

# INSPECTION REPORT

## ASMALL PRIMARY SCHOOL

Ormskirk

LEA area: Lancashire

Unique reference number: 119314

Headteacher: Mrs Brenda Golds

Reporting inspector: Mrs Susan Walker  
21678

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 198546

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Tennyson Drive Ormskirk Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Carole Gillespie
Date of previous inspection:	10 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	Science, Information and communication technology, Art and design, Foundation Stage curriculum.	What sort of school is it? The school's results and achievements. Attitudes, values and personal development, How well are pupils taught? How well is the school led and managed? What should the school do to improve?
19361	Keith Ross	Lay inspector		How well does the school care for pupils? How well does the school work in partnership with parents?
28882	Barbara Jones	Team inspector	English, Music, Religious education, Equal opportunities, Special educational needs.	
22704	Garry Williams	Team inspector	Mathematics, Design and technology, Geography, History, Physical education.	How good are the curricular and other opportunities offered to children?

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

### **INFORMATION ABOUT THE SCHOOL**

Asmall Primary School has 110 pupils on roll, with over two thirds boys. It is situated on the edge of a market town and operates a policy of inclusion for all pupils. Most pupils stay in the school throughout their primary years, but some year groups have had more pupils moving in and out than others. The school is smaller than average and has a falling roll, as have other Ormskirk schools. Pupils are taught in five mixed age classes. Twenty nine per cent of pupils are identified as having special educational needs and ten pupils have statements of their special educational needs. This is much higher than the average school. Six of these pupils have hearing impairments as the school contains a facility for such pupils. The number of pupils eligible for free school meals (seventeen per cent) is broadly in line with the average, but varies greatly from class to class. All pupils come from a white ethnic background. Most pupils live in either private housing, low-rise blocks of flats or on one of several council estates. Attainment on entry to the school is variable, but is below average overall. The school has been awarded a School's Achievement Award in recognition of its substantially improved performance and the school has received its second 'Investors in People' award.

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

Asmall Primary School is a very effective school. It is a warm, welcoming community, where all pupils are valued as individuals and all achievements are celebrated. Standards in English, mathematics and science are in line with the national average throughout the school for the majority of pupils. The school provides a rich curriculum, and standards in most other subjects are above what might be expected by the end of Key Stage 2. Teaching is good overall, and is often very good for the oldest pupils. The ethos of the school is very good and this is a consequence of the very effective leadership. The school provides good value for money.

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

- The very good personal leadership of the headteacher, deputy headteacher and governors, have led to a significant improvement in teaching and has raised standards in subjects such as art, design and technology, geography, history and physical education at the end of Key Stage 2.
- The excellent range of extra-curricular activities, and a very good partnership with other schools and colleges and the community, support the rich curriculum well.
- The exceptional provision for hearing impaired pupils in the unit and very good provision for other pupils with special educational needs meets their needs very well.
- The school teaches the skills of literacy and numeracy thoroughly and the skills of information and communication technology very well, and gives pupils the opportunity to develop these skills in all lessons.
- The school makes very good provision for pupils' moral and social development and this leads to very good relationships and very good personal development.
- The vast majority of the parents have very positive views of the school.

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

- Although overall satisfactory, a more consistent standard of weekly planning, ensuring that assessment is linked to learning objectives, in line with best practice in the school.
- The depth of preparation of pupils for life in a multi-cultural society.

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

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

The school was last inspected in November 1997. It has made very good improvement since this point. It has addressed all of its key issues successfully, for instance, standards are now above average in design and technology throughout the school, there are schemes of work for all subjects, the school aims now reflect its commitment to high expectations, and all pupils, including those with special educational needs, have their own targets to work towards. The school has also addressed other areas of weakness identified in the report, and improved library skills and the provision for more able pupils. Standards in teaching have improved markedly and no unsatisfactory teaching was seen. Standards are now satisfactory in music for pupils aged seven, and are now good in art, geography, history and physical education for pupils aged eleven. The previous good standard in religious education at age eleven has not been maintained but standards are satisfactory.

## 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	B	A*	E	E
mathematics	C	A	D	E
science	C	A	D	D

Key	
In the highest 5 per cent nationally	A*
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Pupils' attainment on entry to the school is variable, but overall is below average. Pupils learn well in the foundation stage, and achieve better than might be expected, so that they are mostly in line to achieve the Early Learning Goals by the time that they reach Year 1. Pupils with special educational needs also achieve well, but many of these will not have achieved the Early Learning Goals by the end of reception. The results of the national tests vary enormously from year to year, because of the small numbers of pupils in most cohorts and the large proportion of pupils who have special educational needs. For example, in one year group almost a quarter of the pupils have statements of special educational needs. Overall, results over time show standards in English, mathematics and science, to be in line with national averages both for seven year olds and eleven year olds. Inspection evidence confirms this picture, with standards being in line with the national expectation at the end of each key stage in English, mathematics and science. Pupils achieve well in these subjects, in the light of their relatively low attainment on entry to the school. Pupils who have special educational needs also achieve well in the light of their difficulties. In almost all other subjects of the National Curriculum, pupils at Key Stage 1 achieve satisfactorily and standards are in line with the national expectations. The exception is design and technology, where standards are high and pupils' achievement is good. Pupils at Key Stage 2 achieve well in design and technology, geography, history, physical education and art and standards are above expectations in these subjects. Standards and achievement are satisfactory in information technology and music. Standards in religious education meet the requirements of the Lancashire Agreed Syllabus at the end of each key stage. Overall, pupils achieve well in the light of their attainment on entry to the school, and do better than might be expected by the time that they are eleven. The schools tracks pupils progress with care, has a thorough record of each cohort's statistics and can demonstrate pupils' good personal progress. For instance, in the 99/2000 internal school tests in English (PIPs) scores show that 95 per cent of pupils made good progress and 50 per cent of pupils made significant progress compared with prior attainment. Individual pupils made good progress in lessons observed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils remain attentive in lessons, enjoy the tasks that they are set and are proud of their finished work.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in lessons and around the school.
Personal development and relationships	All boys and girls have very good relationships with all other pupils and the adults in the school. Pupils' personal development is very good.
Attendance	Satisfactory. Unauthorised absence is high because parents take children out of school for family holidays. Lessons start promptly.

## TEACHING AND LEARNING

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

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

Teaching is good overall. In 81 per cent of lessons seen teaching was good and in 24 per cent of lessons, teaching was very good. It was satisfactory in 19 per cent of lessons. No unsatisfactory teaching was seen. Teaching is best for the oldest pupils, where it is often very good because of the challenges set for them. Class 2 were taught by a supply teacher and the headteacher during the inspection. Sampling of pupils' work shows that teaching is satisfactory overall at Key Stage 1.

### Strengths of teaching

Teaching for the youngest pupils in the reception class and in Year 1 is good. Planning ensures that their work is matched to the Early Learning Goals. During the inspection, all lessons seen throughout the school were planned precisely. Generally, tasks are matched to the needs of different groups of pupils. Individual education plans are carefully written, and are used well in planning lessons. Teachers prepare individual lessons carefully, build on previous work and use a good range of resources. Tasks are interesting due to the good range of resources available. Teachers use the beginnings and endings of lessons well to consolidate pupils' learning, and teachers of the older pupils are particularly skilled at giving pupils immediate feedback on their areas for development. Teachers' knowledge and understanding of most subjects is good. They use support staff very well to support lessons. The very good relationships between all pupils and adults leads to good management and a brisk pace to most lessons, with no time wasted. The basic skills of literacy and numeracy are taught thoroughly and the skills of information and communications technology are taught very well.

### Areas for development

Although overall satisfactory and monitored, a more consistent standard of weekly planning, ensuring that assessment is linked to learning objectives, in line with best practice in the school. A better standard of planning at Year 2 would raise the level of teaching to that seen elsewhere. A secure system so that when pupils are taught by adults other than their class teachers, secure monitoring of pupils' work takes place so that pupils are suitably challenged.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. It is enriched by the excellent provision for extra-curricular activities, and the very good partnership with other schools and colleges, and the community.
Provision for pupils with special educational needs	The Special Educational Needs Facility (SERF) offers exceptional provision for hearing impaired pupils, who are able to access the full National Curriculum. Provision for other pupils with special educational needs is very good, due to the extra support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for the pupils' moral and social development and satisfactory provision for the pupils' spiritual development. Provision for pupils' cultural development is good overall, but there is insufficient depth to prepare them for life in a multi-cultural society.
How well the school cares for its pupils	Very good day-to-day care for all pupils. There are good procedures for monitoring pupils' attendance, behaviour, attainment and progress and for supporting pupils' personal development.

Overall, the vast majority of parents has very positive views of the school. They appreciate particularly the quality of teaching, the fact that children are expected to work hard, and the quality of the extra-curricular activities.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good personal leadership of the headteacher, and deputy headteacher provide effective direction for the school. This has substantially raised the quality of teaching overall and improved standards in some subjects. The school meets its aims fully, which are reflected in the very positive ethos of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are well informed about the school's strengths and keen to move the school forward.
The school's evaluation of its performance	The school has an accurate view of its performance, due to the effective training that the headteacher and deputy headteacher have received.
The strategic use of resources	Financial management of the school is good. All funds have been matched appropriately to school priorities in the school development plan. The school has a clear view of how it will spend the monies that have been accumulated. It takes pains to obtain best financial value for money in its purchases.

The school is very well staffed with teachers and support staff and this very good ratio of adults to children has increased the pace of their learning. The school has a very good range of accommodation and this means that there is sufficient room for pupils to be withdrawn for specific support that meets their needs. Resources are good, are well-organised and accessible to staff and pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• There is an interesting range of extra-curricular activities.</li> <li>• The school expects children to work hard.</li> <li>• Children make good progress.</li> <li>• The school is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Information for parents.</li> </ul> <p>A few parents have these concerns:-</p> <ul style="list-style-type: none"> <li>• The way complaints are managed.</li> <li>• The leadership and management of the school.</li> <li>• The behaviour of children.</li> </ul>

About a third of parents responded to the parental questionnaires, and of these, eight parents had some concerns about the way complaints are handled, leadership and management and the behaviour of children. The inspection team found that the school is effectively led and managed and that the behaviour of the majority of pupils is good. More parents, at both the meeting and in the questionnaires, had concerns about homework and information for parents. The school plans homework in line with government guidelines. Information for parents is good overall, except for the information about the curriculum, which is not easily accessible for all parents. The inspection team received additional evidence, for instance reading letters in support of the school and talking to parents in addition to the formal parents' meeting and the returns of the parental questionnaires. The inspection supports the very positive views of the school held by the vast majority of parents.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry varies from year-to-year, but overall children are below the level expected nationally in communication, language and literacy and mathematical development on entry to the reception class. By the time the current reception class children reach age six, they are in line with the expectations of the Early Learning Goals in all areas of personal emotional and social development, communication and language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development.
2. In the 2000 national assessments of pupils aged seven, standards were well below average in reading, in the lowest five per cent nationally in writing and below average in mathematics. However, 25 per cent reached the higher Level 3 in reading (close to the national average) and 17 per cent achieved the higher level in maths (below the national average) and teacher assessment measured 42 per cent reaching the higher Level 3 in science (well above the national average). This cohort of pupils consisted of 12 pupils, 42 per cent of whom had special educational needs and 17 per cent had statement of special educational need.
3. In the 2000 national assessments of pupils aged eleven, pupils achieved well below average standards in English and below average results in mathematics and science when compared to all schools. However, 21 per cent of pupils achieved the higher Level 5 in English (below the national average), 17 per cent in mathematics (below the national average) and 29 per cent in science (national average). This cohort of pupils contained 25 per cent of pupils with special educational needs and 17 per cent of pupils had a statement of special educational need.
4. Asmall Primary School often enters small numbers of pupils for the standard assessment tests, for instance current cohort sizes vary from seven to 24. Each pupil is worth a large number of points in this case, so that a very few pupils failing to meet the national average can paint an incorrect picture of all pupils' achievement. For instance, the current Year 6 contains 13 pupils, including a number with special educational needs. The majority of pupils are achieving broadly the expected Level 4 and are acquiring some limited Level 5 skills, in English, mathematics and science due to the effective teaching seen during the inspection. However, for the reasons outlined above, it is probable that this small cohort will not measure up to the national average when judged against all schools (often with larger numbers of pupils) and similar schools.
5. The school is aware of the fact that attainment is variable from year-to-year and that smooth year-on-year improvement is not feasible. Consequently, it is diligent in analysing and tracking all relevant statistics for each class; for instance, the number of boys and girls, the number of pupils with special educational needs, the number of pupils of above average ability and the number of pupils who have moved in and out of the class. It is clear about which cohorts contain greater numbers of average and higher attaining pupils, such as Years 1 and 5. This gives them secure information when planning the curriculum to match the needs of all pupils. This is reflected in the targets that are set for various cohorts. For example, Year 5 pupils are expected to achieve 83 per cent in English, 91 per cent in mathematics in 2002, while the targets for 2001 are 66 per cent (which is lower than the 2000 average). It was evident from inspection evidence that the more able Year 5 pupils grasp certain skills more quickly than Year 6 pupils do.
6. Pupils are set suitable individual targets to achieve in literacy and numeracy and this helps them to improve the pace of their learning. In addition there are targets set for groups of pupils and these are shared with all pupils in the class, which helps them to know what they have to achieve to gain better marks.
7. The school can demonstrate pupil's good personal progress. For instance, in the internal school tests (PIPs) scores show that 95 per cent of pupils made good improvement and 50 per cent made significant improvement against prior attainment.

8. In English, standards observed are in line with the national average for the majority of pupils. This is due to the quality of the teaching and the enriched curriculum which they receive. Pupils have good opportunities to develop their speaking and listening skills in English through class discussions, role-play and drama. Pupils show an interest in reading an increasing range of books. Older pupils have clear ideas about using reference books and the library. Pupils write in ink from an early age and by the end of Key Stage 2 write in a neat cursive style. The skills of literacy are taught thoroughly and good opportunities are provided for pupils to practise them in all lessons. Consequently, progress in most lessons is aided by the facility with which pupils read and write.
9. The majority of pupils in Year 2 and Year 6 attain standards which are in line with what might be expected nationally in numeracy and all areas of mathematics. By the age of seven, pupils have a sound knowledge of place value to 100. They use the 'counting on' method effectively in problem solving exercises involving money. In work on 'time' they are confident in using 'half past' and 'o'clock' and display good knowledge of fractions such a half and a quarter. By the age of eleven, pupils work out calculations in their heads quickly, they understand fractions and measurement. The skills of numeracy are taught thoroughly and pupils have good opportunities to practise and re-inforce them in lessons such as science and history. Consequently, pupils' progress is aided in these lessons by the ease with which they can produce, for instance, bar graphs.
10. The majority of pupils in Years 2 and 6 attain standards in science that are in line with what might be expected nationally. When working with materials, pupils aged seven use appropriate vocabulary to describe their observations, for example, 'rough' and 'smooth', whilst the most able pupils give reasons for observed phenomena, such as which materials float and which sink. Pupils aged eleven have a satisfactory understanding of the how water cools in two different containers. They perform the task, construct a table of results and record their data satisfactorily, although pupils pay insufficient attention to ensuring accuracy in measurement of time and temperature.
11. In information and communication technology, the majority of pupils in Years 2 and 6 attain standards that are in line with what might be expected nationally across the full width of the curriculum. From an early age, pupils have very good opportunities to practise and improve their skills in all lessons and so their individual progress is good.
12. Pupils aged seven attain standards which might be expected for pupils of their age in art and design, geography, history, and physical education. Pupils achieve better than might be expected for their attainment on entry. At age eleven, pupils attain standards which are better than might be expected in art and design, design and technology, geography, history and physical education. Standards in music are in line with expected standards at the end of both key stages in all aspects, except singing. Throughout the school, pupils do not sing in tune. The improvement in standards in many subjects of the curriculum at Key Stage 2 is a result of the good teaching through the key stage, and the often very good teaching for the oldest pupils.
13. Standards in religious education are broadly in line with the expectations of the locally agreed syllabus. Interviews with pupils show that they achieve as well as they should do overall, but there is little depth to the older pupils' work due to the overuse of worksheets and games. Generally, religious education is not taught by the class teacher and is not monitored with sufficient rigour to ensure that pupils receive the same amount of challenge in this lesson as in other areas of the curriculum.
14. The school has far more boys than girls, although this varies from class to class. For instance, there are 79 per cent of boys in Class 3, but only 33 per cent of boys in Class 4. During the inspection there were no differences observed in the attainment of boys and girls, overall.
15. Higher attaining pupils are now catered for properly and so they attain appropriate standards. More able pupils in Year 1 join pupils in Year 2 for mathematics and this is effective in allowing them to achieve as well as they should do. In many lessons, especially for the older pupils, appropriate extension activities are planned.

16. Pupils with a wide range of special educational needs show good improvements against targets individually set. At times, improvements are very good. This relates to all subjects across the curriculum. In literacy, numeracy and mathematics some pupils with special educational needs attain sound levels of national expectation. In music, art and physical education standards achieved are often good. Pupils with special educational needs make good progress throughout the school.
17. Standards have improved overall from the last inspection. At that time standards in design and technology were below what might be expected throughout the school and pupils made unsatisfactory progress. Standards in music at Key Stage 1 have also improved overall. Standards have improved in art, geography, history and physical education. In addition the improvement in pupils' library skills has also been satisfactory. The school has won a School's Achievement Award for substantially improved performance.

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

18. When they join the reception class, children benefit from the school's well-structured induction programme. This system allows them to settle quickly into school, so they are soon familiar with routines and procedures and start to achieve as well as they should do in lessons. Boys and girls are confident in talking to visitors and working with a variety of adults in their classroom.
19. Pupils' attitudes in all classes are positive to their work and other activities and they have good work habits. Boys and girls co-operate and collaborate well. It is noticeable that, when a choice of activities are presented to classes, there is no argument about who does what. Pupils enjoy their lessons and, with a few exceptions, they concentrate and pay attention well. They are proud of the work that they do and celebrate other pupils' work when they are given the opportunity to do so. They share their expertise with other pupils. For example, pupils who joined the 'tie/dye' group at a later stage were quickly told how to structure the task. They try very hard to improve their own performance, for instance, when playing the violin or learning to perform the 'Caribbean shuffle' in dance. This is an aspect of the school that parents praised. At the end of a long day, boys and girls were still responding well to adults on a cold afternoon playing netball after school. Pupils say that they are proud of the school and the number of awards which it wins.
20. The vast majority of pupils behave well throughout the school day. This helps the pace of lessons and allows them to achieve well. Behaviour outside in the playground and at lunchtime is also good. Boys and girls play together well using the games and equipment provided. Those that attend the games club at lunchtimes play games, such as snakes and ladders, peacefully. There was one fixed term exclusion in the year previous to the inspection, which is not quite such a positive picture as at the previous inspection. This is due to the very small number of pupils, largely boys with special educational needs, who disrupt certain lessons. The school has good procedures to address this matter.
21. Pupils' personal development is very good. They carry out a variety of responsible tasks around the school, for instance, pupils in Year 6 put out the equipment for the Mothers and Toddlers groups and pupils in Year 4/5 turn on all the computers at the beginning of the day. Pupils are well prepared for citizenship. Boys and girls from all classes are members of the School Council, where they consider a range of issues. Pupils also provide tremendous care for pupils with special educational needs, for instance, wheeling them around the school, taking them into assembly and sitting with them at lunchtimes.
22. Relationships between all pupils, and between pupils and the range of adults in school, are very good. They are based on mutual respect, trust and the school's ethos of inclusion and involvement. All adults provide very good role models for pupils. For instance, on a snowy morning, it was noticeable how all staff took pains to greet children with warmth and humour, particularly those pupils with special educational needs. Pupils are respectful of adults and treat visitors politely. This aspect adds considerably to the warm, welcoming atmosphere in the school and allows lessons to proceed smoothly, which aids all pupils' learning.

23. The school places an appropriate emphasis on personal development for pupils with special educational needs, particularly for those with emotional and behavioural difficulties. Targets are set to raise standards. The school uses a satisfactory range of personal and general incentives to motivate pupils with special educational needs to have good attitudes towards learning and behaviour. Generally, these pupils make good effort to achieve targets. Those who need help to improve their speech, and those needing physiotherapy, try very hard with their exercises. They show a strong sense of determination to increase their ability to speak or move. The very good policy of inclusion has been greatly beneficial towards the personal development of these pupils.
24. Attendance figures have fallen since the previous inspection, but are above the national average. Unauthorised absence is high for a small school. A small but significant minority of parents takes children out of school for family holidays and this has an adverse effect on attendance levels and inevitably, children's progress. Nearly all pupils arrive for school on time and, as a result, lessons start promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

25. The quality of teaching and learning was good overall. In the inspection 81 per cent of teaching was good or better, and in 24 per cent of lessons teaching was very good. No unsatisfactory lessons were observed during the inspection. Teaching was best for the oldest pupils in the school, where it is often very good. This is a very good improvement since the last inspection when there were few very good lessons and fifteen per cent of lessons were unsatisfactory.
26. During the inspection, Class 2 were generally taught by the headteacher in the morning and a supply teacher in the afternoons, as the class teacher was absent. Sampling of pupils' previous work confirms that teaching at Year 2 is satisfactory overall.

### Strengths of teaching

27. The strengths of teaching observed during the inspection, and confirmed in analysis of pupils' previous work in almost all subjects, is not always apparent in the school's results in the standard assessment tests, although it was in 1999. This is because of the often small numbers of pupils taking the tests, and the large numbers of pupils' with special educational needs, mean the measurement of results over time is unreliable. The effective teaching does, however, allow pupils to make individual good progress.
28. Teaching for the youngest pupils in the reception class and in and in Year 1 is good. Satisfactory planning ensures that work is matched to the Early Learning Goals and children achieve as well as they should do. All boys and girls benefit from the very good ratio of adults to children.
29. During the inspection, all individual lessons seen were planned precisely. Tasks were generally matched to the needs of different groups of pupils, and the use of support teachers and staff was clearly described. There were often extension tasks for more able pupils and work was planned, in most lessons, so that they could show what they knew, understood and could do.
30. Teachers use the beginnings and endings of lessons well to consolidate pupils' learning. For example, in English, there was very good use of the ending of a lesson to allow pupils to celebrate how well they had completed the task of writing a leaflet to advertise a Sea Life Centre.
31. Teachers of the older pupils are particularly skilled at giving pupils immediate feedback on their weaknesses. For instance, in the 'quickfire session' of a Year 4/5 mathematics lesson, pupils who had problems adding numbers such as ten, a hundred or a thousand to a given number were aided to work out 'place value' accurately.
32. Teachers plan and prepare individual lessons carefully, build on previous work and use a good range of resources. Tasks are interesting due to the good resources, which the school possesses. The combination of these factors means that pupils are motivated by the tasks, have the necessary skills and so make good progress in their learning. For example, in a Y5/6 art lesson, pupils were asked to design a tropical fruit picture to apply to a cushion cover. They used their sketchbooks

and paintings of fruit from earlier lessons and most produced an effective design that could be ironed onto cotton by the end of the lesson. A few added further interesting details, using a range of specialist fabric paint.

33. Teachers' knowledge and understanding of most subjects is good. The teachers of the two oldest classes work to their strengths when they exchange classes for physical education and music and this is effective in supporting pupils' learning.
34. The very good relationships between all pupils and adults leads to good management and a brisk pace to most lessons with no time wasted. This allows pupils to achieve well in the light of their previous attainment.
35. The basic skills of literacy and numeracy are taught thoroughly and the skills of information and communication technology are taught very well. Teachers plan opportunities in most lessons for information and communication technology to be used. Consequently, all pupils have many opportunities to word process their work, to import pictures to improve the look of their work, to access the school web site in order to find information that is related to the topics which they are studying and to produce graphs. Teachers are good at using a variety of methods and giving pupils a wide range of experiences.
36. Individual education plans are written carefully, in conjunction with the co-ordinator and class teacher, and in consultation with learning support assistants. Careful records are made of each child's attainment and progress. Pupils with special educational needs remain very well integrated into all lessons. Planning is good. Individual targets are addressed. Work is usually well matched to pupils' needs in class subjects. The school is very well supported by outreach staff from the co-ordinated services for Learning Support and the Pupil Referral Service.

#### Areas for development

37. Teachers' planning is monitored. Weekly planning and evaluation is satisfactory overall, but is not of a consistent standard and some teachers' planning lacks sufficient detail. This contributes to the satisfactory, rather than good standard of teaching in Year 2. The school has suitable long, medium and short-term plans which dovetail together to provide a balanced and relevant range of opportunities for all pupils, including those with special educational needs. Teachers frequently highlight areas that have been taught in literacy and numeracy. This is useful if, for instance, classes are taught by other teachers as happened during the inspection.
38. The deputy headteacher provides the best role model, as planning and evaluation are precisely linked to learning objectives on his weekly planning sheets. This moves pupils' learning forward. In some planning sheets for the oldest pupils, for instance, the evaluation of a geography lesson is linked to changing future lesson plans and this is good practice. However, some teachers do not link their evaluations of lessons with sufficient precision to previously set lesson objectives. This doesn't provide a sufficient link between planning and assessment.
39. In religious education, which is not taken by a class teacher, work in books is not planned with sufficient challenge, and undemanding games worksheets are used too often. This means that all pupils have insufficient depth to their learning.
40. Twenty per cent of the 39 parents who returned their questionnaires had concerns about the frequency of homework set and parents at the meeting reported that, although homework was being set, it was insufficient. During the inspection week, homework was set, as for instance in Year 3/4, where pupils were asked to draw a pie or a cake and fold it into 8 equal portions. There was also evidence of homework being set in the analysis of pupils' previous work, for instance, 'write an acrostic poem' in Year 4. The inspection team is satisfied that homework is planned and set in line with government guidelines. A homework timetable is sent to all parents at the beginning of each year.
41. Pupils' work is marked satisfactorily overall. It is thorough in some classes and subjects, but less consistent in others. A few teachers make effective use of a dialogue with pupils in their marking and this is effective in moving pupils' learning forward. Teachers of younger pupils note what

pupils can and cannot do and whether they did their work independently. This is effective in recording pupils' progress. However, any areas of weaknesses in teachers' marking are largely balanced by the good quality comments that teachers make to pupils during lessons.

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

42. The quality and range of opportunities for learning provided by the school are good. All statutory curriculum requirements are met. This represents a good improvement since the previous inspection, when the time allocated for science was below the national average and was insufficient to cover the whole of the National Curriculum programmes of study in sufficient detail.
43. The curricular provision for children who are under-five in the reception class is good and promotes successfully the Early Learning Goals. There is suitable emphasis on pupils' personal and social development, communication and language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. A wide variety of interesting and stimulating learning experiences ensure that these pupils make good progress by the time they are ready for the statutory National Curriculum programmes of study at the age of six.
44. At Key Stage 1 and Key Stage 2, the curriculum is broad and balanced and areas identified as concerns in the last inspection have been addressed successfully, including the amount of time allocated to science, design and technology and information and communication technology. The wide range of interesting activities provided by the excellent extra-curricular activities, very good links with partner institutions and the community contribute to a rich curriculum which enthuses pupils and supports their learning effectively.
45. All pupils have full access to the curriculum, including acts of collective worship. The curriculum has been improved for pupils of higher ability and this allows them to achieve as well as they should do. For example, in Year 1, the more able pupils join Year 2 for mathematics, which is more appropriate to their abilities. The setting arrangement works well, assuring pupils of an appropriate challenge matched to their ability.
46. A good, broad and balanced curriculum is offered to all pupils with special educational needs. All have access to the National Curriculum. Additionally, extra tuition is given to pupils on an individual or small group basis, where literacy and numeracy skills can be developed. Pupils with special educational needs are included in all aspects of school life and every one is involved in events like the Christmas Concert. Pupils are welcomed at extra-curricular activities. Adaptations are sometimes made for two pupils in wheel-chairs in order for them to take part in activities. Pupils are supported by an extremely good team of well-trained assistants on an individual or group basis. Pupils use a range of appropriate computer programs to facilitate learning.
47. The school is implementing the National Literacy Strategy and National Numeracy Strategy appropriately. The curriculum provides effective opportunities for pupils to practise and reinforce their skills in literacy and numeracy and very good opportunities to practise and reinforce information and communication technology skills in many lessons.
48. The school provides effective health, sex and drugs education through the personal, health and social education programme. This enables pupils to be well-informed individuals, who have a positive attitude and take responsibility for their own actions. Sessions are planned well and allow pupils to discuss a variety of issues within a safe and secure environment. The school promotes healthy eating for all of its pupils. This is recognised, for example, by the presentation of the South Lancashire Health Promoting Award 2001.
49. The extra-curricular provision is excellent and contributes well to pupils' learning. The school has laid considerable focus on this area, providing sporting, cultural and aesthetic activities for all

pupils, with a high percentage of pupils joining in. Older pupils enjoy an outdoor residential experience. The school has a wide range of visitors, such as artists to extend the school's response to art, and peripatetic teachers to widen the range of music. The school maintains a very positive equal opportunities policy successfully, ensuring all pupils enjoy parity of opportunity and equality of access.

50. Links with partner institutions are very good and an improvement since the last inspection, for instance, links with Edge Hill College, the Ormskirk cluster group and sporting links with other schools. The school is an effective provider of training opportunities for work experience and there are very good links with the Mother and Toddler group and Kindergarten pre-school groups. These make a very good contribution to pupils' learning.

51. Links with the community are very good and an improvement since the last inspection. Pupils visit places of interest such as the local library, a local supermarket, Ormskirk market, the Philharmonic orchestra and several sporting clubs in the locality. There is an on-going link with the local retirement home and regular visits from members of the local churches. The school participates in events such as the town carol service.

#### Provision for pupils' spiritual, moral, social and cultural development

52. Provision for pupils' spiritual development is satisfactory. Pupils are helped to gain satisfactory knowledge and insight into their own and others' beliefs and in particular they are encouraged to respect and value the opinions of others. Daily acts of worship impact on developing spiritual awareness. They are provided with sufficient opportunity for moments of stillness to reflect on the talents of others. The school has good links with churches, which allows pupils to learn about significant aspects of worship.

53. Provision for pupils' moral development is very good. This is an improvement since the last inspection. The headteacher and all other staff are very good role models and expectations of behaviour are good. The vast majority of pupils know what is expected of them and are taught clear understanding of right and wrong. They are praised for good standards and have contributed to school rules. They are encouraged successfully to treat staff, visitors and all other people with kindness and courtesy. They treat property with respect. The quality of this provision adds effectively to the very positive ethos apparent throughout the school.

54. The school makes very good provision for pupils' social development. It is, with a few minor exceptions, a harmonious community, where pupils have good relationships with each other, their teachers and other adults. Responsibility and initiative are fostered from an early age, so the large majority of pupils work purposefully and collaborate well at all times. Class monitors undertake their tasks reliably and prior to and after assembly, pupils prepare and return required equipment efficiently. Older pupils are caring of younger ones who need support and friendship. Pupils' social skills are enhanced by the quality of community links through visitors to the school.

55. Pupils with special educational needs show good development in this area of personal growth, alongside their peers. Pupils with emotional and behavioural problems, however, find social development harder, but are making good progress. Specific targets are set towards improving this aspect for each child.

56. Provision for pupils' cultural development is good overall. This represents an improvement since the previous inspection, when it was sound with some good features. It is an area, which is still developing, and the school is working hard to raise standards in this area further. Art, music and history make good contributions to pupils' knowledge and understanding of their own and other cultures. Pupils visit museums and places of interest, such as different churches in Liverpool. The school attracts visitors who broaden their experiences, for example a bishop from India. Pupils are given only a limited number of experiences to help them prepare for life in today's diverse multi-cultural society, for instance by displays of clothes worn by people from other ethnic groups. There is a lack of depth to their studies in this area.



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

57. The provision for pupils' personal development is very good. The school is a warm, welcoming community, where all pupils are valued as individuals and all achievements celebrated. All pupils' personal development is monitored very effectively through their individual files and by careful supervision by all staff.
58. The school cares very well for all of its pupils. The impact of this very good care is the creation of a secure and caring environment, in which all pupils know that they are valued. This aspect is a strength of the school, makes a very positive contribution to learning in lessons and enables all pupils to take full advantage of the educational opportunities offered. The vast majority of parents are appreciative of the care and support provided.
59. Procedures for Child Protection are very good and meet statutory requirements. A senior teacher is the designated person. There is a nominated governor for Child Protection and procedures are communicated to staff effectively. They are aware of their duties if they feel a child is at risk.
60. The school works very well in partnership with other responsible agencies to secure pupils' welfare. The school, with appropriate governor involvement, undertakes a responsible approach to health and safety matters. Regular safety checks of equipment are completed and fire drills are held at regular intervals. These are recorded correctly. The governors' health and safety committee walks around the school at each of their meetings. Any problems relating to the building, or health and safety, are appropriately logged in the minutes and appropriate action is taken.
61. Risk assessments, which are a statutory responsibility, have not yet been formalised and completed for all areas of the school. However, good procedures are in place to care for pupils who become ill or hurt whilst at school. Many members of staff are trained in first aid and injuries are recorded systematically. A significant number of staff has received training in dealing with specific medical complaints, so that the needs of individual pupils can be met.
62. Procedures for monitoring and improving attendance are good, despite the fact that there is high unauthorised absence, which is due to a significant number of parents taking pupils on holiday in school time. Attendance and punctuality records are properly maintained and comply with statutory requirements. The pupils are supported successfully in their transition from one stage of their education to another. The induction arrangements for children starting school are very good, and ensure that they settle quickly and enjoy coming to school. There are very good relationships between the school and local secondary schools to ensure that an appropriate programme is in place to ease pupils' transfer to the next step in their education.
63. Procedures for monitoring and promoting positive behaviour are good and this results in pupils behaving well. All staff adhere to the school's behaviour policy and this ensures consistency in the way in which pupils are treated. Rewards and sanctions are understood and accepted by pupils. Lunchtime routines are well established and the welfare staff work very effectively to ensure that lunchtime is a pleasant social occasion. All welfare staff have been given training to enable them to give valuable assistance to hearing impaired pupils. They have also received training in behaviour management and dealing with specific medical complaints and this helps them to assist pupils effectively.
64. The school promotes effectively a caring attitude towards others, for instance, by awarding a termly 'Caring Cup'. Children who receive such an award take pride in receiving this recognition of their care for others. As an added incentive to encourage good behaviour, there is a cup for 'good behaviour', which has been donated by a local resident.
65. Procedures for monitoring and eliminating oppressive behaviour are good. The school gives a high priority to anti-bullying strategies. Any incidents are recorded and investigated. No incidents of bullying were observed during inspection week. Pupils say that incidents of bullying are rare, and if they do occur, they are confident that these will be dealt with effectively.

66. The school continues to provide extensively for pupils with special educational needs, and addresses successfully the requirements of those with sensory, behavioural or mobility problems. The quality of provision is very good and has continued to develop since the last inspection. Individual education plans are very well constructed. They are specific to the individual, are securely implemented, with a very good system of assessment and evaluation in place. Targets are stated clearly and staff are all aware of aims and objectives. At present there is no available occupational therapist. The school is waiting for a new appointment (from the N.H.S.)
67. Procedures for assessing pupils' attainment and progress are good. This is an improvement from the previous inspection, when it was satisfactory. The school is aware of the fact that attainment is variable from year-to-year and that smooth year-on-year improvement is not feasible. Consequently, it is diligent in analysing and tracking all relevant statistics for each class; for instance, the number of boys and girls, the number of pupils with special educational needs, the number of pupils of above average ability and the number of pupils who have moved in and out of the class. It is clear about which cohorts contain greater numbers of average and higher attaining pupils, such as Years 1 and 5. This gives them secure information when planning the curriculum to match the needs of all pupils. Optional standard assessment tasks are undertaken by some year groups and this provides positive evidence of progress and attainment of pupils and provides an effective link, not only for the tracking process, but also to curriculum planning. Pupils keep their own records of personal achievement, which allow them to reflect on what they have achieved. Each class teacher also keeps a record of the personal development of pupils. All these systems aid pupils' learning appropriately. Close links are monitored with the outside agencies that work with, and assess effectively, pupils who have special educational needs.
68. Statutory end of key stage assessments are undertaken appropriately. The co-ordinator has been diligent in his analysis of the data to identify strengths and weaknesses. This very thorough and precise action is now to be used to complete the cycle of analysing, tracking and collating data, to inform future planning more effectively and thus aid pupils' learning.
69. All class teachers are aware of the progress and achievements of their pupils this was demonstrated in lessons seen, when pupils were given immediate verbal feedback on what they could and could not do. Awareness of pupils' abilities is not evident in the work of non-class-based teachers, for instance in religious education. All teachers do not demonstrate their skills in assessment when evaluating their lessons against earlier objectives.
70. Generally, the use of marking supports pupils' learning. There are occasions when a very positive dialogue is in evidence in pupils' books between the teacher and the pupil. This encourages pupils to become involved in their own development. This practice is positive, although variable across the school.
71. Overall, the quality of care for pupils is similar to that found in the last inspection, except for assessment, which has improved.

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

72. The vast majority of parents have very positive views of the school. They are especially approving of the teaching their children receive. They feel that the school expects their children to work hard and to do their best and are appreciative of the interesting range of activities organised by the school outside lessons. The school has continued to build effectively on its positive relationship with parents identified at the previous inspection.
73. Nearly all parents who expressed an opinion during the inspection were supportive of the school. In contrast, however, a very small minority have concerns about the ways in which the school deals with their complaints and are not satisfied with the outcome to date. The school has an appropriate complaints' procedure which shows clearly the action that can be taken if a problem remains unresolved. The inspection team is satisfied that the school makes every effort to try and resolve any concerns expressed by parents.

74. Appropriate steps are taken to by the school to evaluate its effectiveness with parents. For example, parents were asked to complete a questionnaire prepared by the governors' marketing committee. Overall, returns indicate that parents are very positive about the school.
75. There is a very positive and helpful code of conduct and home school agreement in place. These identify clearly the responsibilities of the school and what the school expects from parents and pupils. The agreement has been supported well by many families.
76. The school provides parents with a good level of information, which allows them to become more involved in their children's learning and to have a secure understanding of the school's work. A noticeboard inside the school ensures that parents are kept up-to-date and shows detailed information about what children are to learn each term. However, this is largely inaccessible, since parents do not use this route unless they need to speak to the administrative staff or headteacher. Homework information is also sent out each term and topic links are shown on the school's web site, but parents still express some concerns.
77. Frequent newsletters and additional letters, where necessary, keep parents well-informed about school matters, key dates and events. Meetings are held to explain curriculum initiatives, such as the literacy and numeracy strategies. An information and communication technology afternoon is held, when parents are able to view and use the school's computers. There is a Tuesday afternoon surgery, after school, when parents can discuss any concerns with teachers. The school's prospectus and governors' annual report give parents a useful insight into school and information about the work of the governing body. Both these important documents meet statutory requirements.
78. Pupils' annual written reports are satisfactory and meet statutory requirements. All subjects are reported separately. Strengths and weaknesses are identified in important subjects and pointers for development are given. The school provides parents with an appropriate number of opportunities to discuss their children's progress and end of year reports.
79. Most parents of pupils with special educational needs are very interested in their child's development and, with a very few exceptions, work closely with the school, following suggestions for handling behaviour and improving work. Parents support the programmes for speech training set by the speech therapist, and exercises set by the physiotherapist. There is good dialogue between parents and the school. Parents are involved in individual work plans and are present at annual reviews. They are kept fully up to date. Home/School diaries are used effectively to communicate daily with parents.
80. Parents and other helpers, who are able to support aspects of school work, are welcomed into school. They are encouraged actively to help in the school, and a small number do so on a regular basis. They give time to activities such as listening to readers and working with groups of children under the direction of teachers. Parents also help with transporting children to team matches. This gives an appropriate level of support to pupils' learning.
81. The friends of Asmall School, a group of highly committed people, provide a great deal of financial support, as well as arranging social events. Recent contributions include £1000 towards new cupboards in the upper juniors, and an overhead projector and trolley. This support is much appreciated by the school and increases pupils' learning opportunities.
82. Overall, this is a similar picture to that found at the last inspection, with parents now more supportive of the school.

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

83. The leadership and management of the school are effective and this has led to a significant improvement in the quality of teaching and an improvement in standards in the foundation subjects at the end of Key Stage 2.

84. The school has made very good improvement since the last inspection and this is largely due to the leadership of the headteacher and deputy headteacher. The school's evaluation of its own performance is accurate and based on relevant training undertaken by the headteacher and deputy headteacher. There are a few minor areas requiring some improvement, but overall the picture is one of strength.
85. The headteacher provides very good personal leadership, especially in the area of inclusion. There is very clear educational direction for the work of the school. The second award of the Investors' in People provides additional validation of the school's procedures.
86. The headteacher monitors teaching on a regular basis, as do subject co-ordinators on a rolling programme reflecting the school's priorities. They provide feedback to staff which helps to ensure continuity and progress in all classes and between the key stages, particularly as almost all classes have a mixed-age range. For example, the school's science co-ordinator has monitored the effect of the new science strategy on practical science. The school is clearly aware of best examples of practice, but has not yet ensured that all teachers reach this standard, in order to ensure a further rise in the quality of teaching.
87. The headteacher and governors regard the school development plan as the key tool for driving the school forward. Its priorities are well identified, for instance, to improve pupils' numeracy through a further emphasis on problem solving, improving writing and comprehension skills, consolidate progress in information and communication technology, and these can be seen in individual lessons. The development plan operates for one year only, which is realistic, when the school has falling numbers and the SERF is shrinking in size. However, there is a three year improvement plan, which covers a wider number of aspects and is more flexible in its priorities. These documents are discussed fully with staff and governors, who both have a say in its formulation. The governors monitor how the school development plan is progressing through the headteacher's report to governors and have a keen appreciation of when dates for completion fall due.
88. The school has a simple mission statement, which is clearly displayed at the front of the school, 'Working happily together to ensure opportunities and achievement'. This embodies the aims of the school well. Inspection findings show that the school is clearly fulfilling its ten aims. This is an improvement since the last inspection, when the school's aims did not specify what pupils should achieve.
89. The deputy headteacher has had a very clear impact on pupils' learning. He is responsible for the new assessment systems which have been put in place and which track boys and girls progress. He is also responsible for improvements in the use of information and communication technology in many lessons.
90. Generally, the co-ordinators provide good leadership and management for their subjects. This is reflected in improved standards in foundation subjects at Key Stage 2. They have action plans, which determine what they will do in accordance with the priorities of the school development plan. They show enthusiasm and have organised their resources well. All subjects have appropriate paperwork. Some co-ordinators, such as the music co-ordinator, have provided demonstration lessons for other teachers, which is reflected in increased staff confidence in teaching the subject.
91. The school is at an appropriate stage in implementing performance management. A policy is in place, and the headteacher and staff have targets. A timetable for classroom monitoring has been completed. The performance management system builds on the work required for the established Investors in People award.
92. The governors have a very good grasp of their role in managing the school and are led very well by an experienced Chair of governors. Governors are given a clear view of their role when they are inducted. There is a good programme of training, which is sometimes undertaken with the staff. Governors are seen as a key part of the school, view themselves as the school's 'critical friends' and have re-organised their committee structure to link themselves firmly to driving the

school forward. They are assigned a class to liaise with. For instance, the class governor for Class 5 works in school on a regular basis helping with work such as the Millennium Tapestry. Governors for literacy and numeracy have met with the co-ordinators, observed classes and fed back to the curriculum committee. This gives governors a clear idea of what pupils can and cannot do. The governors have a good grasp of what the school needs to do next and, to that end, have formed a marketing committee to try and raise the number of pupils on roll. There is a helpful link with the Kindergarten. The governors fulfil all statutory requirements, but have yet to put risk assessments on a more formal basis.

93. The leadership of the special educational needs programme is excellent. The co-ordinator has been trained very well and is a highly skilled teacher. She has worked effectively to create an exceptionally well-managed situation, where all staff co-operate fully to include pupils with diverse special educational needs into all curricular areas. The very good support given by well-trained support assistants greatly enhances the education of pupils with special educational needs and adds to the ethos of the school. The school has strong support from outside agencies. All staff are committed to equality of opportunity and work as a team. The policy for special educational needs is very good. The Code of Practice is carefully adhered to. Individual education plans are reviewed at least twice a year. The reviews are of a very high quality, as are target reviews. Provision for pupils with special educational needs is a strength of the school.
94. The school has active support from the governing body in its work with children who have special educational needs. There is particular concern for health and safety matters and remediation of any problems, such as conversion of a space for safe wheelchair storage. The governor responsible for special educational needs has been closely connected with the school for many years.
95. The school monitors effectively the use of its financial resources and day-to-day expenditure. The Local Education Authority finance support officer supports the school effectively. The priorities for school development are appropriately funded and the headteacher and governors have a good view of the impact of these priorities on future spending. The school takes all necessary steps to ensure that they obtain good value for money when planning major developments. Specific grants are used well to support pupils learning. Currently, the school has a higher than average underspend from year-to-year. However, the school is likely to experience a falling roll and the underspend is to be used to fund the current teaching force, in order to sustain its good quality of education. Resources overall are good and used well to promote pupils' learning. Although the very spacious hall is used as a dining area in the lunchtime, it does not prevent the school's lunchtime extra-curricular activities taking place. The administration staff carries out day-to-day financial routines effectively, so that teachers can carry out their work without interruption.
96. There are a very good number of adults to support pupils' learning due to the falling roll and the number of pupils with special educational needs. This aids the progress that pupils make. Teachers are trained appropriately and have relevant primary experience. All teachers and support staff undergo a good range of training and have addressed areas of former weakness, such as design and technology. Staff now feel confident to provide training for other teachers. There is good liaison between teachers and the range of support staff and the role of the support staff is planned carefully in lessons. There has been a very good improvement in teaching since the last inspection, and this is due to the training teachers now receive. Teachers, and other staff new to the school, receive appropriate induction.
97. The adequacy of accommodation is very good, both indoor and outdoor. Classrooms are light, airy and spacious. The large multi-purpose hall provides sufficient space for indoor games, gymnastics and school assemblies. It contains a ball pool for the Mothers and Toddlers group. Several courtyards are planted out attractively and enhance the learning environment. The specialist accommodation includes a special unit for teaching the hearing-impaired pupils, new storage space for wheel chairs and a changing room for disabled pupils.
98. Displays of work, which cover the walls throughout the school, celebrate pupils' achievement, provide good links to topics being studied and contribute positively to the school's ethos. The

site supervisor makes a strong contribution to the life of the school by maintaining a very clean and comfortable environment and carrying out many improvement and maintenance duties around the school.

99. The provision of learning resources in all subjects is good overall. This makes lessons interesting for pupils, motivates them well and contributes to the good quality of their learning in many subjects across the curriculum at Key Stage 2. In information and communication technology, resources are very good. Resources for pupils with special educational need are exceptionally good in English. Throughout the school, resources are well organised and accessible.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

100. In order to maintain and improve the current standards, the headteacher, and governors should

- (1) Set clear expectations for staff that there is a more consistent standard of planning and ensure that evaluations of lessons are clearly linked to learning objectives, in line with best current practice. Continue to monitor teachers' planning.

Monitor this.

Para. 3, 38,39,69

- (2) Provide more depth to pupils' preparation for life in a multi-cultural society by building on existing planning to ensure that pupils receive practical experiences of day-to-day life for adults and children belonging to other cultures.

Para. 56

Governors may also wish to consider

Formalising and completing their procedures for risk assessment

Para. 61,92

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	57	19	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		110
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		26

#### 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	5
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	7	9
Percentage of pupils at NC level 2 or above	School	67 (76)	58 (94)	75 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	9	9
Percentage of pupils at NC level 2 or above	School	67 (88)	75 (100)	75 (88)
	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***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	16	21
Percentage of pupils at NC level 4 or above	School	67 (95)	67 (90)	88 (100)
	National	75 (70)	72 (69)	85 (78)

*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	103
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)	7.8
Number of pupils per qualified teacher	18.3:1
Average class size	20.6

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

Total number of education support staff	10
Total aggregate hours worked per week	193

### ***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	1	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	1999/00
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	£
Total income	379328
Total expenditure	361969
Expenditure per pupil	2785
Balance brought forward from previous year	17359
Balance carried forward to next year	55018

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

### **Questionnaire return rate**

Number of questionnaires sent out	110
Number of questionnaires returned	39

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	41	13	3	0
My child is making good progress in school.	49	36	10	0	5
Behaviour in the school is good.	36	44	10	10	0
My child gets the right amount of work to do at home.	18	62	10	5	5
The teaching is good.	59	36	0	2	3
I am kept well informed about how my child is getting on.	33	44	15	5	3
I would feel comfortable about approaching the school with questions or a problem.	59	31	5	5	0
The school expects my child to work hard and achieve his or her best.	54	41	5	0	0
The school works closely with parents.	34	46	15	5	0
The school is well led and managed.	41	36	5	16	2
The school is helping my child become mature and responsible.	51	39	5	5	0
The school provides an interesting range of activities outside lessons.	42	53	0	5	0

### **Other issues raised by parents**

There were seven extended comments written on the reverse of parents' questionnaires and eleven separate letters. The vast majority of these were supportive of the school.

## **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**

101. Although attainment varies from year-to-year, overall, children are below the level expected nationally in communication, language and literacy and mathematical development on entry to the reception class.
102. At the time of the inspection there were seven children at the Foundation Stage in the reception class. Due to such small numbers, these children are in a class with the Year 1 pupils. However, although they study the same topics, sound planning ensures that lessons meet the requirements of the Early Learning Goals. The teacher evaluates lessons well and this identifies the next step which specific children need to move their learning forward.
103. Teaching is never less than satisfactory, and is predominantly good. The teacher and support assistant are knowledgeable and the very good ratio of adults to children ensures that learning is well supported. Lessons are well prepared, with good quality resources. There are very good relationships between all adults and children and this aids the easy management of lessons. Adults provide very good day-to-day care for such young pupils, especially those with special educational needs.
104. The reception class is housed in an open plan classroom with easy access to a large role-play area. It shares an outdoor area and large toys with the Kindergarten.

#### **Personal, social and emotional development**

105. Effective teaching means that the majority of children will be in line to achieve the Early Learning Goals by age six. They achieve as well as they should do and consequently make good progress. The reception children are a lively group, who have plenty to say for themselves. They adapt easily to working with a range of adults, such as students and support assistants, in addition to their class teachers. They are well settled into school life and move confidently around the school. This is due to the good relationship with the Kindergarten, and a long period of induction, which makes for an easy introduction into infant life. Children behave well, both in lessons and out of the classroom. They co-operate, for example, to form a circle in physical education and take turns to play the shopkeeper and accept money for sweets. Children are provided with good opportunities to reflect on what makes them happy, for example, 'I am happy when people are smiling'. At an early age, they accept what other boys and girls with disabilities can and cannot do and are helpful to them.

#### **Communication, language and literacy**

106. Good teaching means that the majority of children are in line to achieve the Early Learning Goals by age six. Boys and girls achieve as well as they should do and consequently make good progress in their learning. The most able children know the majority of sounds related to the letters of the alphabet and read their simple reading books with confidence. Other children talk about the pictures in their books and tell the story in their own words. They have positive attitudes to reading. Children ask and answer questions about topics in lessons and listen carefully to other children's replies. They are beginning to write their names and a few familiar words. At this early age, they are using handwriting pens and forming their letters in a careful manner.

#### **Mathematical development**

107. Good teaching means that the majority of boys and girls will attain the Early Learning Goals by age six and an occasional child will be above this level. Many practical opportunities are provided for children to learn about concepts such as money. More able children write numbers to twenty and can identify where numbers occur in a number line. Other children can use numbers to ten, with some support.

## **Knowledge and understanding of the world**

108. Effective teaching means that the majority of boys and girls will be in line to achieve the Early Learning Goals by age six. Good opportunities are offered to children, for instance, seeing a baby when he was five days old and some weeks later, and this allows them to talk about such ideas as 'then' and 'now'. Children record which objects will, and will not, stick to magnets and offer simple reasons why this may occur, such as 'its made of wood or foam'. In a lesson seen during the inspection, good questioning probed how far the children understood the concept that sound is more difficult to hear when it is further away. A good practical demonstration of listening to a percussion instrument played outside the classroom, and then inside the school hall, kept the children motivated by the task. All children achieve well in the light of their prior attainment and consequently make good progress in their learning. Most boys and girls use scissors confidently and can follow the outline of a chick drawn on a card. They use a punch to make holes and many are able to put previously cut out shapes together accurately, for instance a chick and an egg. This work builds on previously gained skills and, consequently all achieve well.

## **Physical development**

109. Capable teaching, often provided by the support assistant at the beginning of the day, means that the majority of children will be in line to achieve the Early Learning Goals by age six. Boys and girls work together well to demonstrate a sequence of actions for the rest of the group to copy. Good guidance from the support assistant means that all children, including those with special educational need, are equally involved. They are aware of the effect of exercise on their bodies. Boys and girls throw a large soft ball accurately through a large hoop, although they have difficulty in balancing a small soft ball on a bat while moving around the hall.

## **Creative development**

110. Good opportunities are provided for children to develop their skills and, consequently, the majority will be in line to achieve the Early Learning Goals by age six. Children clearly take a pride in their work and produce colourful handprints in vibrant colours and cleanly executed neat circles in red and iridescent blue paint. Boys and girls sing the 'Little Hen Rap' with clear enjoyment and a good sense of rhythm. They handle their instruments with care and persevere when rhythms and accompaniments are quite challenging.
111. Overall, this is a similar picture to the previous inspection, when reception children shared a class with the Year 1 pupils.

## **ENGLISH**

112. Inspection evidence shows that the attainment of the majority of pupils at the end of both key stages is in line with the national expectation. All boys and girls achieve at least as well as they should do as they move through the school. Pupils with special educational needs make good, often very good, progress in their learning. This is due to the quality of the teaching and the enriched curriculum that they receive.
113. The school has addressed all weaknesses in English outlined in the previous inspection report and the subject shows good improvement. Literacy is incorporated well into all areas of the curriculum and skills are taught thoroughly. The school's policy of inclusion is strong in English.
114. Standards in English in the 2000 tests at Key Stage 1 were well below the national average in reading, and were very low in writing in comparison with all schools. The picture is the same when compared with similar schools.
115. Standards in Key Stage 2 tests in 2000 showed English was well below the national average and well below when compared with similar schools, although 21 per cent of pupils achieved the higher Level 5.

116. The small cohorts of pupils have meant that each pupil is worth a high number of points. The high proportion of pupils with special educational needs in the school has affected overall results in national testing. However, the school has analysed the results and pupils have made good progress individually, which is reflected in what was seen in individual lessons. In fact, although scores were low in 2000, pupils in the cohort exceeded expectations.
117. The National Literacy Strategy is implemented very well throughout the school and has encouraged teachers to think carefully about the content of English lessons. Pupils show a growing understanding of basic skills, due to thorough teaching, which enables them to improve their reading, writing, and speaking and listening. Additional and effective literacy support is given regularly to small groups of pupils from Years 3 and 4. Two trained assistants work closely with the teacher to promote progress within the literacy strategy. All pupils with a statement of educational needs get individual help with literacy on a regular basis from the special needs staff. Some pupils have help in the classroom with a learning support assistant, while others may be withdrawn to work with a specialist teacher. Every attempt is made by the school to raise learning to an appropriate level for each child.
118. Observations show that speaking and listening skills for the majority of pupils are at least satisfactory, and sometimes good, throughout the school and pupils make good progress in their learning in lessons across the curriculum. Pupils are happy to talk to visitors about what they learn and, in class, they show a willingness to listen and respond to questions. Class discussion, role-play and drama productions, together with classroom discussions on topics, give boys and girls suitable opportunities to develop their speaking and listening skills. During the inspection, pupils at Key Stage 2 were preparing a 'weather broadcast from the Caribbean' to present in assembly as a good link between geography and English.
119. Standards in reading for the majority of pupils are satisfactory overall, and sometimes better at each key stage. Pupils make good progress in their learning across the key stages with reading. Achievement by pupils with special educational needs is good in relation to their individual targets.
120. Pupils show an interest in books and enjoy reading both at home and in school. Older pupils are becoming more adept in using skills such as the use of the index or glossary. A parent comes each week to assist with library skills. The satisfactory use of the library and the development of pupils' skills is an improvement since the last inspection. The school is well supplied with reading books as well as fiction/non-fiction material. Reading records are kept carefully and include target setting.
121. Pupils at the end of Key Stage 1 build regular words phonetically and use picture clues to support recognition. They read fluently, with awareness of punctuation and speech marks and break down more difficult words into syllables. Boys and girls talk about plot and character satisfactorily. Better readers use 'higher order' skills, such as deduction and intervention. Familiar text is read with confidence. Most pupils show good concentration during silent reading periods. Throughout Key Stage 2, pupils grow more confident in their reading and develop a sound range of skills. Their understanding of the text is increased and their choice of reading matter extended. Higher attaining pupils are now encouraged to select books more suitable to their ability. This is a further improvement since the previous inspection report.
122. Standards in writing and spelling are satisfactory for the majority of pupils. They achieve at least as well as they should do in relation to prior attainments. Children are taught to write in ink with joined letters at an early age. This is developed systematically through the age groups. By the end of Key Stage 1, pupils write clearly with well-formed letters and correct spacing. They are aware of basic grammar and punctuation and understand speech marks. They know that a verb is a 'doing' word and understand past and present tense. Higher attaining pupils show a good grasp of narrative writing and show flashes of humour. For instance 'Bernard felt sad so he went to the toilets and sulked!' Progression can be seen clearly, with pupils at the end of Key Stage 2 producing writing in a well-formed cursive style. Much of the written work seen during the inspection at Key Stage 2 was beautifully presented. Pupils in Year 5/6 have a secure grasp of adjectives and persuasive language, as shown when writing a leaflet. Higher attaining pupils can

use alliteration correctly for special emphasis. Information and communication technology is used routinely to allow pupils to present their work well and to support the development of spelling.

123. The quality of teaching and learning is good overall. In the inspection, it was good, and was occasionally very good at each key stage. This effective teaching is not reflected in the results of the standard assessment tests for reasons outlined above. It is however, reflected in the ease with which pupils use reading and writing skills in other areas of the curriculum. Teaching has improved at Key Stage 2 since the last inspection and is now good.
124. Teachers plan individual lessons well, state clear lesson objectives and share these carefully with pupils so that they understand what they have to do. As a consequence, pupils show positive attitudes to English, show real enjoyment in some lessons and sustain their concentration well. Staff make good use of assessment, set targets and ensure pupils know what they should aim for. Staff are careful to use monitoring and evaluation of pupils' progress to pitch work at the correct level. Class management is generally good, based on very good relationships and so most pupils behave well. Good strategies are in place to deal with disruptive pupils to prevent distraction of others. Support assistants are very good in their approach to teaching basic literacy skills. They know the children very well and encourage them to do their best. Marking is thorough in some classes, but inconsistent in others. Marking does not always offer constructive comments that make clear to pupils what they need to do to improve.
125. The two subject co-ordinators provide very good personal leadership of the subject and this is effective. For instance, both co-ordinators deliver training to staff and this is reflected in the confidence with which teachers deliver the literacy hour. Action Plans are impressive and cover all aspects of English very well. Lesson planning is meticulously undertaken, with weekly meetings in year groups between teachers and support staff. This is effective in ensuring that pupils in split age classes learn what they supposed to do. Planning is monitored regularly to ensure that there is a sufficient level of challenge. Examples of levelled English work are kept up-to-date to ensure that teachers have guidance on how to evaluate pupils' work. Tests are administered by the headteacher and analysed by a co-ordinator and this has enabled weaknesses to be identified and addressed in lessons. Resources for English are good, and are used well used to promote literacy skills. Resources for pupils with special educational need are exceptionally good. Very careful thought has gone into the choice of materials to promote learning, including eminently suitable computer programs.

## **MATHEMATICS**

126. The majority of pupils in Years 2 and 6 attain standards expected for their age in numeracy and all areas of mathematics. Boys and girls achieve well in relation to their ability. The previous report indicated that standards at both key stages were in line with national expectations.
127. The 2000 test results show that the percentage of pupils achieving the expected Level 2 or above at age seven was well below the national average for all schools. The results for pupils aged eleven indicate that the percentage of pupils achieving the expected Level 4 or above was below the national average and well below for similar schools. The reasons for these results are the different ranges in cohort ability and the high numbers of pupils with special educational needs. There is no significant difference between the attainment of boys and girls. Observations made during the inspection suggest an improvement in standards over the previous two years.
128. By the age of seven, pupils have a sound knowledge of place value to 100. When using money, pupils are able to find the change when shopping, using the 'counting on' method in their problem solving exercises. Pupils use standard measurement in weighing, using a variety of weights from 5 grams to 1000 grams. They solve problems in 'time' for the half past and o'clock and display their knowledge confidently when using fractions of halves and quarters.

129. By the age of eleven, pupils can work out calculations in their heads quickly, they understand fractions and measurement and use data handling competently in numeracy. Throughout the school, pupils are provided with opportunities to improve their mental ability and they use mathematical vocabulary confidently and competently. Analysis of pupils' previous work shows that there is full coverage of all areas of mathematics. There are very good opportunities for pupils to record their findings in pie charts, block graphs and line graphs in subjects as diverse as information and communication technology, science and history. Booster classes are used effectively to support and speed up pupils' knowledge and understanding of problems involving several operations, for instance, if you start with 28 and end with 140, what do you do? (multiply by 10 and divide by 2).
130. The quality of teaching is good. During the inspection it was good and occasionally very good. This results in pupils' good individual progress in their learning. Teachers plan together well, which is a positive feature, particularly because of the overlap in age groups. Teachers have good subject knowledge, which enables them to ask probing questions in order to make pupils think. This is a consistent approach adopted by teachers throughout the school, which promotes effective learning and supports mathematical investigation. Teachers have high expectations of pupils and use a wide range of resources that capture and hold pupils' interest. Pupils throughout the school have a good attitude towards mathematics because staff make tasks interesting, for instance, in Year 4/5, when the task of constructing and interpreting line graphs was cunningly disguised as 'explaining another bath time story'. Teachers use questioning effectively to ensure that all pupils have a turn in the 'quick fire' mental sessions. Pupils enjoy the challenge of these sessions and the most effective teachers ensure that pupils receive instant feedback on where they are making errors and this aids their learning well. Pupils are assessed informally on a day-to-day basis and some teachers make effective use of dialogue in their marking. This encourages pupils to become involved in their own learning.
131. Leadership and management of the subject are effective, although this is not fully reflected in the school's results in the standard assessment tasks. The co-ordinator works closely with the teacher responsible for assessment and considerable work has been done in collating and analysing data, which can now be used to inform planning more effectively. For instance, the school has identified areas for focus, such as data handling and problem solving and these were incorporated into many lessons seen during the inspection. This strategy enables pupils to practise previously identified areas of weaknesses and this has ensured that pupils are better prepared to answer questions in these areas in the standard assessment tasks. Booster classes are effective in moving pupils' learning forward. They are taken by the class teacher who knows the pupils well, whilst a regular supply teacher takes the rest of the class.

## SCIENCE

132. By the end of both key stages, the majority of pupils achieve standards that are in line with the national average. The majority of boys and girls, including those with special educational needs, achieve better than might be expected when taking attainment on entry into account. Evidence was seen of all aspects of science except Life and Living processes, which is normally taught in the summer term.
133. In the 2000 national assessments of pupils aged seven, teacher assessment suggests that standards were below average at the expected Level 2, but well above the national average at the higher Level 3. Standards were below average overall at age eleven. In both cohorts there were significant numbers of pupils with special educational needs, and Year 2 was a small cohort where each individual pupil was worth a large number of points. Individual tracking of pupils shows that most achieved the expected Level 4 and around a quarter achieved the higher Level 5, which is probably about in line with the national average.
134. Pupils aged seven have a satisfactory understanding of the topics that they have studied. They talk about the rocks and stones that they have observed carefully and use appropriate vocabulary such as 'rough' and 'smooth' to talk about their features. When discussing 'floating and sinking', pupils predict what will happen and record their results suitably in two sets (circles labelled

floating and sinking). The most able pupils can give sensible reasons why materials might float or sink, for instance, 'stones will sink because there are rocks at the bottom of the sea'.

135. Pupils aged eleven have a satisfactory understanding of the task of recording how quickly water cools in two 'take away' containers. Most boys and girls construct an appropriate table of their results, although some need reminders about the importance of accuracy of timing and recording. With good guidance from their teacher, they construct suitable line graphs to show the differing rates of cooling. Pupils use the correct technical language relating to both the scientific and mathematical parts of the lesson.
136. Teaching is good overall. It is satisfactory at Key Stage 1 and consistently good, and occasionally very good at Key Stage 2. Practical science is taught well at Key Stage 2. In the good and very good lessons seen, teachers plan their lessons well and give clear explanations to pupils. They use questioning effectively, and give pupils immediate feedback on what they didn't understand and show them what they can do to improve. The improvement in the standard of teaching is directly related to the recent introduction of a new strategy for science, that gives good guidance to pupils and staff alike. This has enabled the school to provide a good standard of practical lessons, which motivate pupils well and increase the rate of their learning. Boys and girls have positive attitudes to science, they share tasks equably, such as measuring how far up the cloth the liquid has travelled, and take good care of their equipment. Teachers and support staff take very good care to ensure that pupils with specific special educational needs are included in all aspects of lessons and that appropriate equipment is provided to enable them to do so.
137. The one lesson seen at Key Stage 1 was taught by a temporary teacher and was satisfactory overall. The very good relationships seen at Key Stage 2 which lead to good management and a brisk pace to lessons, were not evident in this lesson. A very small minority of pupils disrupted the pace and other pupils' learning.
138. All teachers at Key Stage 2 make good links with numeracy, for instance, measuring in a variety of ways and regularly recording findings on block and line graphs. Similarly, teachers make effective use of information and communication technology, such as when pupils measured the different rates of cooling liquid using sensors. The technician for information and communication technology provided suitable support for this experiment.
139. The quality of leadership and management is good, although this is not consistently raising standards year-on-year due to cohort sizes and variations in ability. Nevertheless, the co-ordinator has successfully addressed the weaknesses identified in the previous inspection report. The school has made good improvement since this time, particularly in the standard of teaching seen and the quality of the curriculum at Key Stage 2. Resources are good, well organised and easily accessible to teachers. This allows teachers to make lessons more interesting for pupils.

## **ART AND DESIGN**

140. By the end of Key Stage 1, the majority of boys and girls achieve standards that are in line with what would be expected of pupils aged seven. By the end of Key Stage 2, the majority of pupils are above the standard expected of this age group. This is an improvement at Key Stage 2 since the last inspection. The good standards are due to the good quality of teaching that they receive and the scheme of work, which is built on the explicit teaching of skills.
141. Pupils in Year 1 make good use of information and communication technology to produce designs in the style of Mondrian. The best have neatly drawn black lines and the colours are fitted skilfully into the spaces. Pupils aged seven make good quality observational drawings of rocks and stones. They draw the shape of the rock carefully and include the use of lighter and darker tones to show specific features. Using a variety of resources, they draw and colour carefully the distinctive features of the musical instruments that have been allocated to their group. All pupils, including those with special education needs, make good progress in their learning, because the tasks have been carefully matched to what they can do.



142. Pupils in Year 3/4 use coloured chalks effectively to produce work in the style of Turner. The best examples show good use of the reflection that is evident in the artist's work. Pupils in Year 5/6 produce vibrant paintings of tropical fruit. They understand the use of colours and how to place fruit on a design to achieve the best effect. Their work is enhanced by the colours that they choose for the background. In the lesson observed during the inspection, pupils used these skills to design and produce a cushion cover, by ironing their designs onto fabric and enhancing them with specialist fabric paint.
143. The quality of teaching is good overall and learning is at least satisfactory throughout the school. Both teaching and learning are better at Key Stage 2. Teaching is based on the Lancashire scheme of work, where skills are taught and this has had a direct impact on the standards which pupils' achieve. Resources are good, the pupils are well motivated by the tasks teachers ask them to carry out, and this improves the pace of their learning. For instance, in a Year 2 lesson, taught by the headteacher, the pupils were asked to decide how they could adapt the task of sprinkling coloured 'art sand' onto their drawings, in order to show the grooves on their musical instruments. One girl rose to the challenge and explained how she had already amended her work and proceeded to show the others how it could be done. This took the group's learning forward. The number of adults who support lessons, allows pupils to make good individual progress.
144. The quality of leadership and management is satisfactory overall. The curriculum is enriched effectively by other art activities that occur in school. For instance, students from a nearby higher education college have provided a colourful mural for the enclosed area. Pupils have worked with an artist in residence at another school to design a lantern, which was used for carol services throughout Ormskirk. The infant art club makes a good contribution to pupils' skills, for example in clay work, and they clearly enjoy the experience. However, there is no system for ensuring that sketchbooks are consistently used throughout the school. Art makes a good contribution to pupils' cultural development through the number of artists' work, which they study.

## **DESIGN AND TECHNOLOGY**

145. Standards at both key stages for the majority of boys and girls are above those normally expected for pupils of this age and they achieve well. This represents a significant improvement since the previous report, when standards were judged to be below the standards expected.
146. Pupils at Key Stage 1 make levers out of strips of card and use pivots made out of split pins to construct moving parts to create action, for example the Card for 'Mothers Day'. The older pupils in the class identify, draw and label the tools they have used satisfactorily. As they progress through the key stage, pupils' use planning sheets appropriately and identify the tools used, materials required and develop their skills in stitching in order to make Joseph's 'coat of many colours'.
147. At Key Stage 2, pupils investigate effectively different fastenings and materials that can be used to make their purses. This builds well on previous learning. In the middle of the key stage, pupils study gear wheels, axles and cams and use them well to make different fairground rides, for example, a carousel. Pupils at the end of the key stage have a good knowledge of tools and materials. They are confident in their designing skills and use them well to construct a bus shelter. They evaluate their work critically, identifying areas where it could be improved.
148. The quality of teaching and learning is good overall. Teachers are now secure in their knowledge base and have developed confidence in teaching this area. A good pace to lessons keeps pupils interested. Pupils remain on task because they are motivated by the work provided. Teachers' explanations are clear and expectations high. Endings to lessons at both key stages are used well to evaluate both products and pupils' work, and this moves their learning forward.
149. The leadership and management of the subject is good. Co-ordination of the subject is now secure. The co-ordinator attended a ten day training course, which has provided her, not only with confidence, but a competence to guide and support teachers and assist in the planning and

organisation. This has raised standards and improved the rate of pupils' learning. Resources are good overall and this enables teachers to provide interesting lessons and aids pupils' learning.

## **GEOGRAPHY**

150. Standards at Key Stage 1 are in line with what would be expected nationally, whilst standards at Key Stage 2 are now above national expectations and boys and girls achieve well. The last time the school was inspected, standards in geography were in line with national expectations at both key stages.
151. By the end of Key Stage 1, pupils have a sound knowledge of the locality and can talk knowledgeably about routes from different places, such as the fire station to school. The younger pupils also take the class soft toy ('Chippy Chick') when they go on holidays and report on what they have seen when they return. At the end of the key stage, pupils compare and contrast satisfactorily different types of houses in towns, cities and villages.
152. At the beginning of Key Stage 2, pupils examine different locations in the world and discuss and learn effectively about such aspects as climate and how it affects leisure, for example, a barbecue on the beach in Australia or skiing in Andorra. In the middle of the key stage, pupils have a good working knowledge of contours and link geography with technology in order to contour models. They have designed carefully the school millennium garden, identifying what features they require. At the end of the key stage, pupils are involved in a river study supported by the local rangers. They analyse and compare sets of climatic data effectively and draw sensible conclusions on the effects of climate on the environment.
153. The quality of teaching and learning varies from satisfactory to very good, but is good overall. Teachers have good subject knowledge and share lesson objectives with the pupils prior to the lesson. They ensure that pupils' learning is not superficial and thread investigation and problem solving successfully into their lessons by using probing questioning. The good achievement by the end of the lesson is due to lively teaching and high expectations. Where learning is satisfactory, this is due to the restlessness of a few pupils which disrupts the pace of the lesson. Good support by classroom assistants enables all pupils, including those with special educational needs, to play a full part in lessons.
154. The subject is appropriately led. Resources are good, providing good opportunities for effective teaching and learning. Assessment is on-going, but more formal assessment is an area to be addressed and monitored by the co-ordinator, in order to raise standards further.

## **HISTORY**

155. Standards have improved since the previous inspection, when they were judged to be in line with national expectations at both key stages. Although the situation remains the same at Key Stage 1, standards have improved in Key Stage 2, where they are now judged to be above the national standard and pupils achieve well.
156. By the age of seven, pupils develop satisfactorily their knowledge and understanding of the lives of people in the past, for example, considering and discussing the materials used in old houses compared to that of new houses.
157. At Key Stage 2, pupils discuss enthusiastically the changes that have taken place in Ormskirk since Victorian times. Pupils examine successfully primary evidence, such as newspapers, paintings, photographs and other artefacts, such as a 'flat iron'. Pupils have a full understanding of the date and 'time line' and offer considerable information about life and inventions in the Victorian period. They research information confidently and record their findings graphically using the computer. By the end of the key stage, pupils have considerable information about life in the 1930's and 1940's. They discuss confidently the Jarrow Crusade, the preamble to World War 2 and the effects it had on the lives of average people. They describe well the feelings of the

evacuees as they left home, the Blitz and the lack of luxuries, the things we take for granted today.

158. The quality of teaching and learning is good overall. It is satisfactory at Key Stage 1, but good at Key Stage 2, where it is effective and motivates and enthuses pupils. Pupils are motivated by a good range of artefacts and talk about them eagerly and with enthusiasm and this reinforces their learning. Teachers display a good command of the subject through a mix of questioning, prompting and explaining. They are successful in teaching pupils to distinguish between fact and opinion, consequently, pupils research their evidence confidently. Objectives identified for lessons not only emphasise points to be made, but allow pupils to share in the ownership of the lesson. Good relationships allow for easy management, consequently pupils enjoy their lessons, form good work habits and stay on task, which improves their rate of learning.
159. Leadership and management are effective in raising standards for the majority of pupils at the end of Key Stage 2. The co-ordinator is enthusiastic about the subject. Resources are good, and well-organised in topic boxes. They are supplemented by artefacts from the museum loan service and objects pupils bring from home, especially to support the World War Two topic. The subject makes a good contribution to pupils' knowledge and understanding of their own culture. It is effective also in developing pupils' speaking and listening skills, for instance, when they interview visitors about the Second World War.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

160. By the end of both key stages, standards in information and communication technology are in line with what would be expected of boys and girls aged seven and eleven. All pupils, including those with special educational needs, achieve as well as they should do, due to the good opportunities which are provided for them across the majority of lessons of the curriculum. The curriculum has changed markedly since the previous inspection and is now more challenging. The school continues to build on its previous success.
161. Pupils in Year 1 use 'Colour Magic' effectively to 'fill and flood' their pages so that they produce attractive designs in the style of Mondrian. Pupils in Year 2 word process their observations of the features of rocks and stones and present their work well. Conversation with a small group of pupils reveals that they know how to use the icons for changing the colour of the fonts and the spell checker. These pupils erase text confidently and change to capital letters with ease. They use the features that they have learnt in the literacy hour, for instance capital letters for emphasis, to improve their work. Such skills enable them to work quickly, semi-independently and to complete the work that has been set for them.
162. At the beginning of Key Stage 2, pupils work with data bases. In previous work, they built a database of class characteristics and asked suitable questions, for instance, how many pupils have fair hair. During the inspection, some pupils used a database satisfactorily to find the answer to questions such as 'What sort of a container is marmalade stored in?' Pupils have planned and refined a series of instructions competently to plot geometric designs. By the end of Key Stage 2, previous work on display shows that pupils are using programs such as 'Story Book Weaver' well. They personalise the illustrations by dragging items, such as pirate ships, which are relevant to their story plot, into a given background. During the inspection, pupils typed their stories quickly and accurately and this allows them to complete the tasks set. Two girls collaborated efficiently to produce a typescript from the text of 'Lady Daisy'. A group of pupils used sensors appropriately to measure how fast two containers of liquid had cooled in their science experiment.
163. Pupils at the end of both key stages save their work routinely, retrieve it and print it off without fuss. Pupils evaluate and modify their work regularly.
164. The quality of teaching and learning is good overall and individual lessons are planned to include some elements of higher level work, for example sensors. Standards are satisfactory across all aspects of the information and communication technology curriculum. Pupils make good

personal progress in their learning because teachers allow them to revisit programs and improve their knowledge, skills and understanding in subjects across the curriculum. This is better than in many schools.

165. Although no specific lessons in information and communication technology were seen during the inspection, it is clear from what pupils can do, and the confidence with which they use the computers, that good teaching has taken place. Teachers provide very good opportunities for pupils to use text, tables and images in their work. On most occasions when the use of information and communication technology was seen in lessons, the teacher merely reminded pupils of the program, how to access it and the task to carry out. As the computers all have names (in alphabetical order) the pupils are quite clear about which is their work station and the teachers know where to access their work if there is no time to print it. Staff confidence has increased through appropriate training, and information and communication technology was seen in virtually every subject across the curriculum, for instance, in a history lesson, pupils in Year 4/5 produced pie charts with an appropriate key to show where people lived in Ormskirk. It is used well to support spelling for older pupils.
166. The technician, who is shared with a cluster of other schools, is used effectively to prepare machines, fix faults and to help teachers with work such as sensors. This frees teachers up to teach and encourages them to plan the routine use of computers in their lessons. This has a positive effect on pupils' learning and allows them to achieve as well as they should do.
167. The quality of leadership and management is good. The co-ordinator has had a clear impact on the subject since he arrived at the school, for instance, embedding information and communication technology in Curriculum 2000. The school is very well equipped with computers (one computer to every seven pupils). All computers are networked and there is full Internet access. This allows small group teaching to take place at a pace and level of challenge appropriate to pupils' individual needs. Recently, the school has been awarded a further ten PCs and these will be operational in the summer term and used principally by pupils with special educational needs. The Friends of the school have supported information and communication technology with money for appropriate software, that has allowed computers to be used successfully in all subjects, and this is reflected in pupils' progress. The subject has a high profile around the school, not merely from the bank of machines in each area of the school, but also from the pupils' finished work, which is on display. The school makes effective use of an obsolete machine to market what is on in the school, for instance when the Kindergarten is open.

## MUSIC

168. Standards in music at Key Stage 1 have improved since the last inspection and are now in line with the national expectation. Skills in performing and composing are now developed appropriately, so satisfactory progress has been made, but singing lacks 'tunefulness'. The school is aware of this area for development.
169. Standards at Key Stage 2 also meet national expectations, with good on-going progress in composition, appraisal and performance using musical instruments. However, although pupils have a wide repertoire of songs at both key stages, the singing is not tuneful. This is especially noticeable in assembly. Overall, progress is satisfactory at each key stage, with some good improvement at Key Stage 2 in instrumental work. Pupils with special educational needs make good progress in their learning.
170. At Key Stage 1 pupils have a satisfactory repertoire of action songs. Many are able to accompany themselves with percussion instruments, such as 'maracas' and 'claves'. They can maintain a steady rhythm. Pupils perform with confidence. Evidence during the inspection was limited, but examination of teachers' plans showed continuation and progression, with opportunities to experience a range of activities.
171. At Key Stage 2 pupils are familiar with orchestral instruments and can identify them from pictures and sounds. They can describe the way each one is played and match sound to character,

as in Peter and the Wolf, as well as suggest moods and describe feelings. Pupils develop valuable graphic scores for use in composition and follow symbols with accuracy of pitch and tempo. They have a good sense of rhythm. Pupils learning to play instruments read music notation well. They have good knowledge of note values and play with firmness and expression.

172. The quality of teaching is sound at Key Stage 1 where lessons for Year 2 pupils are often taken by a non-class-based teacher. Teaching is good at Key Stage 2, with a very good 'input' at the upper end of Key Stage 2. This is reflected in pupils' learning of how to play musical instruments. All teachers insist on good behaviour and care of resources, so pupils listen carefully and handle instruments very well. Pupils are willing to take turns and work co-operatively in a group. Relationships between teachers, support assistants and pupils are very good and this leads to easy class management. Teachers offer on-going assessment and urge pupils to improve and so pupils respond by making good effort. In the two lessons seen at Key Stage 2, teachers were very well prepared. Pupils clearly understood the objectives of the lesson and responded with enthusiasm to directives. Both teachers had a stimulating approach that, in turn, brought a creative response from pupils. Pupils use their imagination well in compositions and are encouraged to appraise the work of others. They enjoy their music lessons and are given confidence to perform. This is an important aspect of the music programme and beneficial to the social development of pupils. Integration works very well for all pupils. Those with special educational needs are admirably supported during music lessons. The inclusion of the pupils with physical problems and the success they achieve, is especially notable. Tuition in violin, recorder, and guitar playing is of a high standard and these pupils are making good progress in their learning.
173. Leadership and management are effective and have raised standards overall at Key Stage 1, from previously unsatisfactory levels. The co-ordinator is a skilled musician and is very enthusiastic about the extension of music throughout the school. She has been involved in in-service training for other staff, and gives demonstration lessons, which increases the knowledge and understanding of teachers. Schemes of work have been carefully devised to incorporate published schemes and individual ideas. Topic work, such as the 'Fair-ground' offers cross-curricular opportunities of musical composition and this links well with dance, art, design and technology, history and English. The curriculum is suitably enriched by a good range of extra-curricular opportunities, including a music club, a visit to the Royal Philharmonic Orchestra schools' concert, which inspired interest in instruments of the orchestra, and led to extended work in school. This adds to the provision for pupils' cultural development.

## PHYSICAL EDUCATION

174. Standards in Physical Education are in line with national expectations at Key Stage 1 and above expectations at Key Stage 2. In the previous inspection, standards were judged to be satisfactory at both key stages. This represents an improvement at Key Stage 2, since the previous report.
175. Pupils at Key Stage 1 work enthusiastically on gymnastic movements in their 'warm up' and subsequently use these acquired skills appropriately in the dance movements. Pupils listen carefully to the music and to their teacher, and they respond to the rhythm satisfactorily.
176. At Key Stage 2, pupils continue to use their previously acquired skills, using space effectively and displaying energy and enjoyment in a wide range of gymnastic movements. Cross-curricular links are introduced skilfully, for example, when pupils moved creatively to the music associated with the fairground. Throughout the lesson, pupils moved well with descriptive body movements. They respond realistically and rhythmically to music displaying emotions, and follow guidance from a tape, which is used effectively by the teacher. Pupils reflect the mood and rhythm of a carnival atmosphere and learn the 'Caribbean shuffle', which they do with great enjoyment and energy. Standards in swimming are good and the vast majority of pupils reach the 25 metres unaided swim standard.
177. Teaching seen during the inspection was good overall. It is never less than satisfactory at Key Stage 1, but is good at Key Stage 2. Pupils' work is of a better quality in Key Stage 2 because

teachers' expectations are higher and management of pupils' behaviour much more effective. Planning is appropriate overall and teachers have good subject knowledge and immerse themselves wholeheartedly in the lessons. Teachers teach all the required disciplines of gymnastics, athletics, dance, games and swimming. Older pupils have the opportunity to improve their skills during their residential experience and almost all pupils benefit from the sporting activities provided through the extra-curricular programme. Pupils enjoy their physical activities and both teachers and pupils dress appropriately for their lessons.

178. The co-ordinator is enthusiastic about the subject and provides appropriate guidance in moving the subject forward. The county scheme is used, which has a built in assessment programme, which is effective in recording the personal progress of pupils in mixed age classes. Resources are good overall.

## RELIGIOUS EDUCATION

179. Only one lesson in religious education was seen during the inspection, and this was at Key Stage 1. Further judgements have been based on work sampling, interviews with pupils, discussion with staff and scrutiny of teachers' planning.
180. Standards at the end of both key stages are broadly satisfactory in relation to the Lancashire Agreed Syllabus. Boys and girls achieve as well as they should do overall. Progress for pupils with special educational needs is good, sometimes very good. However, although the school's provision meets statutory requirements, pupils have not reached the good standard of achievement at Key Stage 2 as reported in the last inspection, nor has progress been made to the same extent. Improvement since the last inspection is, therefore, unsatisfactory.
181. At Key Stage 1, pupils have a basic knowledge of Christianity. They are aware that God is loving and caring, and that Jesus is his Son. They have learnt that Jesus can change the way people feel about themselves and experience love, as in the story of Zaccheus. Pupils are suitably aware of the importance of caring and sharing in their own lives.
182. At Key Stage 2, pupils talk easily about Christian festivals and have a basic understanding of the meaning behind them. They have some knowledge of the Old Testament, of the Creation of the World, of Moses leading the Israelites out of Egypt and Noah's Ark. Pupils are aware of other religions, such as the Jewish Faith and know about a synagogue, Bar Mitzvah and the Torah, for example. In discussion with pupils at the end of Key Stage 2 they were able to name other religions, such as Hinduism, Buddhism and Sikkism, though knowledge was restricted to a few basic elements. The knowledge retained is superficial, with no evidence of in-depth study.
183. The quality of teaching is broadly satisfactory at Key Stage 1. During the inspection, pupils' attention was gained through the teacher's expressive use of the voice in telling the story of Zaccheus from the Bible. Pupils sat quietly and concentrated well. Questioning was appropriate, giving pupils time to think. Pupils responded eagerly, with many hands going up. Good support by teachers and classroom assistants was given to pupils during the writing exercise, with good use of time and resources. Links with personal development are good and are evident throughout the school.
184. No lessons were observed at Key Stage 2 where teaching is usually taught by a non-class-based teacher. However, evidence shows that lessons rely too heavily on the use of worksheets and games pages. This is unsatisfactory. Presentation of written work is not always neat and marking is inconsistent. The match of tasks to individual pupils' needs is planned for appropriately, but teachers have yet to develop further the use of individual assessment of pupils' work in order to ensure systematic progress.
185. The quality of leadership and management provided by the co-ordinator is satisfactory overall. There is insufficient rigorous monitoring of the work provided for the older pupils to ensure they receive appropriate challenge. There is a useful liaison with other schools and a strong link with the Centre of Religious Education (CORE), which regularly supplies the school with books and

artefacts. Older pupils have visited the two Liverpool Cathedrals and a mosque and this has added to the provision for pupils' spiritual development. Representatives from local Churches have taken assemblies and talked to pupils on Christian and moral themes and this has helped them to improve their knowledge and understanding. Three pupils are withdrawn by parental request from lessons in religious education.

## **SPECIAL EDUCATIONAL NEEDS FOR HEARING IMPAIRED PUPILS**

186. The Special Educational Resource Facility (SERF) continues to offer exceptional provision for children with hearing impairment. Outstanding features referred to in the last inspection report have been maintained and developed. The policy to include pupils with severe or profound hearing loss in mainstream classes, for example, is excellent and is supported whole-heartedly by staff and governors alike. Pupils are able to access the full National Curriculum, with natural and true integration taking place throughout the school.
187. The SERF is funded as a placement for twelve pupils. At present, there are six children with hearing impairment on roll, all boys. Some of these pupils have additional learning or physical difficulties. Staff currently consists of a teacher of the deaf, two part-time support teachers and a nursery nurse. All have had extended specialised training. However, funding will be halved in September 2001. The unit will be staffed by the teacher of the deaf and the nursery nurse and will take only six pupils in the future.
188. There is sufficient accommodation, which for withdrawal purposes consists of two base rooms. Classrooms have been equipped with acoustic tiles, carpets and other furnishings to reduce noise as far as possible in a largely open plan school. A great deal of thought has gone into gaining the best possible environment to facilitate learning.
189. The main method of communication for pupils with hearing impairment in school is an aural/oral approach to teaching and learning. Pupils are provided with personal post aural hearing aids, which are checked daily. All use radio aids and most use auditory training units. Teachers use radio aids in class to facilitate the reception of sound. Communication is developed through the use of other means, such as facial expression, gesture, visual aids and lip reading. The teacher of the deaf carefully monitors hearing aids and acoustic equipment.
190. The school liaises closely with Health and Education Authorities and has good support from outside agencies. Speech therapy is given to those who need it, on a weekly basis, with practice in articulation daily. Technical help is readily available.
191. By the end of Key Stage 2, all pupils show increasing success in school test results, with greatly improved comprehension and language, revealing the success of earlier intervention. Some pupils achieve satisfactory or good levels of attainment in foundation subjects, such as physical education, art and design and technology, as measured against national requirements. Levels of achievement are good, and often very good, when matched against personal targets within individual work programmes.
192. The specialised teaching within groups is very good. A suitable withdrawal system operates to boost literacy or numeracy requirements before a lesson or as part of the normal strategy hours. This includes individual or group work. Hearing impaired pupils may be joined by others with language or learning difficulties. Work is prepared and presented carefully. Teachers know the pupils and their needs very well and are skilled in the task of gaining maximum response. Planning is excellent. Lessons run smoothly, with pupils knowing what is expected of them. They listen well and retain interest. A stimulating approach gives a strong motivation to learn. All individual targets are addressed and on-going assessment takes place. Pupils understand their targets and try hard to achieve them and they make very good progress.
193. Teaching across the school is good in relation to hearing impaired pupils. Teachers have welcomed them into their classes and encouraged positive attitudes among their peers, with the result that very good relationships have been built throughout the school. Teachers have

established some good strategies, such as correct positioning and clear visual clues so that pupils can understand the lesson objectives. Specialist support during these lessons is very good. Assessment is on-going and progress is monitored. Progress in mainstream lessons overall is good.

194. Daily monitoring and evaluation takes place for the pupils in the SERF. Information is used well in planning procedures. Weekly meetings occur between all relevant staff. Details are documented carefully, and acted upon. Individual education plans have been structured very carefully. They are of a high quality and targets are used very constructively. Individual plans are reviewed frequently. Annual reviews involve parents and all personnel involved in their construction. They are also of a very high quality. All relevant needs concerning the child are addressed in full.
195. The SERF is managed directly by the headteacher in close collaboration with the teacher of the deaf, who is very well qualified and has had a great deal of experience. Strategic planning for the facility is first class. All aspects of a child's individual needs are taken into consideration, together with any impact on others in the class. The policy document is clear and exact and is updated regularly.
196. The headteacher liaises well with parents of hearing impaired children, ensures statutory assessments and reviews are carried out and monitors the implementation of Individual education plans effectively.
197. The success of the programme for the inclusion of pupils with hearing impairment into mainstream classes depends on the total commitment of all staff. This was very much in evidence during the inspection. There is a marked sense of teamwork throughout the school, with a strong desire to help all pupils achieve to the best of their ability. The quality of the inclusion policy is reflected in an initiative to promote inclusive education for hearing impaired pupils in Slovakia. Staff from the school are actively involved in setting up a programme.
198. Facilities offered to pupils with hearing impairment are exceptionally good. A high level of success is gained through the quality of leadership, combined with the excellent support from the headteacher, governors, all staff and pupils. The SERF is a strength of the school.