improvement since the last inspection. Teachers plan their lessons well, observing the principles of the National Literacy Strategy. They teach spelling and handwriting systematically. Non-teaching assistants are well-briefed and provide effective support. Learning objectives are shared with the pupils, so that they are clear about what is expected. An example of very good teaching was seen in Key Stage 2 when the teacher's enthusiastic delivery, logically stepped teaching points and setting of timed targets contributed very positively to the quality of pupils' learning. Most importantly, the writing task was very carefully modified to ensure that pupils of all attainment levels were suitably challenged. For example, high attaining pupils were expected to change the prompts and explain how they altered the structure of the written piece. Lower attaining pupils produced writing of the expected standard for the age-group by working as part of a group with adult support.
77. Throughout the school, agreed targets are set for pupils. Marking is usually well done and there are some very good examples where it is very detailed and specific, where strengths are clearly identified and areas for development suggested and followed up. It would be helpful if all teachers built on this good practice, ensuring that pupils of all attainment levels are given equally helpful advice. Set targets are most effective when they are specific to pupils' own particular need and area for development and apply in every curriculum subject where writing is undertaken. In addition, it is important that the assessment of pupils' work informs future planning more clearly as part of the continuous process of evaluating lessons.
78. Pupils' attitudes to learning are good. They undertake homework conscientiously. Most take a pride in the appearance of their work. Although both dictionaries and thesauri are readily available there was an observed reluctance to use dictionaries, with pupils preferring to ask each other about correctness of spelling. Only one pupil in Year 6 was observed to show initiative in using a thesaurus so as to improve the quality of his writing.
79. Overall, good opportunities are provided in most classes for pupils to develop and practise their literacy skills in some of the other curriculum areas. For example, pupils in Key Stage 1 use CD ROMs to find out about flying machines. They write their own descriptions of a range of famous people in history. In Key Stage 2, they are challenged to read historical documents in order to expand their knowledge about the locality. They formulate written questions to ask adults about their musical preferences. Older pupils produce extended handwritten and word-processed history projects using a wide range of source materials.
80. The previous inspection report commented on the good variety of resources available and the well-stocked and attractive libraries. This continues to be the case. Weaknesses identified in the scheme of work in English have been remedied and have resulted in significant improvement in the quality of teaching. Initiatives such as additional literacy support and *booster* classes are effective in raising standards. Monitoring procedures are comprehensive. Writing has recently been identified as an area for development and strategies for improvement are already in place.
81. There is scope to raise insight into the processes of writing. The school's tradition of inviting visitors to enrich the curriculum does not at present include professional writers. Involvement of a children's novelist, poet, dramatist or journalist to share their craft with teachers, pupils and parents has the potential to help boost achievement in writing to the similarly high levels which exist in reading.

MATHEMATICS

82. The results of National Curriculum tests in 2000 showed that standards overall were similar to those expected of 11-year-olds. However, although the number of pupils reaching the higher level was well above the national average not enough pupils reached the expected level. This is not a typical result for the school but was not unexpected for two reasons. In that particular group of pupils there was an unusually large number with special educational needs and a quarter of the group joined the school during the juniors and did not go through the complete key stage. Comparisons with similar schools also show that more pupils reached the higher level but fewer attained the expected level. Boys did better than girls in the tests, a fact attributed by the school to the girls' lack of confidence in their ability. Inspection findings show that standards in Year 6 remain similar to those expected of 11-year-olds and that pupils have made satisfactory progress during the junior stage.
83. National Curriculum tests for seven-year-olds in 2000 show that standards have risen since the last inspection and are very high in comparison with the national average. All pupils achieved the expected level and over half achieved the higher level. This was well above the performance of pupils in similar schools. Teachers in Key Stage 1 have a thorough knowledge of how to teach the basic skills of numeracy and this has enabled most pupils to make very good progress since starting school. Inspection findings show that standards in Key Stage 1 remain well above the national average.
84. The quality of teaching and learning was good in two thirds of the lessons in the infants and in half of the lessons in the juniors. The remaining teaching was satisfactory. A good feature of all teaching is that teachers are confident in using the new approaches and more structured curriculum of the National Numeracy Strategy. The co-ordinator has made a thorough analysis of test results and has identified a weakness in pupils' mental mathematics. Teachers have already begun to tackle the problem in the mental mathematics session at the beginning of each lesson. They concentrate on developing pupils' mental ability in using number in addition, subtraction, multiplication and division. In a good lesson in Year 3 pupils enjoyed the challenge of having to think quickly when adding 9 or 11 to a two or three-digit number. Their enthusiasm was evident as they held up their answer cards after each question and by the smiles on their faces when they got many answers right in a short time. However, this approach is not used consistently throughout the school. When teachers do not use answer cards, or games that include everyone, the pace is slower and some pupils do not have the opportunity to join in during this part of the lesson.
85. A good feature of teaching is the way teachers use their knowledge of the subject to develop pupils' numeracy skills. In a good lesson in Year 4, by asking pupils questions which made them think and by leading them on to explain their answers, the teacher helped pupils to develop their own strategies for using mathematics. By using their explanations as teaching points, he enabled them to see the relationship between multiplying by 9 or 10 so that higher attaining pupils could quickly work out 22×9 in their heads by multiplying 22×10 and subtracting 22. Less able pupils used the same method to work out on paper 14×9 . Another good feature of the lesson was the way the teacher reinforced the fact that mathematics problems can be solved in different ways and emphasised that no one way is the correct way to work out an answer.

86. The school has very good procedures for assessing and monitoring pupils' achievements in mathematics and this information is used well by teachers in Years 1 and 2 to plan work to match the ability and attainment of different pupils. In a good lesson in Year 2 all pupils, regardless of ability, made good progress because the teacher planned activities to match each one's capability. Teachers in the junior classes, particularly the upper juniors, do not use the information as consistently to plan work to match the ability and attainment of different pupils. The analysis of pupils' written work showed that there are times when pupils of different abilities are given the same work to complete. In these circumstances, some pupils find that their work lacks challenge while others may be unable to complete it. When pupils are seated randomly, teachers miss opportunities to give direct input to groups of pupils of similar ability and to assess their methods of working.
87. A strength of the teaching throughout the school is that teachers have good relationships with their pupils and this helps to create a pleasant, co-operative atmosphere. They continually praise pupils for their efforts, which encourages them to take part without fear of getting an answer wrong. Pupils with special educational needs respond well to the positive comments made by their teachers. They benefit from the extra support they are given during numeracy lessons as they learn to build up calculations in small stages. In Year 3, the teaching assistant sat with a small group of pupils during the mental mathematics session and prompted them to try and answer questions. As a result they joined in and used their answer cards with some success. Pupils recognised by the school as being more able in mathematics are generally given work which is challenging. This is not always the case, particularly in Year 6, when the two more able pupils often complete the same activities as the rest.
88. Teachers ensure that pupils use their mathematics in other subjects. In science, for example, pupils in Year 4 find the average height, arm span and head size of ten pupils. Pupils in Year 3 use their computer skills to present on a pie chart data gathered about eye-colour. In geography, pupils in Year 1 use a pictogram to show the results of their traffic survey while pupils in Year 6 choose a pie chart to illustrate how water is used in the home. Homework is used well to support pupils' learning either as preparation for future lessons or to consolidate or extend current work.
89. The management of the subject is good. Rigorous and accurate monitoring of the quality of teaching, by the co-ordinator, has ensured that all teachers are aware of their strengths and know what they need to do to improve their teaching. He makes good use of the results of tests to help teachers to identify strengths and to remedy weaknesses in pupils' responses. Assessment procedures are very good and are used to predict the levels pupils will attain by the time they leave school and to determine individual targets for them to achieve. With the support provided by the co-ordinator and his intention to review, at the end of the year, the recently purchased scheme of work for mathematics, the school is in a good position to improve standards further.

SCIENCE

90. Pupil's attainment in science is in line with the national average at the age of seven and 11. This is an improved position from the 2000 national test results. The teacher assessments of the pupils' attainment at the age of seven in 2000 showed the pupils to be well below the national average. The 2000 national tests for eleven-year-olds indicated that the pupils achieved below the national average. The school felt quite rightly that the results were not good enough and has worked hard to evaluate the

school's strengths and weaknesses and to support areas needing development. It also acknowledged that the group of 11-year-olds achieved well in their test results and the parents and school were particularly pleased by their results. However, with the implementation of the new scheme of work and with a clearer whole-school assessment procedure, the school expects pupils' attainment to rise further. The assessment procedures, although planned, are not yet in place. The attainment of the pupils in science is rising but as yet it is not high enough and the improvement and development of science in the school needs further progress. The improvement of assessment procedures in the school should enable teachers to target their lessons better. Further gains and improvements in the writing up of experiments will also help teachers to raise pupils' standards in science still further. At the time of the previous inspection standards in science were average for the seven and eleven-year-olds and on the whole standards have been maintained.

91. In all classes there is no significant difference in the performance of boys and girls. The pupils with special educational needs are supported effectively by their class teachers and the learning support staff. They work alongside the pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning.
92. During the inspection, a limited number of science lessons were observed. The quality of teaching in the infant classes was good overall. Insufficient lessons were seen in the junior classes to make an overall judgement on the quality of teaching. The quality of teaching throughout the school would benefit from a tighter focus on pupils' learning. The school considers that the planned assessment procedures will act as a vehicle for this improvement.
93. The standards in the infants result from good teaching. In each year group the class teaching promotes good observational skills and practical activities. For example, in the Year 1 class the pupils were given a range of bean seeds to sort. The pupils decided upon their own criteria and sorted according to shape, colour or whether the seeds were shiny or not. The pupils recorded their findings carefully on a simple tree diagram. After their sorting, the pupils enjoyed planting their seeds, and considered what the plants would look like when they began to grow. Pupils have many opportunities to plant and watch seeds grow, their sunflower seeds are already emerging through the soil. The pupils are quite clear about their seeds' requirements for growth and they make sure that the seeds have sufficient water and access to light to enable them to grow well. In the Year 2 class, the pupils were extending their sorting skills to group a wide range of leaves and flowers according to observable features. Here the class teacher had provided a wide range of resources for the pupils to use. Accurate measurements of leaves and flower stems, were also good features of this lesson.
94. The teachers plan their lessons well and ensure that the pupils are fully involved in their learning, this ensures that they learn well. For example, in Year 1 / 2 class the pupils were all fully involved in the lesson on eggs, where the teacher had organised the lesson well so that the pupils all took an active part. A parent helper helped the pupils to talk about the differences between raw, scrambled and boiled eggs. The pupils talked about the change brought about by cooking the raw eggs. In the Year 2 class, the pupils are beginning to understand the need to ensure that their tests are fair. In their experiments using cars and a variety of slopes the pupils gained clear

insights into the need to ensure that accurate measurements and the correct and consistent accuracy in the placing of cars on the slope did not in any way distort the results of their test.

95. In the junior classes the pupils develop their skills in observing, recording and explaining their observations. The pupils extend their scientific knowledge through a range of interesting contexts. In Year 3, pupils experiment with celery watching carefully as the split stem takes up the red and blue coloured water. The pupils considered what might happen at the beginning of the investigation and then explained their results by commenting on whether it was what they anticipated or not. The pupils are encouraged to use correct scientific terms and vocabulary in their work so that pupils in Year 3 use the terms *attract* and *repel* as they experiment with magnets. In Year 4, pupils record their findings with accuracy. For example, in their experiments measuring ten pupils' height, arm span and head size they recognised the need to measure and record their findings correctly. Completed measurements were then averaged. These results were then compared to the average results of ten reception pupils and ten pupils in Year 6. The pupils came to the conclusion that although pupils in Year 6 were quite a bit taller than their class, their average head size was almost identical. The pupils used computers to record and graph their findings. Written explanations of the experiments are well promoted by the class teachers but it is clear that some of the less able pupils find recording their findings difficult.
96. In Years 5 and 6, the pupils extend and develop further their scientific enquiry skills and learn about a wide range of subjects. Computers are used by the pupils to create databases and to compare the calorific values of a range of foods. The class teachers ensure that the pupils are fully involved in their work and consider their findings of their experiments carefully. Pupils work well collaboratively. For example, in a Year 5 lesson pupils worked happily in their groups sorting foods into healthy and unhealthy options. They considered the results of their homework in the context of the lesson and reflected upon whether they felt they ate enough, whether they ate healthy foods or indeed, whether they had a balanced diet. In this lesson homework was an effective tool which supported the lesson well. Tighter assessment procedures would enable the teachers to further focus pupils' learning and extend the work of some of the more able pupils still further. In Year 6, the pupils use increasingly complex scientific vocabulary and they know that *chlorophyll* is present in green plant leaves and enables the plant to make food. Experimentation and investigation are used well by the class teachers to ensure that the pupils achieve well; the teachers provide a wide range of experiments for the pupils to explore. For example, in an experiment on light sources and shadows, the pupils found through careful experimentation that altering the position of the source of light had an impact upon the shadow produced.
97. The co-ordinator works hard to encourage and support other teachers. She has introduced a new scheme of work and carefully matched the school's resources to the scheme. She has observed teachers teaching science and has discussed strengths and areas for development with colleagues. The co-ordinator has rightly identified the need for a whole-school assessment policy to further improve the standards the school achieves. She has a wide range of new initiatives planned to encourage and promote science throughout the school. There is a good range of resources in the school and the school has many opportunities available in the school grounds for investigation and enquiry. Good progress has been made in science since the last inspection.

ART AND DESIGN

98. Pupils achieve standards that are in line with those expected at the age of seven and eleven. The pupils' standards of observational drawing throughout the school is a particular strength. The pupils take great care and concentration in looking carefully at a range of objects and draw with confidence and perseverance. The overall standards in art are similar to that at the time of the previous inspection. However, the school has responded effectively to the criticism in the previous inspection, that the pupils had too few opportunities to study the art of their own and other cultures. Now the pupils have good opportunities to reflect on the work of a range of artists and art from past and present cultures.
99. The scheme of work for art is a thorough document and ensures that art is used to support other curriculum areas. For example, the pupils look at Islamic tiles as an integral part of their religious education lessons and study the wallpaper of William Morris as part of their history topic. Judgements have been based upon interviews with the pupils, observations of the pupils' work and the co-ordinator's monitoring file, as only two lessons were observed.
100. By the age of seven, pupils use a range of media to record their observations. In Year 1, the pupils use pastels and pencils to record their observations of daffodils. Whilst in Year 2, the pupils paint oranges, pears and apples arranged carefully in a fruit bowl. The pupils mixed their own colours to show the different tones and shades of the fruit. In a very good lesson in Year 2, the teacher engaged the pupils' interests by using seaweed as an effective stimulus for the lesson. The pupils looked carefully at the pungent seaweed and then developed either their skills of cutting or observational drawing. The pupils who were cutting were encouraged to look at the shapes and lines of the seaweed and then to cut their papers to reflect these shapes. Long curves, twists and curls were all shown in the pupils' work. The teacher encouraged the pupils to look carefully and use specific vocabulary to describe the seaweed; this acted as a good focus for their cutting. The pupils worked with enthusiasm and encouraged and praised each other as they worked. The completed pictures showed a good feel for the materials and a clear development of skills. The group working with oil pastels experimented with line and tone as they tried out the oil pastels; this ensured the finished pictures showed good progress in the development of their skills. The completed pictures showed good quality observations.
101. By the age of 11, pupils build upon the skills and techniques acquired when they were younger and develop a critical awareness of their own and one another's work. They speak knowledgeably about a range of artists and their work. They talk about Andy Warhol and compare his work to the work of landscape painters. They speak about the contrasts between these two different styles of work and discuss their different merits. The pupils are keen to discuss Andy Warhol's work and talk about their particular favourite pieces of *pop art*. The pupils paint in response to music, poems and pictures and show their feelings and thoughts through their artwork. Pupils are given opportunities to use a wide range of materials and techniques. They make clay pots, paint, draw and use a variety of pastels. They choose their materials with care and show good levels of application in their work. Observation skills again are highly developed and in Year 3 the pupils have produced some good quality pastel pictures of tulips, whilst the Year 5 class have drawn some Victorian houses in support of their history topic. The pupils study the work of a wide range of artists. For example, in Year 6 the pupils have studied the work of Ellsworth Kelly. Afterwards, they created their own pictures in the style of *Colours for a large wall*, reflecting that their pictures made them feel *hot, happy* or made them think about *ice-cream!* The pupils in Year 4

have used the computer to create their own pictures on screen, which they then printed and displayed.

102. The enthusiastic co-ordinator monitors the pupils' work throughout the school and has observed the teachers taking art lessons. He gives good support to staff and has made a positive impact upon the development of art throughout the school. Pupils visit places of interest and a number of artists have been to the school to work with the pupils. A range of good-quality resources is used effectively by the staff. Assessment procedures are informal; there are at present no whole-school assessment procedures for art so that it is difficult for teachers to measure the pupils' performance and progress.

DESIGN AND TECHNOLOGY

103. Standards are in line with those expected at the age of seven and 11. This is a similar position to that at the time of the previous inspection. The school has maintained its standards in this subject and pupils report that they enjoy the units of work that they cover in their lessons. They say that they have good opportunities to develop and refine their skills. Judgements have been based upon interviews with the pupils, observations of the pupils' work and the co-ordinator's monitoring file, as no lessons were observed during the inspection.
104. By the age of seven, pupils have opportunities to investigate a range of materials and construction kits as they design, plan and make their models and artefacts. They use tools sensibly and cut and stick with care and consideration. In making their puppets and salt dough models they worked with their materials and thought carefully about the products they were to make. As a result of their considered use of tools and materials the end products were well constructed.
105. By the age of 11, pupils develop their designing and making skills and their evaluation skills have become more considered. The pupils talked about the different projects they had worked upon and about the need to think about the materials they used. Indeed, they considered which materials would be the best to use and why and whether they were suitable for the projects particular requirements. They talked about a step-by-step approach to planning their projects and the need to evaluate what worked well and what did not. Pupils in Years 3 and 4 make a variety of objects, for example, purses, photograph frames and hard backed books. Their planning and designing sheets reflect the care and consideration the pupils have given to thinking about how to make their objects, which materials were suitable and effective ways to decorate the end product. Not only do the pupils consider the materials, methods, and tools they need to use, but also in the case of the photograph frame, how well the finished product displayed the photograph. The older pupils in designing and making their slippers talked about the need to carefully assess whether the materials used were suitable for slippers. Collaborative work is also a feature of some of the projects the pupils work on. For example, pupils in Year 6 worked together to design and make a model house. This project encouraged pupils to help each other and to discuss the suitability of materials and design features as they went along.
106. The subject co-ordinator is enthusiastic and has good ideas for the further development of the subject throughout the school. At the end of the school year, the new scheme of work is to be evaluated. A whole-school assessment procedure for design and technology is an area for further development. At present the teachers assess the pupils' work in an individual way and there is no consistent way of tracking

the pupils' abilities. The co-ordinator looks at the pupils' work and ensures that their learning builds on what the pupils have been taught before but there is no systematic policy in place to ensure that this is recorded and monitored so that the pupils and parents are informed about the progress being made.

GEOGRAPHY AND HISTORY

107. During the inspection the majority of lessons seen were in Key Stage 2. No lessons were seen in history and only one in geography in Key Stage 1. However, evidence from pupils' work books, displays, discussions with teachers and pupils, as well as an examination of teachers' planning, provides sufficient evidence for judgements to be made. Satisfactory progress has been made since the last inspection.
108. Throughout the school pupils, including those with special needs, make satisfactory progress in geography and standards are broadly in line with the expectations for the age group at the end of each key stage. These findings are broadly similar to those of the previous inspection. Currently the teaching of mapping skills is a strong feature but those of geographical enquiry are at an early stage of development.
109. Pupils in Key Stage 1 carried out a traffic census and observed road signs as part of their field work. They plan routes such as between home and school, and build a village using box models. Information and communication technology (ICT) is used to design town plans. Insight into what life might be like on a Scottish island is gained through the imaginary Island of Struay and the *Katie Morag Stories*. They follow the journeys of *Barnaby Bear* to learn about more distant locations. At the end of Year 2, they have a more detailed knowledge of life in the Mexican village of Tocuáros.
110. By the end of Key Stage 2, pupils have extended their knowledge and understanding of the study of places. Early in the key stage they use books and ICT resources to become familiar with rural Southern India taking information from pictures, maps and simple statistical information as well as the printed word. They make judgements about the quality of life in their own local village and conduct surveys, for example, about provision of services, using information technology to communicate their results. Older pupils consider environmental issues such as those posed by the question, *New Houses on the Site of the Blue Anchor Pub?* They examine the advantages and disadvantages from the point of view of different residents, children and shop owners. They investigate factors affecting settlements and make a detailed study of the work of rivers. A residential visit to the Lake District is part of the planned programme of study.
111. Throughout both key stages computers are well used to support pupils' work in geography. Field work in the locality and further afield are used appropriately to increase pupils' understanding.
112. The overall quality of teaching is satisfactory. All the observed lessons were good, particularly in relation to the development of mapping skills and the early stages of geographical enquiry. Nevertheless, examination of pupils' work books indicate that in some cases there is too great an emphasis on geographical knowledge and that extensive use of worksheets is limiting the development of enquiry, decision making and communication skills.
113. During Key Stage 1, pupils, including those with special needs, make satisfactory progress in history and standards are in line with those expected for their age group

by the end of the key stage. These judgements are similar to those of the previous inspection. Pupils gain an understanding of chronology by sequencing pictures about stages in their own life. They compare toys and household objects used today with those used in former times and by the end of the key stage higher attaining pupils are writing their own accounts about famous people such as Florence Nightingale, Alexander Graham Bell and Neil Armstrong and the contribution they made to history. They know, for example, the relationship between Guy Fawkes and the Gunpowder Plot.

114. Pupils in Key Stage 2 make good progress. There is no significant difference between the achievements of boys and girls. Pupils' attitudes to history and geography are good and show that they are very interested in the topics studied. Timelines are used widely to extend their understanding. They answer historical questions, such as why the Romans came to Britain. They compare the everyday lives of different members of society, for example, the town and country dweller in Tudor Times. Older pupils undertake extensive research projects successfully pursuing lines of enquiry such as whether life now is better or worse than it was in Ancient Egypt. By the end of the key stage, pupils of all attainment levels are producing work of high quality, and this reflects the good teaching, which takes place throughout the key stage. Their projects show an ability to select historical information, organise it and communicate their findings in a range of ways, sometimes using information technology for this purpose.
115. The quality of teaching is good. Teachers in Key Stage 2 have good subject knowledge. The promotion of historical enquiry is well established. Photographs, artefacts, historical documents, visits and visitors, do much to foster pupils' interest in the subject in both key stages.
116. Both subjects have clear policy guidelines and schemes of work. Both benefit from co-ordinators who are knowledgeable and enthusiastic. Both undertake checking of teachers' planning and monitoring of pupils' work books. The history co-ordinator has been in the role for longer and this is reflected in the more established development of the subject.
117. An appropriate system of assessment is in place in history but is not used consistently throughout the school. There is no formal system for assessing pupils' progress in geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards in ICT have been maintained since the last inspection. They are in line with those expected for pupils aged 7 and 11. The school has improved its provision of ICT by increasing resources and introducing modern technology like the Internet, electronic mailing and a digital camera to produce photographic images on computers. The pupils, including those with special educational needs, are provided with good opportunities to use computers and other new technology. This enables them to make good progress in every strand of the ICT curriculum.
119. In Year 2, the pupils make good progress using a word processing program to type, correct or rearrange text. Infant pupils make satisfactory progress using a programmable robotic device. A very good display called *Roamer's Gold* shows how well teachers link a range of tasks and topics to produce interesting and thought provoking graphics. The pupils have used an imaginary *Treasure Island* to explore

and search for treasure with a programmable device called *Roamer*. They are learning simple programming skills to manoeuvre the device through simple pathways, estimating how far it will move. Tasks become more demanding as the pupils become familiar with the range of programs offered by the school and as a result, there is evidence of pupils' printed work showing that they have made good progress using word processors and graphic programs to draw pictures and patterns.

120. In Key Stage 2, the pupils continue to make good progress benefiting from focused teaching which is usually related to other subjects or topics. As a result, the pupils' level of attainment is in line with that expected for their age with some good examples of word processing, graphics and a combination of desk top publishing skills that utilises the pupils' knowledge to help them re-organise text and graphics images. Pupils in Year 3 have used data base programs to produce graphs and charts about themselves, listing for example, their favourite foods or investigating in science work which materials offer the best insulation. Pupils in Year 4 have produced pictures, using a graphics program to show the characteristics of the seasons in the year. Pupils in Years 5 and 6 made good use of the *Internet* to investigate the recent national census using a special pack provided by the government to encourage young people in schools to become accustomed to the implications of the census and how information is used in data base programs. There are good examples of pupils using a digital camera to combine images and text. In Year 3, for example, a pupil photographed her cat and wrote a piece of work using a word processor accompanied by the digital image of her cat calling the piece, *Jessica's Cat*. The school continues to improve pupils' work by combining ICT with the work in a range of subjects. There were good links with music for example, when older pupils in Key Stage 2 used a program called *Music Explorer* to produce printed musical notations after investigating different rhythms, beats and pitch in musical compositions.
121. The quality of teaching is good. The school provides pupils with a balanced and effective programme of ICT, which also has a positive effect on increasing staff expertise. As a result, the pupils enjoy using computers, tape recorders, robotic devices and cameras to extend and enhance their work. They correct, edit and re-organise text, use graphics and control technology. Older pupils use simple spreadsheets and data handling programs. This broad range of experience is a reflection of improved teaching and determination to incorporate ICT in the whole curriculum.
122. The subject is well-managed and organised because there are significant improvements to resources and the use of computers and other technology across the school. Resources are matched to pupils' needs and capabilities as well as to the demands of the ICT curriculum. Teachers are undergoing continuous training and this has ensured that spending on new resources is efficient and is improving standards. Some classes keep good records of pupils' work, for example, by keeping examples of printed work in folders. This is not common or consistent practice across the school and is, therefore, lacking as an assessment tool.

MUSIC

123. Standards in music have been maintained since the previous inspection and are typical of those expected of seven and 11-year-olds. The co-ordinator, who has joined the school since the previous inspection, has raised the profile of music throughout the school. Large, attractive displays of the music and songs currently

being focused upon show the importance now placed on music in both key stages. Strong emphasis is given to the performing aspect of the subject with the result that pupils have many opportunities to sing or play instruments in class and assemblies and to take part in a number of concerts and musicals during the year. However, there is a gap in the music curriculum in the development of pupils' composing skills. With the exception of Year 5, pupils do not get enough opportunities to compose their own music.

124. No lessons were observed in Years 1 and 2. Extra evidence was gathered from listening to pupils singing in assemblies and from talking to teachers and pupils. Teaching in music is good overall in Key Stage 2. Not all teachers in Key Stage 2 have the confidence or expertise to teach music. They compensate for this by focusing much of their teaching on singing and use recorded radio programmes and the accompanying booklets to support them.
125. The co-ordinator, who is an experienced musician, provides a weekly lesson for junior pupils to improve their singing and awareness of musical instruments. A good feature of the lesson was the way the co-ordinator used her expertise to lead by example. As a result, most pupils were able to follow her clear singing voice and could soon sing a new song in tune and with confidence. However, difficulties arise in meeting the pupils' needs because the co-ordinator works without support with an unduly large group of pupils.
126. A good feature of teaching lies in the way teachers prepare lessons carefully with clear aims and show what pupils are expected to learn. These are explained clearly to pupils at the start of lessons and this helps them to understand what they should be learning. As a result of enthusiastic teaching, pupils have good attitudes to music and enjoy their lessons. Teachers have high expectations of pupils' performance and expect them to do their best. In a lesson in Year 5, for example, because of the teacher's high expectations, pupils moved from practising calypso rhythms to adding ostinato and drones leading to a whole class refrain.
127. Assemblies provide good opportunities for pupils to listen to music. Pupils enter and leave assemblies to a variety of recorded music, from western traditions past and present to music from other cultures across the world. Pupils in Key Stage 1 enjoyed listening to music from South America, and listened with interest as their teacher described the country and explained how pan pipes are played. The school choir is very popular and makes a significant contribution to performances in school. The choir also takes part in several concerts during the year including performing with other choirs to raise money for charity.
128. Peripatetic music teachers make a good contribution to pupils' musical experience. They offer pupils tuition on the flute, clarinet, cornet, saxophone and guitar. The co-ordinator runs a recorder club. Good liaison between the co-ordinator and the specialist teachers ensures that pupils are given many opportunities to play their instruments, for example, during assemblies and school concerts. Pupils in Years 5 and 6 attend performances of the Symphony Orchestra at the Preston Guildhall and regular visits from two local brass bands support pupils' cultural development.
129. The management of music is good. The co-ordinator has implemented an improved, well-structured scheme of work that helps teachers to plan lessons. Their planning shows appropriate links between music and subjects such as art, history and drama. Pupils in Year 6, for example, who listened to Mussorgsky's *Pictures at an Exhibition*, went on to paint imaginative pictures of, for instance, *The Gnome* or *The Great Gate*

of Kiev. Pupils in Year 5, in their topic *Music Past and Present* interviewed people from the thirties through to the nineties to discover how tastes in music had changed. The use of computers in music is still in the early stages of development although it is planned to develop its use further. Resources are good and are used well in lessons. The enthusiasm of the co-ordinator and her plans to introduce whole-school procedures to assess pupils' progress in music place the school in a good position to improve standards.

PHYSICAL EDUCATION

130. Standards are in line with those expected at the end of both key stages. Standards in swimming are good by the end of Key Stage 2. Pupils in Year 1 demonstrate an ability to focus on the main learning objectives, for example, throwing and catching, and practise conscientiously so that good improvement takes place. They work well in teams and are able to aim and throw a ball, dodge and move into spaces and catch a ball thrown to them with increasing accuracy. Their ability to be imaginative when exploring new games skills is continued in Year 4, as is their level of co-ordination and control. In a good lesson, the pupils were learning to pass and catch a rugby ball using good techniques and adapting their body posture to throw the ball with two hands. Pupils achieved a good level of performance in athletics in Year 6. They showed a good range of short and long distance running using appropriate techniques and learned that different breathing techniques apply to the two styles of running.
131. Teaching and learning are good overall, with some examples of very good practice. All lessons are carefully planned with appropriate learning objectives. The best lessons are well structured, with a good pace. Lessons set high expectations and suitable exercises which challenge the pupils. For example, in a very good outdoor athletics lesson, four different running activities were set up in rotation so that pupils experienced a range of aerobic and anaerobic exercise. This enabled them to distinguish between different types of athletics events, appreciating the different effects these have on their bodies and heart rates. The teacher sensibly brought the lesson to a calm and effective end, taking into account the hot summer weather and an appreciation that the pupils could be exposed to too much sunshine. Routines are well-established and pupils respond by being self-disciplined and well-organised. Pupils listen very well to lesson introductions. Teachers use pupils well to demonstrate examples of good practice. For example, in the Year 4 rugby lesson, the class was divided into two so that pupils could watch others perform while the teacher pointed out particularly good examples.
132. Physical education is well-managed and facilities are very good. The hall is spacious and teachers organise its use very well. Resources are very good and well maintained. Good use is made of the extensive outdoor areas and school field. The school also provides a good balance of competitive and non-competitive sports and games outside lesson times.

RELIGIOUS EDUCATION

133. Standards are above the expectations of the locally Agreed Syllabus for seven-year-olds and have been maintained since the last inspection. Standards for 11-year-olds meet the expectations of the Agreed Syllabus but are not as high as at the time of the last inspection. Pupils in Year 6 do not know enough about world religions other than Christianity. Only two lessons were seen during the inspection, both in Key Stage 2.

Extra evidence was gathered from samples of work and discussions with teachers and pupils.

134. The main strength of pupils' attainment in Years 1 and 2 results from the way that teachers use the pupils' own experiences as a starting point in religious education. In the Year 1 and 2 class, for example, after taking part in deciding what rules were necessary to ensure that their classroom was a happy and safe place to be in, the teacher led pupils on to make comparisons between their rules and the Ten Commandments. The teacher, in Year 2, developing the concept of why some friends are special friends, helped pupils to understand the relationship between Jesus and his disciples by using their own experiences of friendship. By the age of seven, pupils have deepened their knowledge of Christianity and have been introduced to the major world faiths of Hinduism and Judaism. They know for example, that Hindus worship more than one god and give accurate descriptions of *Krishna* and *Ganesha*.
135. Teachers have a good knowledge of the subject. They plan lessons so that there is a good balance between imparting factual information and providing opportunities for pupils to think more deeply about religion. They make good use of resources to stimulate pupils' interest and help them to understand the reality and importance of religion to people. In Year 3, for example, the teacher's choice and effective use of resources helped pupils to understand why people in some religions choose to express their identities through outward symbols. After two pupils wearing Beaver and Brownie uniforms gained the interest of the class, the teacher used this example to explain why Sikhs wear special clothes and objects to express faith in their religion. As they observed *The Five Ks*, pupils considered the meaning of each symbol for members of the Sikh religion.
136. Religious education makes a strong contribution to pupils' spiritual, moral, social and cultural development. For example, finding out about Mother Theresa's achievements developed the spiritual aspect of Year 3 pupils' learning and helped them to understand the realities of life and the need for love and care. Pupils' moral development was enhanced in Year 5 as they discussed honesty; one pupil described it as *not keeping your guilt in*. Pupils in Year 1 consider social issues as they think about people who help us in the community while all pupils, in varying degrees, learn about cultural traditions as they study major world faiths.
137. Teachers give pupils opportunities to use and develop their writing skills in religious education, particularly in Years 2, 3 and 5. Pupils take a pride in their work, which is neatly presented and enhanced by detailed drawings of religious objects. When written work is too prescribed and pupils are not given the opportunity to write their own thoughts and feelings about a religious topic, the work is unsatisfactory.
138. The management of religious education is good. Effective monitoring of the quality of teaching has enabled the co-ordinator to give practical advice and support to other teachers. Resources are good now with sufficient to represent each of the taught faiths. Plans to develop whole-school procedures for assessing pupils' progress, to increase the use of ICT in religious education and to re-establish links with a predominately Muslim school in Preston place the school in a good position to raise standards further.