

INSPECTION REPORT

PEEL PARK PRIMARY SCHOOL

Accrington

LEA area: Lancashire

Unique reference number: 119184

Headteacher: Mr Hugh Burkinshaw

Reporting inspector: Mr Ian Hocking
1272

Dates of inspection: 29th January - 2nd February 2001

Inspection number: 207342

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Alice Street
Accrington
Lancashire

Postcode: BB5 6QR

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Appropriate authority: The Governing Body

Name of chair of governors: Ian Mason

Date of previous inspection: October 1998

INFORMATION ABOUT THE INSPECTION TEAM

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1272	Ian Hocking	Registered inspector	Mathematics Physical Education	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
31718	Denise Shields	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
6642	Peter Hill	Team inspector	Information Technology Art Equal opportunities Special education needs	How well are pupils taught?
16761	Melvyn Hemmings	Team inspector	Science Design & Technology	The school's results and pupils' achievements How good are the curricular and other opportunities offered to pupils
30362	Jacqueline Henshaw	Team Inspector	History Music Religious Education Under fives English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in north-east Accrington and is much larger than an average mixed primary, National Census data indicates a small measure of social disadvantage. However, the percentage of pupils who are eligible for free school meals is broadly in line with the national average. Pupils are drawn from a mixture of owner occupied, rented and local authority maintained housing. The school is popular with parents and is currently oversubscribed, with 601 pupils on roll.

The vast majority of pupils are white, but there is a higher than average percentage (3.3%) of pupils who have English as an additional language. The percentage of pupils with special educational needs is broadly in line with the national average, although the school has a higher than average percentage (3%) of pupils with statements of special need. Attainment on entry to the school is below average.

The school aims to assist each pupil to achieve his/her full potential within a friendly atmosphere of mutual co-operation, where pupils are aware of how their actions affect others. The school also aims to discover, encourage and nurture pupils' talents.

HOW GOOD THE SCHOOL IS

Peel Park is a good school with several very good features. Most pupils have below average attainment when they begin school and by the age of 7 and 11 attain standards in English, mathematics and science which are above the national average. This represents very good achievement.

Very good charismatic leadership is provided by the headteacher, very ably assisted by the senior management team and governors. High standards are expected of all pupils. Teaching is good with a significant amount being very good and in some cases it is excellent. As a result of these factors, pupils enjoy school, they behave very well and have very good relationships with each other and teachers. Parents have very positive views of the school. The school provides very good value for money.

What the school does well

- Pupils achieve very well and at the age of 7 and 11 attain standards in English, mathematics and science that are higher than the national average.
- Leadership and management are very good. The headteacher sets the tone especially in creating a caring ethos where high standards are expected from pupils.
- Teaching is good with a high proportion of very good and excellent teaching resulting in good learning.
- It provides a good curriculum that is enhanced by very good links with the community.
- It enriches pupils' lives by providing a good range of extra-curricular activities, residential experiences, visits and visitors.
- It makes very good provision for pupils' social and moral development, resulting in pupils' very good behaviour and relationships and high levels of respect for the feelings of others.
- It provides very good value for money.

What could be improved

- Accommodation:
 - access to and exit from basement classrooms;
 - the appearance of cloakroom areas;
 - the condition of hall floors; and
 - toilet provision.
- Pupils' opportunities to use computers in classrooms.
- Staff's ability to deal with the medical conditions of specific pupils.
- The approach taken by the school in providing for pupils' personal, social, health education (PSHE).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in October 1998 it was judged to have serious weaknesses because its strengths were outweighed by its weaknesses. Since then, the school has made very good improvement as a result of the concerted and effective work of the governors, headteacher and staff. The leadership and management of the school is now judged to be very good. This is a substantial improvement on the position reported at the last inspection. Similarly, teaching has also been improved considerably.

All the key issues identified at the previous inspection have been addressed, in most cases very successfully. The vast majority of other areas of weakness have also been eliminated. Standards have been raised in English, mathematics and science. Opportunities for pupils to investigate in mathematics and science have also been improved.

The school is well placed to continue to improve.

STANDARDS

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

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

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

The above table shows that standards attained by 11-year-olds in National Tests in 2000 were above the national average in English and mathematics and well above average in science. Inspection evidence gained from lesson observations and pupils' work paints a similar picture to that shown above. Standards attained by 11-year-olds are also above average in religious education, art, music and physical education.

Over the last four years, standards attained by 11-year-olds have improved and have generally remained above the national average in English, mathematics and science. Standards in information technology are in line with the national average.

Standards achieved by 7-year-olds in the National Tests in 2000 were above average in reading; well above average in writing and in line in mathematics. Inspection evidence broadly reflects these standards. Standards are also better than average in science, music, art and physical education.

Over the last four years, standards have improved and in the case of reading and writing have remained above the national average. Standards in mathematics and science, though showing

improvements each year, remained below the national average until the year 2000 when the school's targeted work paid dividends.

There is no significant difference in the performance of boys and girls over the last four years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils like coming to school, concentrate well and enjoy their work. They are enthusiastic and take responsibility.
Behaviour, in and out of classrooms	Very good: pupils behave very well in lessons. Behaviour of the oldest pupils is exemplary.
Personal development and relationships	Very good: pupils show high respect for the feelings of others – relationships are very good amongst pupils and between pupils and teachers.
Attendance	Good: above national average.

TEACHING AND LEARNING

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

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

Teaching is satisfactory in 27% of lessons, good in 43%, very good in 22% and excellent in 6% of lessons. Unsatisfactory teaching occurred in just 2% of lessons. This represents a considerable improvement in the quality of teaching from that reported at the previous inspection. Teachers' good planning results in all pupils being given work that provides interest, challenge and enjoyment. The basic skills of literacy and numeracy are given due emphasis. Good teaching of these basic skills results in pupils making good gains in their learning. Good use is made of the ICT suite but presently computers based in classrooms are under-used.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: pupils are offered a broad and balanced curriculum that is enriched by a good range of extra-curricular activities. Very good links are made with the community and a teacher training establishment. However, there is an inconsistent approach to pupils' personal, social and health education.
Provision for pupils with special educational needs	Good: good quality support is given to pupils, enabling them to experience the full curriculum and to make good progress towards their individual targets.
Provision for pupils with English as an additional language	Good: teachers make good provision enabling all pupils to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good: provision for social and moral development is very good. Satisfactory provision is made for cultural development and good provision is made for spiritual development. Collective acts of worship make a very good contribution

development	to pupils' personal development.
How well the school cares for its pupils	Good: teachers adopt a very good and consistent approach to promoting good behaviour. There is a need for staff training to deal with specific pupils' medical conditions.

The school provides a good, broad and balanced curriculum. It is enriched by a good range of extra-curricular activities, residential experiences, visits and visitors. Very good links have been established with the local community and a teacher training establishment. Pupils' learning benefits from these links. The approach taken towards developing pupils' personal, social and health education (PSHE) is somewhat inconsistent and needs to be improved by spreading pockets of good practice across all classes. All pupils, including those with English as an additional language and those with special educational needs, are given good quality support in their academic learning enabling them to show good achievement.

All staff need training to deal with specific pupils' medical conditions.

The school enjoys a good partnership with parents. Parents have a very positive regard for the school. Pupils' learning benefits from this support and especially from the contribution made by a large number of volunteers who give good quality help in classrooms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the personal example of the headteacher sets the tone of a caring ethos and high standards. His very good leadership, together with very good support from the senior management team and governors has brought about substantial improvements in the school.
How well the governors fulfil their responsibilities	Very good: Governors' very good awareness of the school's work enables them to play a very full role in shaping its direction.
The school's evaluation of its performance	Very good: The school has introduced very effective means by which it can measure its performance and bring about improvements.
The strategic use of resources	Good: Good use is made of funding, for example in the provision for pupils with special educational needs and in the development of the ICT suite.

The very good quality of leadership and management has been instrumental in bringing about very good improvement in the last two years. The headteacher, senior management team and governors have been very successful in their combined efforts to improve teaching and educational standards. The school has introduced very good systems for measuring its performance, setting targets for improvement and checking on its progress towards those targets.

The school is staffed by an experienced team of teachers, and governors have committed extra funds to provide good levels of classroom support assistants.

The age and size of the school's accommodation presents a considerable challenge in maintenance costs. Despite significant spending by Governors there remain some areas of concern associated with the premises. Cloakroom areas and hall floors require improvement. Toilet provision is presently inadequate. Pupils' access to and exit from the basement classes is limited and needs to be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• Behaviour is good.• Teaching is good.• School staff are approachable.• Their children are expected to work hard and are helped to become mature and responsible.• The school is well led and managed.• Their children get the right amount of work to do at home.• The school works closely with parents.	<ul style="list-style-type: none">• The information they receive about their children's progress.• The range of activities provided outside of lessons.

Inspectors agree with all the positive responses made by parents. However, inspectors judge that the school makes good provision in the two areas identified above for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The national test results for 11-year-olds in the last few years have fluctuated between above average and well above average. The results of the 2000 National Curriculum tests for 11-year-olds were above the national average in English and mathematics and well above in science. In comparison with similar schools' standards, results were above average in English and well above in mathematics and science. The percentage of pupils achieving the higher levels was also above average in English and well above in mathematics and science. Most of the current Year 6 are attaining above the level expected for their age in all three subjects. The results of the 2000 National Curriculum tests for 7-year-olds were above average in reading, well above in writing and in line in mathematics in comparison with both the national average and with similar schools. Teacher assessments for science indicate that pupils' performance was above the national and similar schools' average. The attainment of most pupils in the current Year 2 classes is above average in reading, writing, and science and average in mathematics. There is no significant difference in the performance of boys and girls. When taking account of the children's attainment when they start school there is good progress being made, resulting in children of all abilities achieving well. The main reason for these high standards is the high quality teaching that pupils receive, particularly in the classes for older pupils in each key stage.

2 On entry to the school many children have not reached the levels of development anticipated for their age, particularly in the key areas of language and mathematics. They experience a wide range of worthwhile activities that develop them across all six areas of learning recommended for children under five. By the age of five, most achieve the nationally agreed early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, creative development and personal, social and emotional development. This represents good progress and is a direct result of the good teaching that the children receive in the Reception classes. The children aged up to five are provided with a stimulating learning environment that effectively prepares them for the Programmes of Study of the National Curriculum as they enter Year 1.

3 The pupils achieve well in all aspects of English and by the time they leave school, most pupils speak clearly and express their ideas confidently, using a wide vocabulary. They listen well to teachers and to each other in classroom discussions and give thoughtful and relevant answers to teachers' questions. Most pupils are able to read fluently with good understanding and expression. This is evident in the shared reading sessions in the literacy hour, in which pupils respond enthusiastically to the text. Older pupils look at texts in depth and can justify their opinions, as was evident when Year 5 pupils were discussing rhythm and the rhyme in the poem 'The Highwayman'. Most pupils can use dictionaries effectively and are able to use the index in reference books and atlases to locate relevant information. Older pupils skim and scan texts appropriately. However, they have few opportunities to carry out individual research or to collate information from a range of sources. Pupils' standards of presentation are good and they are able to write neatly, using complex sentences, which are punctuated correctly. The pupils can express their ideas clearly in a range of forms as is seen in their report writing in science and their evocative writing in history. The pupils in Year 6 write interesting, well-structured stories and use vivid imagery, as is seen in their poems based on the witches' spell from Macbeth.

4 Pupils use their literacy skills in an effective way in other subjects. In mathematics lessons the pupils have opportunities to develop these skills when reading questions and then discussing and explaining their strategies for finding solutions. The teachers insist on the use of accurate subject vocabulary, as was seen in science and mathematics lessons. Pupils label diagrams in science and also use their independent research skills to write good quality accounts of their findings about earth and

space. In history, the pupils in Year 6 have written highly evocative accounts of the evacuation during the Second World War.

5 In mathematics pupils aged 5 to 11 are making good progress in developing their recall of number facts and in mental manipulation of number. They are becoming increasingly adept at explaining their methods when mentally performing calculations. Pupils in Year 6 have good skill levels in written and mental calculations. The good implementation of the National Numeracy Strategy has had a positive effect on the standards achieved by pupils throughout the school.

6 Pupils use their numeracy skills in a satisfactory way across the curriculum, as is seen in science work where they use data collection and graphical representation to record their findings. They were also seen to be able to take accurate thermometer readings in their investigations into insulation. In geography they make bar charts to record different climates around the world and construct timelines in history when finding out about the history of transport.

7 In science, all pupils achieve well because of the strong emphasis that teachers place on developing their knowledge and understanding by being involved in practical, investigational activities. There is good development of pupils' ability to devise and carry out a fair test and their skills of recording their findings in a variety of ways.

8 In information and communication, technology standards are average and pupils achieve in a satisfactory way. There is whole-class teaching in the computer suite that is suitably developing pupils' basic skills in the subject. However, pupils are not spending enough time on computers when they are back in the classroom and consequently are not learning to use these skills to enhance their work in other subjects.

9 In religious education, the attainment of the majority of pupils by the time they are 11 exceeds the expectations of the Local Agreed Syllabus. They have a good knowledge and understanding of the traditions and beliefs of Christianity and have effectively developed their awareness of other major world faiths.

10 In art, music and physical education, pupils achieve good standards by the time that they are 11. In these subjects the pupils are given a wide range of stimulating and challenging activities that effectively develop their skills. In art and music there is good use made of visits and visitors that enrich these subjects by providing further significant learning experiences. In design and technology, history and geography most pupils achieve in a suitable way and have reached average standards by the age of 11.

11 Pupils with special educational needs make good progress in relation to their prior attainment and achieve well as a result of the well-structured support that they receive. The needs of pupils with English as an additional language and the more able and gifted pupils are met effectively and they also make good progress in their learning and achieve well. The high quality of teachers' planning, which effectively matches activities to pupils' abilities, is a significant factor in this good achievement. There are no significant variations in the achievement of boys and girls.

Pupils' attitudes, values and personal development

12 Pupils' attitudes, behaviour and personal development are all very good. Relationships between adults and pupils and pupils themselves are also very good. These strengths make a very significant contribution to pupils' good rate of progress and helps to create an environment where pupils enjoy learning. Since the last full inspection, standards in all of these areas have been maintained.

13 Pupils are enthusiastic learners and keen to participate in all the activities offered. They take an

interest in and gain obvious enjoyment from their lessons. They listen to their teachers very well and because of this they are clear about what they are to do next. They answer questions, discuss their work and how they are doing it and they seek help when they need it. Pupils concentrate very well. For example, during a geography lesson pupils persevered with their task to locate the counties and capital cities on the maps. Pupils are keen to celebrate and show appreciation of the work achieved by others in their class. During the round-up session of a literacy lesson, they listened carefully to the sentences written by their classmates and applauded their contribution.

14 In classrooms, and when moving around the school building, behaviour is very good. In seven of lessons seen standards of behaviour were judged to be excellent. Pupils walk carefully up and down the narrow stairs leading to the basement classrooms; there is no pushing or silly behaviour. Pupils know the school conventions and try hard to live up to them. They walk into assemblies and stand quietly until asked to sit down. At lunchtime pupils usually play very well together. There are, however, instances when behaviour is unthoughtful and as a result pupils get hurt. Pupils have a high degree of self-discipline and a very clear respect for adults who work in the school. A notable feature is their politeness towards visitors; they are considerate, friendly and keen to help and talk to them. They open doors, without prompting, and when thanked always comment "you're welcome."

15 There are a very small number of pupils who find some difficulty controlling their behaviour. Only on rare occasions does the behaviour of these pupils interrupt the flow of the lesson. This is because they receive good support from the SSA's and also because their behaviour is dealt with very effectively by class teachers. Instances of bullying are rare; pupils and parents express confidence that if any incidents did occur they would be dealt with very promptly and effectively. No pupils were excluded in the year prior to the inspection. Parents express the view that pupils' behaviour is very good; they appreciate this. Members of the community comment very positively about the very good behaviour of pupils during school visits.

16 Relationships between teachers and pupils and among pupils are very good. They are based on mutual trust and respect. Pupils know that all teachers who work in the school are approachable and this gives them the confidence to seek help when they need it. As a result of the very good relationships pupils want to please their teachers; they try hard with their work and are proud of their achievements.

17 Pupils respond very well to the opportunities provided for them to carry out duties, which progressively get more complex as they grow older. Younger pupils act as class monitors and teachers ensure they all have simple tasks to complete which they do willingly. The oldest pupils carry out responsibilities and take these very seriously, such as selling snacks at break time or delivering the milk to the younger pupils' classrooms. As pupils get older they gain in confidence and self-esteem. They are confident to perform in front of an audience. For example during a PE lesson involving dance, groups confidently performed their routines for the class in the knowledge that they would not be ridiculed or laughed at. Pupils are encouraged to become independent and generally respond very well to the opportunities their teachers provide. They show initiative, such as during a maths lesson by selecting their own resources, in this instance coins, to help them work out calculations involving money. Pupils help and support each other very well and collaborate whilst working independently of the teacher during group work.

18 Pupils say they enjoy attending school. Attendance rates are good, above the national average. Unauthorised absence is broadly in line with national figures. However, across all year groups there are a small number of pupils who are frequently late arriving for school each morning. This puts pupils at a disadvantage as they miss vital teaching. Registers are taken efficiently but all holidays are marked as authorised, which is in excess of the DfEE recommendations of 10 days.

HOW WELL ARE PUPILS TAUGHT?

19 Overall, the quality of teaching is good with a significant amount of very good and excellent lessons. In 27 per cent of lessons teaching is satisfactory. In 43 per cent of lessons teaching is good, in 22 per cent it is very good and in 6 per cent it is excellent. Unsatisfactory teaching occurred in just 2 per cent of lessons. Teaching for the pupils aged under five is good overall and in 45 per cent of lessons it is very good, with no unsatisfactory teaching. Teaching in the lessons for those aged five to seven is good. In 58 per cent of lessons teaching is good, in 19 per cent it is very good and in 4 per cent it is excellent and in the remaining lessons it is satisfactory. Teaching for pupils aged seven to eleven is good overall. In 33 per cent of lessons there is satisfactory teaching, in 38 per cent teaching is good, in 19 per cent it is very good and in 6 per cent it is excellent. In just 4 per cent of lessons teaching is unsatisfactory.

20 Teaching of the pupils aged under five is appropriately based on the newly-introduced Foundation Stage curriculum. The curriculum is well planned and lessons are prepared thoroughly by the team of staff working together. Teachers make good use of resources, including ICT equipment. Reorganisation of staff has ensured full time NNEB support for all three reception classes. In addition, many other adults give freely of their time to provide support for these pupils. This valuable and valued support reduces the ratio of pupils to each adult and enables increased emphasis to be given to developing pupils' literacy and numeracy skills and to promoting pupils' levels of understanding. Regular assessment of pupils' learning enables staff to gain a clear knowledge of pupils' developing skills, knowledge and understanding. As a result of all these factors, all pupils achieve well and make good progress in their learning. Pupils are encouraged to concentrate and listen to adults and each other and to develop their confidence to express themselves. Good relationships between the staff and pupils contribute to effective class control.

21 In Years 1 and 2, (Key Stage 1) teaching is good in English, mathematics, science, religious education, art, history, geography and music. Teaching is very good in physical education and satisfactory in information and communication technology (ICT) and design and technology. Some very good lessons were observed in half of the classes in this key stage. One excellent dance lesson was observed, involving a Year 1 class.

22 Teaching in Years 3 to 6 (Key Stage 2) is good in English, mathematics, science, religious education, art and history and very good in physical education and music. Teaching of ICT and design and technology is satisfactory. Insufficient lessons were observed to enable secure judgements to be made about the teaching of geography. Very good lessons were seen in seven out of the ten Key Stage 2 classes. In one Year 6 class, three excellent lessons were observed involving English, mathematics and physical education.

23 The most successful lessons were characterised by highly enthusiastic teaching, excellent relationships and challenging tasks, which allied to good subject knowledge inspired pupils and resulted in very good learning. Where teaching was unsatisfactory, namely in two lessons in the lower half of Key Stage 2, the purpose of the lesson was unclear, pupils were given insufficient opportunity to explore or research their own ideas and little or no new learning took place.

23 In almost all lessons throughout the school, pupils' behaviour is managed very effectively, despite a very small number of potentially disruptive pupils. Teachers and support staff work in close partnership to present a consistent, firm but supportive regime in classrooms. Pupils respond very co-operatively as a result of the high levels of mutual respect between adults and pupils. Teachers take care to make clear to pupils the intended learning outcomes of the lesson. These objectives are often revisited during the summary phase of the lesson to reiterate the key learning points made earlier. This approach is especially prevalent in the English and mathematics lessons and reflects the successful manner with which the school has implemented the National Literacy and Numeracy Strategies. In Key Stages 1 and 2, the basic skills of literacy and numeracy are taught well. The teachers' good delivery of the National Literacy and Numeracy Strategies is enabling pupils to make good gains in

English and mathematics. Teachers also ensure that relevant opportunities are taken for pupils to apply their literacy and numeracy skills in other subjects.

24 Teachers' own evaluation of their lessons allied to good systems of assessing and recording pupil progress in English, mathematics and science are used effectively to plan future work. This means that teachers are able to present work at levels that are closely matched to pupils' prior attainment and therefore enables them to build on what they already can do, know and understand.

25 Teaching is also good for pupils with special educational needs (SEN) and for those for whom English is an additional language. All teachers and support staff have a good level of awareness of the needs of all pupils and lesson planning reflects this. Teachers and support staff respond sensitively and appropriately to the needs of all pupils and especially to those who have a statement of special educational need.

26 Homework is set appropriately and supplements work done in school. However, a few parents attending the meeting held before the inspection began, requested rather more information about the school's schedule for setting homework.

27 There has been a significant improvement in teaching since the last inspection when there was a relatively high amount of unsatisfactory teaching; i.e. 11 per cent of lessons. There is now only 2 per cent of unsatisfactory teaching and the amount of very good and excellent teaching has increased from 10 per cent to 28 per cent. This improvement is attributable to the combined effect of the monitoring of teaching throughout the school, much improved planning, more challenging tasks being presented for pupils, and the good teamwork amongst the staff. Good use is made of the ICT suite but there is now a need for teachers in Key Stages 1 and 2 to make far greater use of classroom-based computers in order that pupils may apply their ICT skills across other subjects.

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

28 The school makes good overall provision for pupils' spiritual, moral, social and cultural development. As a result this enriches the quality of the school's life as a community and helps pupils to develop positive attitudes, a sense of responsibility and high self-esteem and confidence. Parents speak very highly of this aspect of the school's work. They say, overwhelmingly, the school is helping their children to become mature and responsible.

29 The school provides good opportunities for pupils' spiritual development. The daily collective worship (assemblies) makes a very good contribution to pupils' personal development. These are very well planned and delivered. Music is used well to set an appropriate tone as pupils enter and leave. However, pupils do not have opportunities to reflect on how the themes of assemblies might apply to their own lives. Spirituality is also effectively promoted through links with local churches and representatives from different religious groups are often invited to lead assemblies. Pupils learn to understand and respect other faiths as part of religious education lessons and through first-hand experience. For example Year 6 pupils visit the local mosque.

30 The school's provision for pupils' moral development is very good. All staff are very good role models. They value pupils in their care and acknowledge, praise and celebrate their efforts and achievements. They establish clear classroom routines. This creates a positive atmosphere in which staff only occasionally need to admonish pupils. As a result of this very good provision, pupils develop a clear understanding of the difference between right and wrong. Because of this, the vast majority of pupils know how they should behave and try very hard to live up to the school's high standards.

31 There are also very good opportunities for pupils to develop socially. Very good relationships underpin the school's work. They are based on mutual trust and respect between staff and pupil. The

head teacher sets a very good example in his relationships with pupils. Parents very much appreciate the care and concern he shows their children. Pupils are given a very good degree of responsibility in the school's day to day life. They are assumed to be responsible and trustworthy and are given a range of duties. For instance, Year 6 pupils look after the children in the reception class during wet play times. Circle time is used very well in the Reception class. Here it makes a significant contribution to developing pupils self-confidence and listening skills. Although circle time is also used in some other classes this is not consistently so throughout the school. As a result opportunities are missed to develop all pupils' self-confidence and esteem through this approach. Pupils have the opportunity to take part in two residential educational visits, in Year 5 and 6. This experience makes a very good contribution to their social development and growing independence. Pupils also develop a sense of social responsibility through their contribution to the community.

32 The school's provision for pupils' cultural development is satisfactory. Teachers make sure that pupils appreciate their own, local culture. For example, there is a good link with the local brick works. In geography pupils study and draw from aerial pictures of the River Ribble. Pupils have good opportunities to visit museums and galleries. They listen to a variety of music in different styles. The school choirs regularly perform both in school and at community events. Through their art lessons pupils have the opportunity to work in the style of differing artists such as Paul Cezanne and Jan Pienkowski. However, there is scope to extend still further the provision for multi-cultural education.

33 The curriculum provided for pupils throughout the school is good, which shows improvement since the last inspection when it was judged to be satisfactory.

34 The children aged up to five are provided with a stimulating learning environment which leads to them making good academic and personal progress in all the areas of learning expected for this age range. They are well prepared for the Programmes of Study of the National Curriculum as they enter Year 1. The pupils aged 5 to 11 are able to take part in a variety of worthwhile learning experiences that enable them to make good academic progress. All statutory requirements are met, as are the demands of the locally agreed syllabus for religious education. The National Literacy and Numeracy Strategies are implemented well, which is an important factor in the good standards achieved in English and mathematics in recent years. There has been much improvement in the curriculum for science, with the pupils now having many opportunities to be involved in activities that effectively develop their investigational skills.

35 The school supports the pupils' personal, social and health education in an appropriate manner. However, this is an area that it is keen to improve by making the provision more formal so that pupils are able to build more effectively on their experiences from year to year. There are suitable opportunities for pupils to relate to others in a variety of situations, in and out of school, and as a result they learn to respect the values and beliefs of other pupils and adults. This provision for social education is enhanced by a good range of extra-curricular activities, and is an important factor in promoting the good relationships to be seen in the school. Pupils are helped to develop positive attitudes towards healthy eating, as part of their studies in science, and learn about how drugs, as medicines, can be helpful but are dangerous when misused. The school provides sensitively for sex education for pupils in Year 6, with the support of the school nurse.

36 The school is successful in ensuring that all pupils have equal access to the curriculum and has effectively provided for educational inclusion. The provision for pupils with special educational needs has been maintained since the last inspection and is good, with effective procedures in place for the identification and assessment of these pupils. The individual education plans give suitable targets, which are broken down into small steps that enable pupils to make good progress in their learning and achieve well. The needs of pupils with English as an additional language and the more able and gifted pupils are met effectively and consequently they make good progress in their learning.

37 The school has improved its planning procedures since the last inspection, when they were seen as a weakness, and there is now a good structure in place to ensure continuity and progression of learning in most subjects. There is now a long-term planning framework that provides an overview of the aspects of the National Curriculum Programmes of Study delivered by each year group over the year. The medium-term planning consists of schemes of work that outline the knowledge, skills and understanding to be taught. Short-term planning is taken from these schemes and is now clearer and more focused. The work is now more effectively matched to the abilities of pupils and is a notable feature in the good progress that they make. This is a result of the teachers now planning in year teams to evaluate the work done that week and then plan future work based on these evaluations.

38 The provision for extra-curricular activities offered to pupils is good and the school enjoys a great deal of success in competitive team games with other local schools. The activities include netball, athletics, cricket, cross-country, choir, guitar, choral speaking and drama. There are opportunities for all pupils to take part in a wide variety of educational visits that enrich the curriculum by providing further significant learning experiences. Children in the Reception classes make effective use of walks around their local environment, including Coppice Park, to find out about the area in which they live. Older pupils have visited Clitheroe Castle and Ribchester as part of their studies in history and have been to a children's museum of science in Halifax. Pupils also have opportunity to take part in activities such as 'Book Week' and to work with authors and poets to develop their skills in reading and writing in an imaginative and stimulating way. There have been visits from an artist to develop pupils' skills in the designing and making of stained glass windows. There are also residential visits, which help develop pupils' personal and social skills, with pupils in Years 5 and 6 having opportunity to stay in London and Shropshire.

39 The school's very good links with the community make a strong contribution to pupils' learning. There are regular visits from the school nurse and representatives from the police and fire services to talk to and work with the pupils on such topics as how to live healthily and road and fire safety. The clergy from a variety of religious denominations come into school to lead assemblies and join in lessons to effectively support their spiritual and religious education. There are opportunities for parents and members of the local community to work with pupils in school on a regular basis and to watch musical and drama presentations at Christmas and Easter. The pupils are actively involved in raising money for a variety of charities, including 'Age Concern', which enables them to gain a good understanding of the needs of others. There are productive links with pre-school playgroups that enable the children to feel confident and secure when they start school and helps them to settle quickly into everyday routines. There is also very good liaison with local secondary schools, with teachers working closely together to ensure that pupils in Year 6 are effectively prepared for transfer to these schools. Students from a local college of education often come into school for teaching practice and provide further stimulating learning experiences for the pupils. The school has established a very good partnership with a teacher training establishment. This link has been and continues to be a valuable contributor to both parties, and benefits pupils' education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40 Taken overall, this aspect of the school's provision is good, but within this there are both very good and unsatisfactory features. The headteacher and staff know the pupils very well, they value them as individuals and provide a very caring and friendly environment for them to work in. Pupils say they feel safe and secure in their care. Because teachers know their pupils so well and provide very good day-to-day care, pupils work confidently and grow in self-esteem; this makes a positive contribution to the standards they achieve.

41 The arrangements for child protection are very good. Teachers are very aware of the procedures to follow if they have any concerns about pupils in their care. Any concerns that are raised are very sensitively dealt with. There is very good liaison with outside agencies. This means that pupils who need specialist input are well supported. There is a good induction programme for pupils entering the

Reception class and this ensures they settle quickly into the routine of new school life. Good liaison with secondary schools ensures the smooth transition of pupils to their next stage of education. A number of staff have received first-aid training and there are good arrangements to inform parents about illness or accidents at school. Fire drills are regularly carried out and pupils are aware of the routines to follow. The governing body have a health and safety sub-committee and they have compiled a detailed policy. Staff have a good awareness of health and safety arrangements and the need for safe practice in their day-to-day work. Although there is much good practice within the school there are a number of concerns. All staff have not received appropriate training to enable them to deal with some pupils' medical conditions. The mid-day supervisors have not received training for their role and do not engage pupils in worthwhile activities. A number of significant health and safety concerns were brought to the attention of the headteacher and governing body. Because of these concerns procedures for ensuring pupils' welfare are unsatisfactory overall.

42 All teachers have a consistent approach to dealing with incidents of inappropriate behaviour. Punishment is rarely used because self-discipline and respect for others is promoted very well as part of the schools' ethos and the very good relationships that exist. There are examples of good practice where pupils discuss and draw up their own classroom rules, but this is not consistent across the school. Appropriate behaviour, effort and achievement, in all aspects of school life are regularly rewarded. The behaviour management plans, for those pupils who sometimes find difficulty controlling their behaviour, have clear and realistic targets and these pupils receive good support.

43 Procedures to monitor and improve attendance are satisfactory. Parents are regularly reminded of the need to avoid holiday during term time, especially during the weeks when the tests for pupils aged 7 and 11 take place. The educational welfare officer (EWO) regularly visits the school and follows up cases where pupils' attendance is giving cause for concern. The school has recognised the need to improve the punctuality of some of its pupils but so far improvement has been limited.

44 The day-to-day support and guidance provided for pupils make a good contribution to their academic achievement. Teachers know their pupils very well, support and encourage them in their learning and recognise and reward pupils' efforts and achievements. They ensure pupils are given responsibilities from their earliest years in the school. Because of this, pupils want to do well in their lessons and are keen to carry out the responsibilities offered. Pupils' personal development is monitored effectively, but staff rely on informal communication and procedures; there is no formal written monitoring system in place.

45 The previous report indicated weaknesses in the procedures for assessing and recording individual pupils' attainment and monitoring the progress that they make as they pass through the school. These procedures have been significantly improved and there is now good monitoring of the pupils' academic performance and the use of assessment information to plan future work. There is an effective whole-school system of assessment and record keeping that can be used by teachers to decide pupils' levels of attainment and set targets for improvement, especially in English and mathematics. The school recognises the need to expand these record-keeping procedures to incorporate subjects not already covered. There are very effective procedures in place to analyse the optional and statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. Assessment information is used effectively by teachers to evaluate pupils' performance so that they can plan future work accordingly. Assessment information for pupils with special educational needs is also used effectively to plan future work. The information from the initial assessments when children start school is used in a very effective manner to plan future learning experiences. There are good systems in place to monitor the achievements of different groups of pupils, which means that the school is effective in meeting the needs of pupils of different abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 Parents' views of the school are very positive. They say they are always made to feel welcome by staff and appreciate the opportunities to have informal meetings to discuss their children's work. Parents are encouraged to become involved in school life and with their children's learning. Many parents and grandparents give freely of their time, helping regularly in classrooms and with other school activities. The contribution parents make is valued by the school and makes a significant contribution to pupils' achievement. Each year the school organises a successful "parents as educators" course. Last year all parents qualified at a distinction level. As a result of attending, a number of parents have gone on to gain further qualifications and some now work in the school. Where they are able to, parents generally support the work their children do at home, by hearing them read or helping them to learn their tables. There is also culture of self-help in the school and a group of parents are about to build a millennium wall to improve the school grounds. Parents help the school financially. There is an active Friends of Peel Park School association (FOPPS) that organises fund raising events. This provides funds for additional resources for teaching and learning. With the exception of the Christmas Fair, unfortunately there is sometimes a disappointing lack of support for the school. Parents give good support to school events such as the Mother's Day assembly and harvest festival service.

47 The quality and range of information provided for parents is good. Regular newsletters, day-to-day information and curriculum evenings keep parents well-informed about school life and what their children are learning. The governors' annual report to parents is well presented and the school brochure gives prospective parents a clear overview of the school. Reports to parents about their children's progress are good overall. Specific attainment detail, especially in English, mathematics and science is included, but occasionally in some subjects comments are general and focus on pupils' attitude to work. Reports for those children in the Foundation Stage are very good because they include specific targets for improvement during the next year. Although there are examples of good practice, parents are not always provided with consistent information about what their children are to be taught or the provision made for homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 Leadership of the school is very good. The headteacher provides clear educational direction and promotes high educational standards within a caring and supportive ethos. His style is charismatic and consultative, involving all the key players within the school. He has a good knowledge of the school's strengths and weaknesses and justifiably has the respect and confidence of pupils, colleagues, governors and parents.

49 The very good support provided by the senior management team contributes successfully both to the smooth day-to-day running of the school and to its long-term development. The deputy headteachers provide very good pastoral support for colleagues and pupils. Each deputy successfully manages a full-time teaching commitment alongside subject responsibilities and effective management of a key stage.

50 The leadership and management of the school has been substantially improved since the last inspection, especially in raising the quality of teaching and standards in English, mathematics and science. Almost all of the key issues identified in the last inspection have been fully addressed. Very effective leadership by the co-ordinators of English and mathematics has been instrumental to the successful implementation of the National Strategies for literacy and numeracy. All teachers fulfil their subject leadership responsibilities enthusiastically and effectively.

51 The governing body is very effective in fulfilling its duties and statutory responsibilities and benefits from educational and managerial expertise amongst its membership. Governors have an appropriate structure of committees that meet regularly and through minutes of meetings keep each other fully informed of decisions taken. They are also kept well informed by the headteacher and

through a comprehensive system of partnership with subject leaders on the teaching staff. In addition, several of them visit the school on a frequent basis. Therefore, through both formal and informal means governors maintain a very good understanding of the strengths and weaknesses of the school.

52 The school makes good strategic use of its available resources. Governors have targeted money towards those areas identified for improvement within the very good quality school improvement plan (SIP). It makes clear the priority areas for improvement, personnel responsible and the resource costs. Governors are fully involved in the termly process of evaluating the progress made in each of the targets identified in the SIP and in establishing new targets. Decisions taken in setting the budgets are appropriately taken in relation to the educational priorities; for example, in providing an ICT suite and in supporting pupils with special educational needs. The school budget is closely monitored and the 'effective' quality of the school's accountancy procedures was testified in the most recent audit report. Governors are confident that the present overspend situation will have been eliminated by the end of the financial year.

53 The school has very good procedures for monitoring, evaluating and developing teaching and for improving standards. In particular, the teaching of literacy and numeracy has been suitably monitored by the subject co-ordinators and this has led to the school substantially improving its teaching in these subjects. Similarly, the school makes good use of its analysis of assessment data to target specific areas of teaching to bring about improved standards. This is already having a positive impact on standards, in particular in raising levels of attainment, for 7-year-olds in mathematics and science. The school remains committed to raising standards, as evidenced by booster classes that aim to extend pupils' attainment to National Curriculum Level 6 in English, mathematics and science.

54 Systems for monitoring and promoting good behaviour are very good. The headteacher sets the tone in providing an excellent example of care and support for pupils. Teachers also present very good role models for pupils and foster the very good relationships that are apparent in the school. Parents testify to the family atmosphere in the school, which is all the more commendable when taking into account the size of the school population.

55 The management of special educational needs (SEN) is good. The co-ordinator for SEN has a secure working knowledge of the Code of Practice and ensures the SEN register is kept updated. The school involves parents and outside agencies appropriately to support pupils' learning.

Staffing levels are good and all are suitably deployed to promote pupils' learning. There is a high proportion of very experienced teachers. The school is committed to the continuing professional development of staff, as evidenced by its carefully thought out Performance Management Policy. Over recent years, the school has continued to provide very good training for student teachers and in return has benefited from the productive partnership established with a higher education establishment. Classroom assistants and nursery nurses contribute significantly to the learning and progress made by all pupils and especially for those with statements of special educational needs. Given the high number of adults who work in the school there is a need for a staff handbook to ensure that all those who are new to the school have ready access to details of day-to-day routines and procedures. The school secretaries carry out their duties efficiently and effectively and present a welcoming image of the school.

56 Resources are at least adequate in all areas of provision. In English, information technology and art, resources are good. Resources are bought by applying the principles of best value and staff make effective use of the majority of resources. Good use is being made of the ICT suite enabling pupils to develop information technology skills. However, the present usage of ICT equipment based within classrooms is inadequate and results in pupils having insufficient access to develop and apply their computer skills across other curriculum subjects.

57 Governors have committed additional funds to improve accommodation, including presenting a bid

for improving access to basement classrooms. Nonetheless, in the meantime, potential dangers are presented by the limited access available. Further, the aesthetic appearance of some cloakrooms and both hall floors, and the inadequate provision of toilets present an unsatisfactory feature within the environment. The very sensible behaviour of pupils helps to mitigate these problems. Teachers create stimulating learning areas and celebrate pupils' work through very attractive and relevant displays that promote and reinforce learning. The building is kept clean by the caretaker and staff, and is treated carefully by the pupils.

58 Given the average income it receives and the good teaching provided, and the above average standards attained by pupils, the school is providing very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

KEY ISSUES:

In order to bring about further improvement the headteacher and governors should:

1. Improve accommodation by: (paragraph 57)
 - a) seeking professional advice in order to improve pupils' access to and exit from basement classrooms, particularly in the event of emergency evacuation;
 - b) modernising outdated cloakroom areas;
 - c) renovating hall floors; and
 - d) increasing the provision of toilet facilities.
2. Improve pupils' opportunities to use classroom based computers. (paragraph 198)

NB: School has already identified items 1a and 1c above as areas for improvement.

Other issues Governors may wish to include in the Action Plan

- Provide appropriate training to equip all staff to deal with the medical conditions of specific pupils.
- Provide a co-ordinated, whole-school approach to develop pupils' personal, social, health education (PSHE).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	22%	43%	27%	2%	0%	0%

The table gives the per centage 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 – Y7]
Number of pupils on the school's roll (FTE for part-time pupils)	0	601
Number of full-time pupils known to be eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7]
Number of pupils with statements of special educational needs	0	18
Number of pupils on the school's special educational needs register	0	127

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	42	41	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	34	38
	Girls	38	40	40
	Total	71	74	78
Percentage of pupils at NC level 2 or above	School	86 (86)	89 (92)	94 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	37	38
	Girls	39	39	41
	Total	72	76	79
Percentage of pupils at NC level 2 or above	School	87 (86)	92 (86)	95 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	44	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	33	39
	Girls	38	37	42
	Total	74	70	81
Percentage of pupils at NC level 4 or above	School	87 (76)	82 (85)	95 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	34	38
	Girls	37	38	36
	Total	70	72	74
Percentage of pupils at NC level 4 or above	School	82 (79)	85 (87)	87 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	28
Bangladeshi	0
Chinese	0
White	474
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	21.1
Number of pupils per qualified teacher	28.4
Average class size	31.6

Education support staff: YR – Y7

Total number of education support staff	17.0
Total aggregate hours worked per week	613

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	2000
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	£
Total income	922577
Total expenditure	960448
Expenditure per pupil	1612
Balance brought forward from previous year	24321
Balance carried forward to next year	-13550

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	600
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	71	26	1	1	1
Behaviour in the school is good.	53	42	3	1	1
My child gets the right amount of work to do at home.	48	42	8	1	1
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	41	41	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	1	1	0
The school expects my child to work hard and achieve his or her best.	75	24	1	1	0
The school works closely with parents.	44	43	10	1	3
The school is well led and managed.	67	31	0	1	1
The school is helping my child become mature and responsible.	61	34	1	0	3
The school provides an interesting range of activities outside lessons.	33	34	14	2	17

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

59 Children enter school at below average attainment in most areas of learning. By the time they are five years of age most children have attained standards expected for pupils of this age in all areas of the Foundation Curriculum.

60 During the inspection it was evident that children are in line to attain average standards in all areas, except in Knowledge and Understanding of the World which are above average.

61 There has been a significant improvement in teaching since the previous inspection. Overall, teaching is good and 45 percent is very good. There is no unsatisfactory teaching.

62 Reorganisation of staff has now ensured full-time NNEB support for all three classes. Adult support is used very effectively. Many parents, grandparents and friends of the school give time to support groups of this age. Their time, deployment and understanding of the needs of the pupils, have a good impact on their learning. Pupils are provided with both male and female role models amongst their adult support. Pupils' learning is focused within small groups. Understanding and language development are enhanced by the adult pupil ratio and by the quality of support.

63 Teachers and support staff have good relationships with pupils and, usually, high expectations of behaviour. Pupils gain much from teaching when they are aware of expectations of behaviour and consequently listen well.

64 Occasionally lessons can become a little noisy and some poor behaviour follows. This is dealt with rapidly and sensitively but where this occurs a preventative approach of greater structure to activities and more direct teaching of groups would alleviate the need to intervene after the event. Technical vocabulary and questioning are used to good effect to challenge thinking and assess understanding.

65 Structured and well- resourced sessions are usually provided and pupils are given the opportunities to practise basic skills. Teachers plan as a team and visit each other's classrooms to share ideas and practice.

66 Pupils with special educational needs make good progress and their needs are well provided for.

67 The school has successfully implemented the Foundation curriculum and children are working well towards the Early Learning Goals. The curriculum is well planned and learning intentions for all activities are clear.

Personal, social and emotional development.

68 Attainment on entry to school is below average. By the time children are five years of age most have made good progress and attained average standards in personal, social and emotional development.

69 Most children are on line to achieve this Early Learning Goal by the end of the Foundation Stage at five years of age.

70 The provision of 'Circle Time' ensures good development of all these areas. Pupils learn to take turns, listen, carefully observe and choose. They are encouraged to show sensitivity to others and to care for natural things.

71 Good modelling of expression helps pupils to express their feelings and vocabulary is provided to aid articulation of feelings.

72 Children are taken outside to blow bubbles and wonder at the shapes, lightness, colour and movement. Many first-hand experiences are provided and children are encouraged to respond in different ways

73 Children learn to give thanks, to celebrate and to appreciate their environment. They learn to be independent, share well and tidy their equipment at the end of a session. Almost all the children know what standards of behaviour are expected.

74 Hall sessions are shared by different classes and children learn to play with larger groups of children from other classes. Reception children attend school assemblies and are involved in Key Stage 1 productions learning to mix with older pupils.

75 Teaching, within this area, is good. Good relationships are developed and pupils are encouraged to work harmoniously showing respect for other people and property.

Communication, Language and literacy

76 When pupils enter school their attainment in language and literacy is below average.

77 By the end of the Foundation Stage, pupils' attainment in language and literacy are in line with national expectations. Pupils continue to make good progress towards these standards.

78 The children enjoy listening to stories and rhymes and can predict familiar story language. They can read familiar repeating text patterns and simple sentences.

79 Most children write letters correctly and can write their own names and simple sentences. They use the computer to write sentences, learn about capital letters or rhymes. Children use correct terminology such as capital letters and lower case letters and know when they are used.

80 Most children listen well and speak confidently explaining their activities clearly and giving reasons and opinions for events or observations. Children can articulate phonemes and have a widening vocabulary linked to role- play or other structured activities.

81 Teaching of language and literacy is good and sometimes very good. Opportunities are provided for children to express their thoughts and feelings, to share a range of books, to write, to listen carefully and to experience creative and imaginative play.

82 The development in communication skills is planned within every area of the curriculum. Clear articulation and expression are used by all practitioners and helpers, who provide positive modelling for pupils. Children are encouraged to speak aloud and to develop confidence, such as in clapping and speaking their own names.

83 Children play confidently in their 'travel agency', 'garage' 'jewellery shop' or 'café'. They use correct vocabulary and are provided with writing opportunities to book holidays, serve or buy jewellery or to service cars. They learn about road safety near the garage by using the pedestrian crossing or crossing patrol. Parents have been heavily involved in the setting up of role- play areas and making them as realistic as possible.

Mathematical Development

84 Attainment in mathematical development is below average when children enter school. By the time they are five years of age most children attain standards nationally expected for this age.

85 Children are making good progress towards the nationally expected standards.

86 Children can write and recognise numerals, some pupils can count correctly to 50. Almost all children can count up to ten objects.

87 Children learn about 'long' and 'short' through practical activities such as making clocks, making mice with long and short tails or threading beads. Such concrete experiences promote understanding. Mathematical language is reinforced in every area of the curriculum, in particular the number of the week.

88 Children made spiders with eight legs and imprinted the numeral on their backs, made eight cakes or gingerbread men with eight buttons. They could all recognise the number on their clocks. Children practise writing numerals using white boards, sand and number sheets. Teachers provide magnetic numbers and number lines which pupils use to help with sequencing and writing.

89 Children estimate weight and use correct mathematical language. They use a balance and can decide when objects balance and when an object is heavier or lighter.

90 They recognise and can name shapes using correct names and decide when shapes are narrow. Children use construction kits and, through play and discussion with adults, learn about space, pattern, position and movement.

91 Teaching of mathematical development is good and many opportunities are provided to develop skills, vocabulary and understanding. Assessments are made frequently and activities are appropriate and challenging. Learning objectives build onto prior knowledge so that the needs of all pupils are catered for.

92 Plenary sessions are well used to reinforce teaching points and to play games; for example, involving identifying the missing number from a 100 square.

Knowledge and understanding of the world.

93 Children enter school at standards below average in this area of the curriculum. By the time they are five years old they attain standards in line with national expectations.

94 Children are making very good progress in this area and are now in line to reach standards above expectations.

95 Teaching in this area is mainly very good. The provision is structured and well resourced but allows appropriately for investigation and exploration. Teachers have good subject knowledge and

emphasise language development. Activities challenge the children, who are encouraged to describe their findings.

96 Provision is made for children to experience a range of textures and materials and to investigate properties and change through the use of their senses. They smell snowdrops, coconut and chocolate; they taste cakes; they touch clay, ice, bubbles, dough, sand and water; they hear music, stories and footsteps whilst blindfolded; they see bubbles, flowers, shapes, books and colour. As a consequence childrens' knowledge and understanding of the world is well developed

97 Children explore a variety of materials through creative activities such as making houses of familiar plastic or metal objects, using clay to make jewellery, tiles or spiders and making cakes.

98 They are aware of safety and hygiene and are encouraged to predict outcomes such as the effect of heating chocolate or the effect of salt on blocks of ice. They can select from a variety of materials and use tools such as scissors and glue.

99 They can discuss previous work when waterproof materials were tested and can give reasons for outcomes.

100 Topic work is extended into music making when a variety of materials are used as instruments. Children listen to the differing sounds made by the materials and develop their listening skills and understanding of the nature of materials.

101 Children use the I.C.T. suite to learn basic skills and the classroom computers to practise language or mathematical skills. They are learning to use the keyboard and mouse and can use listening-centres sensibly.

Physical Development

102 Children enter the school at below average attainment for this area of learning. By the time they are five years of age they have made good progress and are in line to attain the nationally expected standards for this age group.

103 Children handle tools and modelling materials well. They have good pencil control, use the mouse and keyboard sensitively and can thread beads. Children play with small dolls in the dolls' house and show fine motor control in making models in clay or rolling dough to make cakes. They can competently use scissors, paint and construct models.

104 Teaching is good and all staff change correctly for physical education lessons. All children change clothes and footwear. Soft plimsolls are worn to allow maximum sensitivity, comfort and safety on a very poor hall surface. Although the floor is safe it is a cold and unpleasant environment for young children to lie on.

105 In one physical education lesson children showed good co-ordination as they balanced a bean bag on various parts of their body. Movement is well controlled and children demonstrate a very good awareness of space.

106 Teaching in this lesson was very good. The very good relationships led to very good behaviour and high quality learning. Children obey commands immediately, willingly demonstrate and learn from each other and the teacher. The children warm up and cool down and are able to name the body parts used to balance their bean bag.

107 The school has purchased suitable outdoor play equipment. It is used in the hall during wet

weather. This is an improvement since the last inspection.

108 Children use bicycles, cars, tractors and prams and learn to ride sensibly and safely. They show suitable co-ordination and awareness of space by controlling distance between vehicles.

109 The curriculum is taken outside as often as possible but there is still a need for free access to the outside environment for the children. Extended provision of an internal courtyard for the Early Years is under consideration for the next phase of building development.

110 The school has shown a growing awareness of this need by producing advice and guidance and a booklet for outdoor play. There is a need for further resources for outside play; for example, to extend balance. Use could be made of the natural environment and materials.

Creative Development

111 Children enter school at standards below national expectations for creative development. By the time they are five years of age the children are in line to attain national expectations.

112 Children paint with a variety of media and tools, such as string. They explore colour and textures. Children make collages of many different materials and create their own shape pictures.

113 Children are given tools to experiment with pattern, in clay and sand. They make their own jewellery using beads to make patterns.

114 Music provides opportunities to express and communicate their feelings. The children can sustain a beat to accompany a song, sing tunefully and name instruments of the orchestra. They enjoy their lessons.

115 Teaching is good and teachers have high expectations of behaviour and quality of work. Children are given the opportunity to choose their own resources within a range and to experiment; for example some children selected tinsel pipe cleaners for their spiders as it sparkled.

116 There are many opportunities for imaginative play which are well resourced and planned. Children take on the roles of shopkeeper, customer, garage mechanic or travel agent and relate these to their own experiences.

117 Discussions with children playing in the sand revealed story-related imaginative play when their sand - castle hid traps for unsuspecting travellers and a king who had a secret exit.

118 Management of the Foundation Stage is good. The co-ordinator has delivered training in the new curriculum to all staff and has restructured procedures for conducting baseline assessment. She has attended a number of relevant courses and has completed the first phase of in-school training in the monitoring of teaching. Plans are monitored and there is a portfolio of photographic evidence of pupils' achievements. A skills register assists in assessment and record-keeping.

ENGLISH

119 Standards have improved since the previous inspection. The results of the 2000 tests for 11-year-olds show standards are above those seen nationally and also above average when compared with the results of pupils in similar schools. Analysis of the results for the last three years indicates that standards have risen each year. The improvement has been brought about by the school's careful analysis of the pupils' past performance and the way it has used this information to adapt planning and teaching. Work is carefully planned to address the needs of different groups. Additionally the school

organises booster classes, which higher-attaining pupils attend on a voluntary basis and this has contributed to the increase in the numbers of pupils attaining National Curriculum (NC) Level 5 in the tests. The attainment of most pupils in the current Year 6 is above average, indicating that the school is on course to achieve the targets which have been set for English. There is no significant difference in the performance of boys and girls.

120 The results of the 2000 tests for 7-year-olds show standards are above average for reading and well above average for writing. Standards in reading are also above average and standards in writing well above average when compared with similar schools. Analysis of results for the last three years indicates a trend of rising standards. When considering the percentage of pupils attaining NC Level 3, the school's results were close to the national average in reading and well above the national average in writing. Pupils make very good progress from the time they enter school, as a result of the good teaching they receive. The attainment of most pupils in the current Year 2 is above average in both reading and writing. This indicates that the standard of pupils' writing is not quite as good as that achieved in last year's tests. This can be explained by the fact that, on entry to the school, the literacy skills of current Year 2 pupils were not as good as those of the last year's pupils.

121 There has been an improvement in the standards achieved in speaking and listening throughout the school since the last inspection. Teachers place great emphasis on the development of oracy skills, both in English lessons and across the curriculum. As a result of the good teaching they receive, pupils make very good progress and achieve above average standards in speaking and listening by the time they leave school.

122 There has been a significant improvement in teaching since the last inspection. The quality of teaching is good overall in both key stages, with some very good teaching in Years 2 and 6, and some excellent teaching in Year 6. Teaching is never less than satisfactory. All teachers plan thoroughly for all elements of the literacy hour, and they prepare and resource their lessons effectively. In most lessons, work is planned at three levels of difficulty and successfully challenges higher, average and lower-attainers.

123 Teachers use praise and encouragement effectively to build pupils' confidence in speaking out during lessons. Good questioning by teachers during the introductory part of lessons enables pupils to explore and express their ideas clearly. Plenary sessions provide good opportunities for pupils to present their work to the class. Teachers work hard to extend pupils' vocabulary, including the use of technical language. Many teachers have word walls and other effective displays to reinforce pupils' knowledge and understanding of vocabulary introduced in lessons. In discussions as a class, or in groups, pupils listen carefully to what others have to say and take account of other points of view. In a literacy lesson, for example, Year 5 pupils discussed the poet's use of rhythm, rhyme and imagery in 'The Highwayman'. Their contributions were relevant and perceptive, showing that they were listening carefully to the poem and to what others were saying.

124 Pupils aged five to seven make very good progress in reading and achieve above average standards. This is the result of the good teaching they receive during the literacy hour and the time teachers and support staff spend hearing pupils read. During sessions with big books, the experience of reading together means pupils gain confidence in reading with expression. Pupils have a good knowledge of books and, by Year 1, know the difference between fiction and non-fiction and what an index is. They read regularly in school and at home and their reading record card maintains regular contact between school and parents about children's progress. In Year 2 pupils know their alphabet and can apply this knowledge to find information in a dictionary. Higher-attaining pupils can apply alphabetical knowledge to second and third letters in a word. Pupils read with enjoyment and can apply a range of strategies to help with unfamiliar words, including the use of phonics. In whole-class or group discussions, pupils demonstrate understanding, the ability to predict or draw conclusions, and to

give their opinions about the text. This was seen clearly in the good lesson in Year 2, where a group read and discussed Hansel and Gretel with the teacher.

125 Pupils who are aged seven to eleven make good progress and achieve above average standards in reading. There have been significant improvements in pupils' reading skills since the last inspection. In class and group discussions, they demonstrate the advanced reading skills of inference and deduction. They know an appropriate range of children's authors and can talk in an informed way about them. By the age of eleven, pupils read a wide range of texts both for pleasure and for information. They read accurately, fluently and with expression. During the literacy hour, skilful questioning by teachers enables pupils to discuss a wide range of texts in depth. This was evident in the excellent lesson in Year 6 when pupils discussed the way CS Lewis and JK Rowling had handled time shifts in their novels. They can discuss their likes and dislikes, identifying key features of different genre and the style used in different authors' work. In Years 5 and 6, pupils discuss poetry in depth, talking about rhythm, rhyme and imagery, using technical terms, such as alliteration, correctly. There are also improvements in pupils' research reading skills since the last inspection. Pupils use their alphabetical knowledge when using dictionaries, indexes and other reference books. Older pupils use skimming and scanning to find information. They also find information using the Internet and Encarta. There is room for further improvement in their research skills, by providing opportunities for pupils to select information from a range of different sources, take notes, and organise, collate and re-present information. At present few pupils outside Year 6 have such opportunities.

126 The school has good resources for reading, particularly the range of enlarged texts used in the literacy hour. The recently-acquired books for group reading mean all pupils are able to read high quality texts, appropriate to their age and ability. Class and school library facilities are used well, providing further opportunities for pupils to develop their reading skills. The separation of library stock into three separate libraries ensures all pupils have easy access to suitable books for their age. However, there is still a need for further improvement in library provision. Although the books in the libraries are generally satisfactory, there are insufficient texts for the number of pupils, nor do they cover the range necessary to support the curriculum effectively for seven to eleven-year-olds. The labelling of shelves is inadequate. The environment of the libraries needs to be improved if they are to be places where pupils would wish to browse or study.

127 The school has worked hard to improve standards in writing since the last inspection and standards have improved for both seven and eleven-year-olds. Careful analysis of last year's results in the tests for seven-year-olds has resulted in the provision of additional literacy support for pupils in Year 3 to raise their standards of attainment, particularly in writing. There is evidence that this is having a positive effect, particularly in relation to standards in handwriting, spelling and presentation of work. In addition, the school has taken steps to deal with underachievement of a particular group of boys, identified during the previous inspection, and now in Year 5. Additional support has been provided and teachers work hard to provide work which takes into account their interests and needs. While this has had a positive effect, it is clear that this is an exceptional group. There are no significant differences between the achievement of boys and girls in any other year group.

128 Throughout the school, teachers ensure pupils have opportunities to write in a wide range of narrative and non-narrative forms, not only in English but also in other subjects. They often model writing tasks with a class or group and this is effective in enabling pupils to understand what is expected of them. In a very good lesson with Year 6 pupils, the teacher successfully modelled the opening paragraph of a story about evacuees, following on from earlier work in history. Using pupils' own suggestions as a basis for discussion, the teacher showed how to develop and improve ideas. The quality of writing subsequently produced by the pupils was of a high standard. Teachers often use writing frames to introduce pupils to a new form of non-fiction writing and these can be successful, particularly in providing different levels of support for pupils of different abilities. However, some of the commercially produced writing frames which the teachers use, can actually inhibit pupils' writing,

as was the case with the frame used for poetry writing, following study of 'The Highwayman' in Year 5.

129 Pupils aged five to seven make good progress in writing and standards are above average. They write in a variety of forms in different subjects. For example, pupils in a Year 1 class had written instructions and recipes in design and technology, showing they could sequence the steps; pupils in a Year 2 class had written reports of a test carried out in science; pupils in Year 2 had also used word processing to produce writing about themselves. Most pupils write in sentences and can punctuate them. Higher-attaining pupils can write in paragraphs. All pupils in Year 2 can produce legible, joined handwriting, though not necessarily consistently in their writing. Spelling standards are above average.

130 Pupils aged seven to eleven continue to make good progress, particularly in Years 5 and 6, where many produce writing of a high standard. Overall writing standards are above average at age eleven, with a significant number achieving Level 5. Pupils write in a wide range of forms, with a sense of purpose and audience. Often they write in a particular style, with more able writers adapting their style to the reader. This was evident in the displays of writing in Year 6 classrooms, where newspaper reports, spells based on the witches scene from Macbeth, environmental posters and spooky stories, all showed pupils writing confidently and effectively in a range of different genre. There is no doubt that the in-depth study of texts during the literacy hour is having a very positive effect on pupils' own writing. Almost all pupils take care to write neatly and set their work out well, so that standards of presentation are high.

131 All teachers mark pupils' work positively, providing support and encouragement in their comments. In best practice, some teachers provide specific comments which enable pupils to know what they are doing well and what they need to do to improve their work. There is a need for greater consistency in marking with all teachers aiming for best practice.

132 Pupils with special educational needs make very good progress in relation to their prior attainment as a result of the effective support they receive from teachers and classroom support assistants. Their individual education plans contain appropriate short-term, achievable targets and teachers' planning takes account of them. The school monitors their progress and reviews their education plans on a regular basis, setting new targets when necessary. Similarly, pupils who have English as an additional language make good progress and, as result of the good teaching they receive, achieve standards similar to those of their peers.

133 Pupils have good, sometimes very good, attitudes to their English work. The good teaching they receive engages their interest and they respond well in lessons. They listen carefully to the teacher, are keen to contribute to discussions and show respect for other points of view. They concentrate and apply themselves well to tasks. Behaviour is good, sometimes exemplary; for example in Year 6.

134 Pupils have good opportunities to develop their literacy skills in other subjects. In mathematics, pupils discuss what they are to learn at the start of each lesson and, during the plenary session, they explain the strategies they have used and explore ideas. There is a strong emphasis on oracy development in many subjects. For example, in a Year 2 class's PE lesson, pupils worked in threes discussing their dance sequence. Teachers promote accurate use of subject vocabulary, as was seen, for example, in geography lessons in Year 2. Reading and research opportunities are provided in geography, history and RE. An example of this was in geography in Year 3 where pupils had used travel brochures to find information about holiday destinations. There are opportunities to write in a variety of forms in many subjects. In science pupils write reports and produce accurately labelled diagrams; in geography in Year 6 pupils produced tabulated information about contrasting locations; and in Year 3, pupils in RE wrote the rules for a club. Drama was used very effectively in history in Year 6 to explore the experience of being evacuated. This was followed up by some very good

empathic writing. Information technology is sometimes used by pupils to word process their own writing.

135 The long and medium-term planning follows the framework of the National Literacy Strategy and is used very effectively by teachers in ensuring progression and continuity of pupils' learning through the school. The school carries out detailed analysis of National Curriculum statutory and non-statutory tests in order to identify strengths and weaknesses in pupils' performance. This information is used both to track the progress of individual pupils and to set teaching targets. Day-to-day assessment of pupils' progress is linked to the clear and focused targets set in teachers' daily planning in the literacy hour. Teachers keep detailed reading records of the books pupils read, but only a few make reference to the development of pupils' reading skills. This is still an area for improvement.

136 The leadership of the subject is good, with the co-ordinator having a clear understanding of the strengths and weaknesses in the subject. She provides effective support, which contributes to the very successful implementation of the NLS. Her monitoring and evaluation of planning, teaching and pupils' work, is helping to improve teaching and raise standards. This, combined with the careful analysis of assessment data, ensures that the school's plans for the further development of literacy are focused on clear and appropriate priorities, as seen in the school improvement plan.

MATHEMATICS

137 The school's 2000 test results for 11-year-olds are above average when compared to all schools nationally and well above average when compared to schools of a similar nature. The proportion of pupils reaching the higher level (National Curriculum Level 5) is well above the average when compared nationally. Over the last four years, the school's results have remained above the national average and are improving. Evidence from the work of the present Year 6 pupils paints a similar picture of above average standards. This represents very good achievement because the attainment of most of these pupils was below average when they began school in Reception.

138 The school's 2000 test results for 7-year-olds are average both when compared to all schools nationally and when compared to similar schools. The proportion of pupils reaching the higher level (National Curriculum Level 3) is above the national average. Until the year 2000 and over the previous three years, standards were below the national average. However, the improved results from the year 2000 have been sustained and are continuing to improve. Scrutiny of work from Year 2 pupils confirms average standards. This represents good achievement from the below-average standards of these pupils when they began school.

139 Good improvement has been made since the previous inspection, particularly with regard to the quality of teaching. The school's successful implementation of the National Numeracy Strategy (NNS) has addressed weaknesses identified at the previous inspection; for example, in standards attained by 7-year olds.

140 Teaching is consistently good in Key Stage 1, resulting in pupils making good gains in their knowledge, skills and understanding. Appropriate emphasis is given to pupils' acquisition and recall of basic number facts and operations, such as addition and subtraction, and to learning about tens and units.

141 By the end of Key Stage 1, pupils have successfully learned to mentally manipulate numbers to at least 20 and are adept at doubling and halving numbers. They understand the value of coins and most can calculate change from 20p, with higher-attaining pupils doing likewise up to 42p. Pupils are able to explore numbers; for example when finding different numbers by adding and

subtracting 3, 5 and 9. They have a secure understanding of odds and evens and know about square numbers. They know elementary properties of plane shapes and can divide them into halves and quarters. Within work on measures, almost all pupils can recognise and record analogue time involving quarter to and past the hour; and can measure length using paces and hand spans.

142 Overall, teaching is also good in Key Stage 2. However, greater variability occurs in the quality of teaching in this key stage with 13 percent being satisfactory, 68 percent good, 13 percent very good and 6 percent excellent. Where teaching is less successful, but nevertheless satisfactory, it is due to the mental starter part of the lesson being too slow or an inappropriate task being presented. On these occasions the level of challenge is too great for some pupils and insufficient for higher-attainers.

143 Teaching was seen at its best in a Year 4 lesson on co-ordinates, a Year 5 lesson on fractions and a Year 6 lesson on decimal/fraction equivalence. In all these lessons the teaching proceeds at a brisk pace, challenge is appropriately high, relationships are excellent and the teacher's good subject knowledge enabled him/her to present probing questions that deepened pupils' understanding.

144 In all lessons throughout the school, teachers' lesson planning is very thorough, the pupils are informed about what they are intended to learn and teachers deal constructively and sensitively with pupils' misconceptions or errors. Pupils respond confidently in front of their peers without fear of failure or rebuke and respect each others' feeling when errors are made. They co-operate fully with adults and show interest and concentration in their work. Pupil behaviour is invariably good and in the case of one Year 6 lesson, exemplary.

145 At the end of Key Stage 2, pupils have acquired appropriate skills of mental manipulation of number. High-attainers have a good understanding of the interrelationship between decimals, fractions and percentages; for example, the vast majority are able to match 0.125 with one-eighth, and can rapidly calculate 20 of 160. Almost all pupils can apply their skills with the four rules of number; for example, when multiplying a four digit number by a single digit and when adding amounts of money. They can accurately express in words large numbers up to six digits. High-attainers are able to perform long division involving decimals. In shape and space work, pupils can calculate the area of simple shapes and can identify properties of 3D solids such as tetrahedron, triangular prism, etc. An impressively completed piece of homework by Year 6 pupils provided clear evidence of their ability to independently carry out an investigation into the relationships between the faces, edges and vertices of such shapes. They can convert from analogue to digital time and make sense of timetables. In data handling, pupils are able to draw and interpret linear graphs involving conversion of sterling to Euros and temperatures centigrade to Fahrenheit etc.

146 Throughout the school, pupils with special needs and those who are high-attainers are well provided for. This is mainly due to the accurate assessments made by teachers that provide them with the requisite information upon which future work is planned according to need. Additionally, those pupils who have special educational needs are well supported by the very good additional help of classroom assistants. Pupils with English as an additional language are also well provided for in the close match of work to their ability.

147 The introduction of the NNS has been successful, especially in the way teachers carefully structure their lessons. Most lessons begin with a brisk and appropriate mental warm-up but in a small minority of lessons greater pace and relevance is needed. During the main part of lessons, pupils are usually successfully introduced to new knowledge and skills and teachers make good use of the plenary part of lessons to reiterate learning. The NNS is raising pupils' competence to recall and manipulate number and to use correct mathematical vocabulary; for example, when

answering questions or explaining their strategies. Written computations are accurately completed and usually neatly presented.

148 Pupils are able to use and apply their numeracy skills in other subjects; for example in science when measuring pulse rates, in geography when using bar charts to record climate, and in ICT when using spreadsheets and control technology. In many lessons, collaborative working contributes significantly to the good provision made for pupils' social development as well as reinforcing mathematical learning. In many lessons, teachers promote pupils' clear understanding of text by reading it with them beforehand. Similarly, the emphasis placed upon pupils giving oral explanations contributes to the development of their speaking and listening skills.

149 Very good subject leadership and teachers' enthusiasm have contributed to the improvements in the subject since the last inspection. The enthusiasm, expertise and commitment of the co-ordinator has enabled her to fulfil her role, including monitoring of colleagues' plans and some monitoring of lessons. Her detailed and extensive analysis of test data has been informative for colleagues in terms of identifying areas of relative weakness. This has been pivotal to raising standards in national tests. She has established links with business enterprise schemes in order to provide pupils with highly relevant experience of mathematics in the world beyond school. At present, there is some good use of the ICT suite to support mathematics but the school now needs to make greater use of the ICT equipment residing in classrooms.

SCIENCE

150 The national test results for 11-year-olds in the last few years have fluctuated between above average and well above average. The 2000 results are well above average in terms of national and similar school comparisons. The percentage of pupils achieving the higher grades in the tests was also well above average. Many of the current Year 6 are attaining above the level expected for their age in all aspects of the subject. The 2000 teacher assessments for 7-year-olds indicate that attainment in science was above the national average. In comparison with schools with pupils from a similar background, pupils' performance was also above average. The attainment of the majority of pupils currently in Year 2 is above the national average. When taking account of pupils' attainment when they start school there is good progress being made, resulting in pupils of all abilities achieving well. The main reason for these high standards is the high quality teaching that pupils receive, particularly in the classes for older pupils, with a strong emphasis on their learning through practical investigative activities. This shows a significant improvement since the last inspection when opportunities for such activities were limited.

151 The quality of teaching is good in both key stages, being particularly strong for older pupils, and as a result, pupils are able to make good progress in their learning and achieve well throughout the school. The pupils in Years 1 and 2 are given many opportunities to develop their knowledge and understanding by being involved in practical activities. Within these activities, the pupils are effectively taught the basic skills of making close observations and of recording their findings in a variety of ways. This was evident in a lesson for pupils in Year 1 on finding out if objects can be seen in the dark. The teacher had high expectations of her pupils' use of correct scientific language and her effective questioning enabled pupils to make good progress in their understanding of how to make sensible predictions. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. This was seen in lessons for pupils in Year 2 in which they were working in pairs on investigating how to slow marbles down. The pupils were able to use the resources effectively and, with the help of challenging teaching, were able to make good progress in their understanding of how to make the test fair. When involved in these investigations, pupils show they can work very well collaboratively and take responsibility for their actions. They are well behaved, curious and show a great deal of enjoyment in their work.

Consequently, they have a high work rate, produce a good amount of well presented work and, by the time that they are seven, can carry out a simple fair test with some help from the teacher.

152 As they pass through the school, pupils continue to develop their learning in an effective way by being involved in practical investigations, such as the ones for pupils in Year 3 on devising a fair test to investigate the strengths of different magnets. The teachers show good subject knowledge that enables them to use questioning effectively to find out what pupils understand and can do before they begin their activities. They are able to effectively explain to the pupils the purpose of the activities and, as a result, the pupils have a good understanding of what is expected of them. This is evident in lessons for pupils in Years 4 and 5 when teaching pupils how to turn ideas into ones that can be scientifically tested. In the lessons for pupils in Year 6 the activities were very motivating and the teaching is effective in developing pupils' knowledge, understanding and skills. The teachers very effectively allow pupils to show initiative and take responsibility for their own learning. This was evident in lessons on investigating the properties of light in which pupils showed high levels of collaboration when carrying out their tasks. In these lessons, as in all others, the pupils' attitudes to learning are positive and their behaviour very good. They enjoy their work and respond with great interest and enthusiasm. The teachers prepare their lessons very well and provide relevant resources to enable pupils to effectively develop their skills in carrying out a fair test. As they pass through the key stage, pupils are able to learn how to use a wider range of scientific equipment and, by the time that they are eleven, their skills of carrying out investigations are well developed. The teachers have good classroom management and organisational methods that ensure that the pupils have a high work rate. Throughout the school there is limited use of pupils' skills of using information technology to enhance their work in science and this is an area for further development.

153 Pupils make good use of their literacy skills in their investigative report writing in science. They also show that they are able to make effective use of their numeracy skills to take careful measurements, including temperature readings from thermometers, during their experiments on insulation. The progress of pupils with special educational needs is good throughout the school, as a direct result of the well-structured support that they are given. Pupils are encouraged to develop their speaking and listening skills and, as a result, pupils are able to make effective contributions to class discussions during science lessons.

154 The curriculum that is offered to the pupils is good, with many opportunities for them to be involved in practical investigative activities. The scheme of work is effective in ensuring continuity and progression of pupils' learning through the school. The procedures for monitoring pupils' academic performance and the use of assessment information to plan future work are good, which shows improvement since the last inspection. There are effective procedures in place to analyse the optional and statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. There is good leadership of the subject that takes a leading role in setting priorities to address any identified weaknesses. Assessment information is used effectively by teachers to evaluate pupils' performance so that they can plan future work accordingly. The accommodation is spacious for practical activities and resources are adequate, well-managed and readily accessible to staff and pupils. The present provision for science shows good improvement since the last inspection.

ART AND DESIGN

155 The standards attained by pupils aged 7 and 11 are above the average standards attained nationally. In all areas of the school there are extensive displays of work, both within classrooms and in the halls and corridors etc. providing good examples of standards of work which are above average.

156 In a Year 6 lesson, pupils who had studied the work of Jan Peinkowski, an illustrator, produced some very good outline drawings for silhouettes to be made out of black paper. Here the pupils made

very clear links with their previous knowledge and showed above average skill in their drawings and in the accuracy and care with which they produced the silhouettes. In a Year 2 lesson, pupils who had looked at the work and style of paintings by Turner produced collages, mainly out of tissue paper, to represent sky and seascapes. Again, the majority of pupils had a very clear understanding of what they were trying to achieve, carefully applying layers of tissue to represent layers of cloud in overlapping and mixed colours.

157 Pupils are very keen on their artwork. They concentrate well and make good contributions to discussions; for example when they were producing the illustrations in the Year 6 class, they clearly linked their ideas, not only to the illustrator they had studied, but to work they had been doing in English. Pupils are confident in their relationships and in their own ability and as a result learning is good.

158 In the small number of lessons seen the overall quality of teaching was good. Lessons are well planned and resourced and teachers are very clear about what they want the pupils to achieve. Where support staff are involved, they contribute significantly to the smooth running of the lesson and to pupils' progress. This is especially evident for pupils with special educational needs. Relationships between teachers and pupils are very good, considerably enhancing pupils' confidence. Teachers use a good range of strategies in their lessons and classroom management is very good. The good level of teaching contributes very significantly to the way pupils get on with their work, relate well to each other and achieve above average standards.

159 The co-ordination of art is very good. The subject is well organised by a confident co-ordinator who has a high level of personal expertise in art. There is a policy and a scheme of work ensuring that all aspects of the art National Curriculum are well covered. The co-ordinator has devised a tracking and assessing system which is used by all teachers and which provides her with an analysis of the work pupils are doing throughout the school. In this way, and by cross-referencing to the scheme of work and teachers' planning, she is able to track very effectively, not only pupils' standards of attainment, but also the coverage of the National Curriculum in all classes and throughout both key stages. She provides a good level of support and guidance for colleagues and encourages high quality art in all its aspects. The co-ordinator also has responsibility for the overall direction and quality of display. The quality of display, including pupils' work, is of a very high order and considerably enhances the school environment.

160 There are sufficient resources for all the aspects of art to be covered and these are of a high quality. Resources and planning go hand in hand with the co-ordinator ensuring that colleagues have sufficient media and art materials to ensure that lessons run well.

DESIGN AND TECHNOLOGY

161 By the time that they are 11 most pupils attain average standards and have made satisfactory progress through the school.

162 The quality of teaching is satisfactory with suitable emphasis being given to developing pupils' making and designing skills. The teachers plan their lessons well and ensure that pupils have a variety of suitable technological resources to use. In Year 1, pupils learn about the properties of different materials and how best to shape, assemble and join them. They also have opportunity to suitably develop their skills in making models out of construction kits. Teachers have secure subject knowledge that allows them to ask relevant questions to move pupils' thinking on. This was evident in a Year 1 lesson in which pupils were learning how to make a simple model out of paper, with side to side movement. In Year 2, pupils learn how to design and make puppets of characters in traditional tales, such as Aladdin and Cinderella, out of a variety of materials, and in so doing make simple evaluations of the finished product. As they pass through Key Stage 2, pupils continue to develop their designing and making skills. The teachers ensure pupils are given the opportunity to develop their skills in using a wider range of

materials and tools and to develop their ability to evaluate their work and make modifications as it progresses. There is sound development of pupils' technological vocabulary, as was seen in a lesson for pupils in Year 4 on making a folding book, in which the teacher emphasised the correct use of terminology when referring to techniques to be used. Pupils with special educational needs are fully involved in technological activities and make satisfactory progress. A good example of this is the link with a local special school that involves pupils from this school coming to work with pupils with special educational needs in Year 3. They are currently working on a project designing and evaluating different types of packaging. Pupils in Year 6 show satisfactory skill when involved in paper technology, as is seen in the variety of celebration cards that they have made. In general, teachers need to have higher expectations of the quality of pupils' finished product, and thereby set higher standards for pupils to reach.

163 Pupils' attitudes to learning are positive and their behaviour in lessons is very good. They are keen to talk about their work in design and technology and are able to work co-operatively, allow others to express an opinion and listen to their advice. They show that they recognise the need to work safely when engaged on technological tasks.

164 The subject curriculum is satisfactory, being broad and balanced with a scheme of work that supports progression and continuity of pupils' learning. The co-ordinator appropriately supports and advises colleagues and there are adequate resources that are suitably stored. The accommodation facilitates practical groupwork activities.

GEOGRAPHY

165 During the inspection it was only possible to see three lessons - two in Key Stage 1 and one in Key Stage 2. The judgements made are based on these observations, scrutiny of pupils' work and discussions with teachers and pupils. By the end of both key stages, pupils' attainment is at the level expected for their age. Pupils, including those with special educational needs and those for whom English as an additional language, make at least satisfactory progress through the school.

166 By the age of seven, pupils have a good knowledge and understanding of their own locality. As a result of the good teaching they receive, they make good progress in their knowledge and understanding of the local area and mapping skills. In the very good lessons seen in Year 2, pupils demonstrated that they know the difference between a globe and a map and how to use them. They were able to identify land and sea and locate the British Isles on both. Pupils can use an atlas well, going first to the index to locate the correct map to find places. They can identify continents on a world map and draw simple maps and plans. The field study visit to Blackpool provides an opportunity for pupils to gain first-hand experience of a location which is different to their own.

167 By the age of eleven, pupils have an increasing awareness of the world around them. They use atlases very competently and have a good knowledge of where places are in the world. They understand and use a good range of geographical terms. Pupils in Year 6 demonstrate an in-depth understanding of the present day problems of waste management and make appropriate suggestions about ways to tackle some of the issues and improve the environment. Discussion about their individual research into the differences between Brailes and Solihull indicated that they are beginning to show a real awareness of the importance of location and the factors which influence the growth of towns.

168 Pupils' response to geography is good. They are keen to answer questions and concentrate well on tasks they are given. They talk enthusiastically about their work and what they have learned.

169 Teaching in Key Stage 1 is at least good and some very good teaching was observed in Year 2. As only one geography lesson was seen at Key Stage 2 during the inspection, it is not possible to make a reliable judgement about the quality of teaching throughout this key stage. In Key Stage 1 lessons are very well structured with the objectives for pupils' learning explained at the start and then used as a focus for review at the end of the lesson. There are good relationships between teachers and pupils. In the very good lessons observed, the teachers drew on the pupils' enthusiasm about places. They retained their interest by very effective use of photographs, maps and globes, and by providing the opportunity for pupils to explore and find out for themselves where places are. Teachers in both key stages regularly mark pupils' work; however, few teachers provide comments that guide pupils in the next stage of their learning.

170 The school's policy and outline scheme of work provide satisfactory support for teachers' planning. Both need to be reviewed in the light of the current curriculum for geography. Teachers make good use of the local environment, and pupils gain first-hand experiences through visits to places connected with their geography topics, such as the Year 2 visit to Blackpool. Visitors to school also stimulate pupils' interest, as in the case of the environmental health officer who led the session on waste management with pupils in Year 5/6.

171 Subject leadership is sound. The co-ordinator has a clear understanding of the school's priorities and those for geography. At present she reviews the cycle of planning, monitors teachers' medium-term planning and the use of resources. When geography is given priority in the school improvement plan, she is clear how she will move forward with the curriculum review, and the monitoring and evaluation of teaching and pupils' work.

172 The school has an appropriate range of atlases, posters, photographs and globes, which are used well. At present, insufficient use is made of the school's information technology resources to support geography. However, on the few occasions when they are used, it is effective, as was seen in the climate bar charts produced by pupils in a Year 4 class.

HISTORY

173 By the time pupils are 7 and 11 years of age pupils attain standards which are in line with national expectations.

174 Teaching is good overall and pupils learn well.

175 Since the last inspection teaching of history has improved across the school. However, there is a small amount of unsatisfactory teaching in Key Stage 2 when pupils show a lack of understanding because their ideas and opinions are not explored.

176 Although lesson observations at Key Stage 1 were limited, scrutiny of work and discussions with pupils has secured the judgement of good teaching and attainment which is in line with national expectations.

177 Teachers have clear achievable objectives for lessons which are conveyed to the pupils. Expectations are high and good use is made of questioning techniques to assess knowledge and extend the pupils' thinking. As a result, pupils build onto prior knowledge and make good links within their lesson. They are encouraged to evaluate their work.

178 There are strong links with grandparents who are encouraged to talk to pupils about past times

and their own lives. This adds meaning to the curriculum and supports children's learning. Greater use of artefacts would help younger pupils to develop their observational skills and to articulate their findings.

179 Work at Key Stage 1 is well presented and good links are made with literacy. Pupils use enlarged texts and history is sometimes linked to stories.

180 Teaching is mainly good at Key Stage 2. Where lessons are well taught children are encouraged to develop skills of historical enquiry, interpretation, organisation and communication through topics which lead to knowledge and understanding of the times.

181 Pupils in Year 6 enjoyed a lesson on the Second World War in which the teacher took on the role of an 'evacuee'. Pupils asked relevant questions and were fully involved in the drama. Another example of drama in history led to empathic writing.

182 Pupils engage in research at home. In Year 5, home projects on the subject were well received and valued by the teacher. Teachers have good knowledge of the periods studied and most help their pupils to develop the range of skills required for historical investigation. Where teaching is weaker the emphasis is mainly on acquiring knowledge and learning objectives are too broad. Activities are not clearly related to learning objectives or to the development of skills.

183 There are good relationships within all classes which lead to good behaviour and attitudes. Pupils listen well, work hard and present their work neatly. As a result pupils are confident, ask questions and learn well.

184 Pupils, across the age range, enjoy historical based visits to Clitheroe Castle, Ribchester, Gawthorpe and Towneley Hall. Years 3 and 4 experienced life in Viking times when a visitor brought artefacts and costumes to school. The school has a very interesting time line of artefacts, from 1930 to the present day, which provokes much interest and discussion. These first-hand experiences enhance the curriculum and develop pupils' knowledge and understanding.

185 Management of the subject is good. Plans are monitored and the development of skills is emphasised. The co-ordinator attends cluster group meetings and supports staff through information and advice. Pupils' work is monitored informally and a portfolio of examples is planned.

186 Resources are adequate and there are links to literacy through the use of big books, stories and the variety of oral and written communication skills taught.

187 Future development of the subject should include formal assessment of standards in knowledge and skills and the monitoring of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

188 Some aspects of information and communication technology were identified in the last report as being in need of development. These were the provision for pupils to learn about control technology and the school's systems for recording pupils' work and assessing the progress that they are making in ICT. The school has made good progress in addressing these issues, as it has with the development of ICT throughout the school.

189 Information and communication technology has a high profile. The provision of computers is good in all areas of the school. There is a very good ICT suite, a comprehensive networking system, and there are computers in every classroom. The school has an internet link and is in the process of developing a web site. There is an appropriate range of software meeting the needs of many subjects

and aspects of ICT.

190 ICT plays a prominent and important part in all aspects of school life and a considerable emphasis has been placed on its development and use. All classes are timetabled to use the ICT suite every week and this is raising pupils' knowledge and understanding and their standards of work.

191 As a result, the overall standards attained by 7 and 11-year-olds are average and in line with those attained by pupils throughout the country. In some aspects, for example word-processing, a significant number of pupils achieve standards which are above average, especially towards the end of Key Stage 2.

192 In Key Stage 1, pupils engaged in control technology are able to programme a floor turtle so that it will follow a path, stopping, turning and travelling the correct distance as required. They are then able to use a computer programme to reinforce their learning by making a screen turtle follow a similar path. From the beginning of the key stage, pupils are able to log onto, and off, the network and are able to open the programmes they are working on. By the time pupils leave Key Stage 1 they are confident and accurate in using the mouse and keyboard and are able to use the computer to carry out a range of tasks and functions, including basic word processing, mixing text and pictures and saving and printing their work.

193 Most pupils in Key Stage 2 are in most respects very confident when using ICT for producing reports, using a variety of fonts and colours, creating posters, which often include importing clip art and illustrations from other sources, and in manipulating data using spreadsheets. Pupils in a Year 6 lesson, calculating the cost of producing a toy, were able to devise and input formulae enabling them to find the overall cost of the toy. They were then able to find out what the revised cost would be, should the cost of any of the materials be increased. During this lesson pupils made good use of their mathematical ability.

194 In all lessons, pupils with special educational needs make good progress. They have full access to all that the school has to offer and teachers ensure that they plan to meet pupils' individual needs. When they are working in the ICT suite, pupils with SEN receive appropriate support, on many occasions from support staff, and the good teamwork between all adults ensures that pupils get help and support when they need it.

195 Pupils' attitudes to using computers are good. When they are in the ICT suite, they often work well in pairs, sharing information and helping each other. They form good relationships with all adults and are willing to listen to advice and eager to get on with their work. Behaviour is generally good, and the small amounts of inattention do not last long. In lessons where one or two groups were working on computers and another group was working with the teacher, as happened when pupils were learning about control technology, behaviour was good and pupils concentrated hard on their work, often aided by support staff.

196 Many teachers have a good level of expertise in the use of ICT and all have sufficient knowledge and understanding of the software that they use in lessons to ensure that their pupils make sound progress. The school recognises that the development of teachers' skills is still an area for training and improvement, especially if the breadth of the National Curriculum for information technology is to be strengthened.

197 Overall, teaching was satisfactory in ICT lessons in both key stages. In a significant number of lessons teaching was good. Lessons are well prepared and teachers use a good and appropriate range of strategies in their teaching. In most lessons, teachers ensure that pupils are fully engaged in their work and that they are well behaved. The teamwork between teachers and support staff is good and often very good. This has a considerable and positive effect on pupils' learning, especially in the ICT

suite where pupils often need small amounts of instant help to enable them to progress to the next stage of what they are doing. A number of teachers made good use of overhead projection slides to demonstrate to the class what they were to do. This strategy is effective and overcomes the problem of a whole class trying to look at a small computer screen. This situation is difficult for the teachers and for the pupils. The school has begun to explore strategies and possible hardware to overcome this and to enhance the ICT suite.

198 The use of ICT in classrooms is more limited and remains an area for improvement. In a very small number of lessons during the inspection week very good use of computers was observed; for example, in a Year 6 class, pupils worked in pairs researching facts associated with a historical topic that they were studying. However, in the vast majority of classroom-based lessons observed during the week of the inspection, ICT was not used.

199 The co-ordination of ICT is good and has resulted in considerable development in the profile of ICT, especially the development of the suite and the network of computers. This has been one of the priority areas for the school and it has been carefully and well planned and provides an excellent environment in which pupils learn. There is good and appropriate software provision, meeting the requirements of the National Curriculum. The ICT co-ordinator has developed a recording system to enable the school to track pupils' coverage and standards of ICT. This system, which has been recently introduced, also provides him with clear information about teachers' planning for ICT and the way in which the strands of the National Curriculum are being delivered. He is aware of the need to reinforce the place computers play in pupils' learning in classrooms. The basic skills are being well taught in the lessons in the ICT suite, but the reinforcement of these skills, and the use of ICT as an integral part of subjects, is less well developed and is an issue for the school.

MUSIC

200 Pupils enter school at below average attainment in this subject but good and some very good teaching throughout the school leads to above average attainment at 7 years and 11 years of age. Although the number of class lessons observed was limited, other evidence from choir performance, assemblies and pupils' successes in festivals and competitions has secured the judgement of good attainment overall.

201 Singing is of a high standard within all age groups. Pupils can sing in parts and show good control of pitch, dynamics and rhythm.

202 Teaching is good at both Key Stage 1 and very good at Key Stage 2. Teaching is particularly good when groups are taught by the co-ordinator. Teachers sing well and confidently model songs for the pupils. This leads to secure, confident singing by the pupils. In Key Stage 1 pupils identify high and low sounds and can follow hand signals to control pitch. Pupils listen to and enjoy music from India. They sing well following words from a large text. Pupils use instruments on display to explore and investigate sound.

203 In one Key Stage 2 lesson, excellent subject knowledge, clear objectives, challenging activities and very well prepared resources resulted in a lively, enjoyable lesson and led to very good learning. This was built on to prior knowledge and experiences and pupils were challenged to evaluate the lesson. Pupils in this lesson showed clarity and control of pitch and are developing an awareness of rhythm patterns.

204 All staff ensure that pupils with special educational need have full access to music lessons and ensure support for those pupils.

205 The music curriculum is based on taped broadcasts which support teachers who are non-

specialists. The teaching is flexible within the broadcasts and teachers use the tapes as tools rather than relying on them for the whole lesson. Learning objectives extend beyond those of learning the songs.

206 A variety of music is played during assemblies and pupils listen with interest. Pupils' attitudes and behaviour during all music activities are very good. They enjoy their lessons and the vast majority pay full attention. They listen well which is particularly important to their development of musical skills and consequently pupils make good progress in their learning.

207 There are three school choirs which include pupils from both Key Stages 1 and 2. They are very ably led by the co-ordinator who skilfully accompanies the pupils. The hard work of the choirs and their leader results in very high quality singing which is appreciated by the school, parents and community.

208 A number of pupils take advantage of instrumental teaching from a peripatetic teacher. They work within small groups and a variety of woodwind instruments are learnt.

209 Management of the subject is good. The co-ordinator is well qualified and acts as an example for teaching. She monitors plans and has built up the music scheme. Pupils' work is assessed during performance but there is an area for development in formalising pupils' records of achievement. Further training for staff, following the monitoring of teaching, would support the development of confidence for non-specialists.

PHYSICAL EDUCATION

210 Standards attained by 11-year-olds are above national expectations. By age 11, pupils are able to link good quality gymnastic moves to form a sequence. They have an acute awareness of the aesthetic aspects of movement; for example when showing extension in a balance. They can perform movements that have symmetrical and asymmetric form. Pupils are aware of the purpose of warm-ups and know that exercise has a beneficial effect on their bodies. Almost all pupils have learned to swim to at least the standard required by the National Curriculum and a high proportion exceed this standard.

211 In Key Stage 1 teaching is very good overall. In a Year 1 dance lesson excellent teaching led to pupils' making very good gains in their learning to move at various speeds to music. The teacher provided an excellent role model through her enthusiastic involvement which, allied to her excellent relationships with pupils, resulted in an inspiring experience. Very good teaching in a Year 2 dance lesson resulted in a very good performance from pupils. During the warm up phase they showed good bodily control whilst skipping, jogging and hopping. In their subsequent dance movement they collaborated very well in trios to simulate the ebbing and flowing action of waves. Again, a key feature of this successful teaching was the enthusiasm of the teacher. The teacher provided good opportunities for pupils to observe and evaluate the performance of others in order to improve their own actions. By the age of 7, and judged on the basis of dance lessons only, pupils have attained a standard that exceeds the national expectation.

212 Teaching in Key Stage 2 is very good overall. Only pupils in Years 5 and 6 were seen in physical education lessons, two involving games skills and two involving gymnastics. Excellent teaching in a Year 6 games skills lesson resulted in pupils making very good gains in their knowledge and skills of fielding and catching. The teacher was able to use his very good expertise in the subject to make telling coaching points that improved pupils' technique. Meanwhile, other pupils were able to work together productively in their set tasks of beating their corporate targets, for example seeing how many goals could be scored in a set time, using hockey equipment. The most notable feature of teaching in this lesson was the teacher's personal example and justifiably high

expectations, which were highly successful in extending pupils physically, individually and socially.

213 On the evidence of all lessons, it is apparent that there are very good relationships and mutual respect between teachers and pupils. This underpins the very secure and unobtrusive control teachers have of their classes. All lessons provided good contributions to pupils' social development. Pupils demonstrate mature behaviour and attitudes including on those occasions when working in groups independently of the teacher. Pupils of all levels of ability, including those with special educational needs and those who are highly able, achieve well in lessons. Pupils with statements of special education need are well supported by classroom assistants and make optimum progress in their learning.

214 Subject leadership is very good. The co-ordinator has a high level of subject expertise, is enthusiastic and has attended several relevant courses. The good improvement made in the subject since the last inspection is attributable to his subject leadership. Improvements include much better lesson planning and teaching.

215 Accommodation space is satisfactory but lessons in the halls would be enhanced by renovation of the floors. Very good provision of extra-curricular activities and competitive sport contributes to pupils' personal and physical development and bears testimony to the high commitment shown by teachers towards their pupils. The school achieves notable successes in games, athletics and cross-country competition. Parental support in assisting with such events and in providing kit is greatly appreciated by the school.

RELIGIOUS EDUCATION

216 By the age of 7, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. By 11 years of age pupils' attainment is above expectations.

217 Teaching is good overall with some very good teaching in Year 6. Teachers have a good knowledge of the subject, set clear learning outcomes and undertake day to day assessment. This results in good development of pupils' knowledge and understanding. There are high expectations of presentation resulting in neat work. Pupils take pride in the completion of their work.

218 Learning, for pupils with special educational need, is well supported by the class teacher, or support assistants, where appropriate.

219 Pupils show interest in and respect for diverse religions. They ask questions to develop their understanding of Christianity and other faiths. Pupils study religious artefacts and develop skills of observation and research.

220 Pupils in Key Stage 1, learn to appreciate the natural environment, such as snowdrops to herald the spring, and to understand stories from the Bible. They link the life of Jesus to their own experiences, such as choosing friends and the value of friendship.

221 Work is well presented and good links are made with literacy. Large texts are used well throughout the school and pupils read stories from many faiths.

222 Pupils are encouraged to record in a variety of ways and to use strategies for spelling.

223 Older pupils make comparisons between religions and can describe similarities and differences. In Year 6 lessons they enjoyed talking about Islamic artefacts and surmising their use and importance.

224 Good relationships between staff and pupils and amongst the pupils, promote an ethos of respect where pupils value people, resources and others' faiths. Behaviour and attitudes during these lessons is very good.

225 Pupils, of faiths such as Islam and Sikhism, make some contributions to lessons about their own faith and the school enjoys links with local Churches and a Mosque. These sources of first-hand experience might be further developed.

226 Since the last inspection, improvements in teaching and high expectations, has led to an improvement in attainment for 11-year-olds.

227 Management of the subject is good and a portfolio of pupils' work allows the monitoring of progress and coverage. The school intends to embrace the assessment procedures planned for the locally agreed syllabus. In the meantime the co-ordinator informally assesses work within classrooms.