

# INSPECTION REPORT

**Higher Walton Church of England  
Primary School**

Higher Walton, Preston

LEA area: Lancashire

Unique reference number: 119393

Headteacher: Mrs M. Robertson

Reporting inspector: Mrs A. Soper  
18148

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> October 2001

Inspection number: 216810

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary controlled

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Rosewood Avenue  
Higher Walton  
Preston  
Lancashire

Postcode: PR5 4FE

Telephone number: 01772 335945

Fax number: 01772 620261

Appropriate authority: Governing Body

Name of chair of governors: Mr D. G. Ward

Date of previous inspection: 23<sup>rd</sup> September 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Art and design History Equal opportunities Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
19335	Susan Dixon	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?
22482	Bruce Potter	Team inspector	Science Information and communication technology Design and technology Music	How good are the curricular and other opportunities offered to pupils?
30823	Brenda Clarke	Team inspector	Mathematics Geography Physical education Religious education Foundation stage	How well is the school led and managed?

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene  
Shelf  
Halifax  
West Yorkshire  
HX3 7NR

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6 – 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	11 – 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	13 – 15
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	15 – 17
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	17 – 18
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	18 – 19
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	19 – 20
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	21
<b>PART C: SCHOOL DATA AND INDICATORS</b>	22 – 25
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	26 – 45

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Higher Walton Church of England Primary School is situated in the village of Higher Walton, near Preston, Lancashire. It is smaller than other primary schools, with 112 pupils. Numbers have increased by 63 per cent in the past seven years. The school admits pupils from the village and also from a wider area than the ward in which it is situated. All pupils are from white backgrounds and there are no pupils with English as an additional language. The number of pupils known to be eligible for free school meals is average. The number of pupils with special educational needs is broadly average, though many pupils joining the school in Years 3 to 6 are identified as having special educational needs. Children's attainment on entry to the school is broadly average.

### HOW GOOD THE SCHOOL IS

Standards are satisfactory in most subjects by the end of Year 6. The quality of teaching is satisfactory, though there was a significant amount of good teaching observed during the inspection. The leadership and management of the school is satisfactory overall and the school provides sound value for money.

#### What the school does well

- ◆ Standards are good in design and technology throughout the school.
- ◆ Pupils' attitudes, values and personal development are good.
- ◆ There is clear educational direction by the headteacher and the governing body.
- ◆ There is good provision for pupils with special educational needs.
- ◆ Learning resources are good.
- ◆ There are very good links between the school and the community.

#### What could be improved

- ◆ Standards in mathematics, which are unsatisfactory by the end of Year 6.
- ◆ The consistency with which assessment is used to inform planning and teaching in all subjects.
- ◆ The rigour of monitoring, evaluating and developing teaching.
- ◆ The organisation and balance of activities in the reception class.
- ◆ The allocation of time for lessons.

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

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

There has been a satisfactory improvement since the last inspection in September 1999. The serious weakness in the school's provision for the youngest children in the reception class has been addressed considerably, though children still have insufficient opportunities to make choices. The school is effectively improving standards in information and communication technology, which are now satisfactory by the end of Year 2 and 6. There has been a good improvement in establishing clear direction, with governors now taking an active role in management. Provision for pupils with special educational needs has considerably improved and is now good. The provision for pupils' spiritual and cultural development is now satisfactory. Planning is improved, though the use of assessment to inform planning for all pupils remains an area for further improvement. There are now systems for monitoring, evaluating and developing teaching, though these are as yet insufficiently rigorous.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

**Key**

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

The table shows that in the 2000 National Curriculum assessments pupils' performance in English, mathematics and science was unsatisfactory and well below the national average and that for schools in similar contexts. Between 1996 and 2000, the trend in the school's National Curriculum results was below that found nationally in all three subjects. In the national assessments in 2001, pupils' attainment by the end of Year 6 was satisfactory and in line with national averages in English, mathematics and science. Performance was markedly improved in all three subjects from the previous year. Similarly, the performance of pupils by the end of Year 2 in 2001 was satisfactory and in line with national averages in reading, writing and mathematics. Teacher assessments in science at the end of Year 2 in 2001 indicated good and above average performance. Comparisons with pupils in similar schools in 2001 were not available at the time of the inspection.

In this small school, small cohorts of pupils undertake national tests and comparisons from year to year are unreliable. Some percentages have been adversely affected by pupil absence on the days of the tests and they also reflect the differing prior attainment of pupils in each cohort. In mathematics, some pupils are insufficiently challenged and do not achieve the expected higher results. By the end of Years 2 and 6, pupils attain satisfactory standards, in line with national averages, in speaking and listening, reading and writing. In mathematics, standards at the end of Year 2 have improved significantly since the last inspection and are now satisfactory and in line with the national average. Standards in mathematics at the end of Year 6 are unsatisfactory and below those expected nationally. Standards are good and above national expectations in design and technology at the end of Years 2 and 6. They are satisfactory and in line with national expectations in science, information and communication technology, art, geography, history, music and physical education by the end of Years 2 and 6. Pupils at the end of Years 2 and 6 attain satisfactory standards in religious education, in line with the targets of the agreed syllabus. Appropriate targets have been set, based on close analysis and prediction of pupils' performance in the three core subjects.

By the end of the reception year, children surpass the early learning goals in communication, language and literacy and in early mathematics. They meet these goals in all other areas of learning. There are insufficient opportunities for children to make choices.

In some subjects, such as history and physical education, work is not always sufficiently well adapted to meet the needs of all pupils, which limits achievement. In art and design and in science, pupils do not always have sufficient opportunity to choose their own resources, restricting pupils' developing independence and responsibility. In music, some older pupils are unsure about the meaning of musical terms or about composers they had studied.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes and a positive approach to school.
Behaviour, in and out of classrooms	Behaviour is good overall, although it is sometimes unsatisfactory when lesson objectives are insufficiently clear, when work is not well matched to their prior attainment, or when some lessons are too long.
Personal development and relationships	There are very good relationships in the school. Pupils' personal development is good.
Attendance	Attendance is good and above average. Many pupils do not arrive punctually and they miss the start to lessons.

Not all the teachers manage the pupils' behaviour in the same way, resulting in some pupils being unclear about what is and what is not acceptable behaviour.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall, with a considerable amount of teaching being good, showing a good improvement since the last inspection. The quality of teaching in English and mathematics is broadly satisfactory. Planning for the literacy and numeracy hours is satisfactory overall, but literacy "hours" often overrun. In some classes, too much time is allocated for work in English. In mathematics, there is sometimes insufficient rigour in providing challenging tasks for higher attaining pupils, which reduces the progress they make in lessons. Particular strengths in the teaching include effective introductions to lessons, where pupils are clear about the objectives. The very good relationships between teachers and pupils have a positive impact on pupils' enthusiasm for learning. Support staff are effectively deployed and there is good use of resources. Teachers adapt work well for pupils with special educational needs. Pupils are generally managed well. In some lessons, there is insufficient rigour in managing the use of time, setting time limits and challenging pupils with higher prior attainment. Pupils become restless and lack enthusiasm. In the reception class, the management of children is good in structured lessons, though there are insufficient opportunities for them to choose activities themselves. Some teachers do not use information from the assessment of pupils' work effectively to help them meet pupils' differing needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory across the school. Time spent on some lessons is too long to sustain pupils' concentration.
Provision for pupils with special educational needs	There is good provision and support for pupils with special educational needs. Individual education plans are good and are used well.



Provision for pupils' personal, including Spiritual, moral, social and cultural development	The provision for pupils' moral and social development is good. It is satisfactory for their spiritual and cultural development. Subject policies and plans now refer to this provision but evidence of this is only occasionally seen in lessons.
How well the school cares for its pupils	There is good care for pupils. Procedures for assessing pupils are good, though the use of assessment to meet pupils' needs is inconsistent from class to class.

The school works well in partnership with parents, who have a good impact on the work of the school. There is good provision for pupils' personal, social and health education. There is a good range of extracurricular activities and the community contributes very well to pupils' learning. All pupils are equally included in what the school provides.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory overall. The headteacher has worked hard to address the issues of the last inspection, whilst maintaining a teaching commitment. There is insufficient rigour in the monitoring, evaluation and development of teaching and learning.
How well the governors fulfil their responsibilities	Governors fulfil responsibilities well. They have a sound understanding of the school's strengths and weaknesses. All statutory duties are fulfilled well.
The school's evaluation of its performance	Performance is satisfactorily evaluated. Governors are now ready to develop their role as a critical friend, to consolidate the many initiatives undertaken and to ensure that all remaining issues are comprehensively addressed.
The strategic use of resources	There is satisfactory strategic use of resources. Additional grants are used appropriately. Support assistants are used effectively.

There is a good number of teachers and support staff to meet the demand of the curriculum. Learning resources and the accommodation are good. There is clear educational direction. The school development plan is effective and is rigorously followed and evaluated. The school soundly applies the principles of best value and evaluates the effectiveness of financial decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Their children like school.</li> <li>◆ The school staff are approachable.</li> <li>◆ The school expects their children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Information about their children's progress.</li> <li>◆ Links with parents.</li> <li>◆ The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views, though some teachers have lower expectations of what some pupils can achieve. They disagree with parents' views about the

quality of information, links with parents and the range of activities outside lessons. The information about pupils' progress is satisfactory, as is the general effectiveness of the school's links with parents. There is some inconsistency in the information given to parents and some parents find difficulty in communicating with the school. There is a good range of activities outside lessons. Extracurricular clubs are provided and there is a good range of visits and visitors to support class work.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. In the most recent National Curriculum assessments in 2001, pupils' attainment by the end of Year 6 was satisfactory and in line with national averages in English, mathematics and science. Performance was markedly improved in all the subjects from the previous year, when standards were well below average in all subjects. Similarly, the performance of pupils by the end of Year 2 in 2001 was satisfactory and in line with national averages in reading, writing and mathematics. Teacher assessments in science at the end of Year 2 in 2001 indicated good and above average performance. Comparisons with pupils in similar schools in 2001 were not available at the time of the inspection.
2. Over the last three years, pupils' performance at the end of Years 2 and 6 has been variable. In this small school, small cohorts of pupils undertake national tests and comparisons from year to year are unreliable as performance percentages for the school reflect several variable factors. Some percentages have been adversely affected by pupil absence on the days of the tests and they reflect the differing prior attainment of pupils in each cohort. There is also evidence that in some subjects, such as mathematics, some pupils are insufficiently challenged. This is reflected in the lower than average numbers who achieve higher than average results.
3. Attainment on entry to the school is broadly average, though baseline assessments show below average achievement in early reading and mathematics. Children's personal, social and emotional development is satisfactory overall, but opportunities to develop independence are missed. Children have too few opportunities to choose. Their communication, language and literacy development is good, due to the large amount of time dedicated to this area and the good, well-structured provision. In early mathematics, children achieve well, with most already being able to count to 10 and recognising numbers up to five. Their knowledge and understanding of the world and their creative and physical development are satisfactory.
4. By the end of Years 2 and 6, pupils attain satisfactory standards in speaking and listening, reading and writing. In speaking and listening, pupils across the school listen well to adults, particularly where introductions, demonstrations and explanations are clearly focused on lesson objectives. Generally, pupils with higher prior attainment discuss their work maturely and are encouraged to do so. This effectively addresses the issue of the inspection when these pupils were given insufficient challenge through discussions. In a few instances, pupils are reluctant to contribute to discussions, due either to uncertainty about what is required from them or because lessons are too extended and pupils lose interest.
5. Pupils across the school read for a wide range of purposes and show interest in reading for pleasure. They develop accuracy and fluency appropriate to their age and prior attainment and most use a suitable range of strategies to gain meaning. Some pupils in Years 3 to 6 rely too much on the use of phonics to determine unfamiliar words and are insecure in using other reading strategies. Some pupils who read aloud to inspectors were reading books that were either too hard or too easy for them. As a result, their understanding of the story was limited. Writing standards are improving as a direct result of the school's focus on raising standards and setting targets for pupils to improve their work. Pupils write for a variety of purposes and they are making good progress in independent writing, in the extended writing lessons in Years 3 to 6. Ideas are developed well, though

there are some weaknesses in pupils' use of tenses, their vocabulary and in their spelling and punctuation. In some subjects, such as religious education, there is insufficient writing to reinforce pupils' literacy skills.

6. In mathematics, standards at the end of Year 2 have improved significantly since the last inspection and are now satisfactory. Standards at the end of Year 6 are unsatisfactory and below those expected nationally. This is because pupils' competence in the use of multiplication tables, together with underdeveloped mental strategies to solve problems quickly, limits the overall progress they make. Discussions held with pupils also showed they had limited ability in identifying the correct number operations to use when solving a multi-part problem.

7. Standards in science are satisfactory at the end of Years 2 and 6. The overall, steady improvement in results and the current attainment are due to the improved teaching of scientific knowledge and to the very good emphasis the school places upon enquiry and practical involvement. Following an analysis of pupils' answers in national assessment tests, the school systematically improved the pupils' scientific vocabulary so that they now recognise and use the correct terms. Pupils are confident when investigating and have secure understanding of science.

8. Standards in design and technology have improved considerably since the last inspection and are now good at the end of Year 2 and Year 6. Pupils achieve well, being very secure in their understanding of the processes involved in designing, making, evaluating and refining their work. They transfer these skills well in other subjects such as art. Standards are satisfactory in all other subjects of the curriculum, though the scrutiny of work indicates that in some subjects, such as history, work is not always sufficiently well adapted to meet the needs of different groups of pupils. In these cases, pupils' achievement is limited. In art and design, though pupils learn appropriate skills and techniques, they do not always have enough opportunity to choose their own resources. This is also seen in science lessons and restricts pupils' developing independence and responsibility. In music, some older pupils were not sure about the meaning of musical terms or about composers they had studied. In physical education pupils with better than average skills are not challenged sufficiently by the work provided for them.

9. Pupils with special educational needs achieve well, being provided with effective support in most lessons. Their individual education plans are reviewed regularly and appropriate targets are set for improvement. The pupils are fully included in lesson discussions and in all other activities.

10. In several lessons observed, pupils were not given enough time to complete their work and they did not achieve as well as they might have. In some other lessons, which went on too long, the pupils lost interest and work became desultory and pupils did not make enough progress.

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

11. Pupils have good attitudes to their work. This is a similar judgement to that made at the time of the last inspection. Pupils come to school eager to learn and lessons and activities are approached with enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. Pupils respond well to stimulating questions and they provide full and confident replies. They listen well to their teachers and to each other and instructions are generally followed quickly and quietly. There are a small number of occasions when pupils are inattentive and noisy. This occurs when lessons are too long or when the class is insufficiently well managed.

12. Throughout the school, pupils generally work hard and concentrate throughout the day. Pupils sometimes lack the opportunity to choose. They are encouraged to take responsibility for their own learning to some extent, such as with individual targets in English, but at present insufficient use is made of these to motivate and encourage pupils to improve their learning. Pupils work well individually and as members of groups. For example, in a Year 6 physical education lesson, where they played hockey, they demonstrated a good understanding of fair play and adherence to rules.

13. Pupils' behaviour is good, which has a beneficial effect upon their learning and upon the school community as a whole. Behaviour at lunch and playtimes is good and there is no evidence of conflict or bullying. This area is well supported by the provision for personal, social and health education. Pupils treat the resources and equipment they use in a sensible way and take care when tidying up at the end of lessons. There has been one exclusion in the past year. Appropriate procedures are in place to support exclusions when they are needed.

14. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with individual care and respect. In turn, pupils are polite and helpful towards each other and to adults. In particular, pupils display a supportive and thoughtful approach to each other and to younger pupils. Pupils' personal development is good. They are encouraged to act responsibly and to consider the needs of others. They are given opportunities in lessons to express their opinions and feelings and they grow in confidence as they progress through the school. Pupils in Year 6 have good opportunities to serve the school community and to support younger pupils, such as in listening to them read. At present pupils in the reception year have insufficient opportunities to develop independence.

15. Attendance rates are very good and well above the national average. Absences are due to illness and to an amount of holiday taking in term time. Lateness is widespread and a significant number of pupils miss the start of the first lesson. This has a detrimental effect upon their learning. Registration time is brief and efficient.

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

16. The quality of teaching is satisfactory, though a good number of lessons were taught well and some very well. Of the lessons observed during the inspection, five per cent were very good, 42 per cent were good, 48 per cent were satisfactory and five per cent were unsatisfactory. The overall quality of teaching has improved since the last inspection due to the school's conscientious work in addressing many areas highlighted as being key issues for improvement.

17. Teachers now have secure knowledge and understanding of most curriculum subjects and good procedures are in place to further enhance their knowledge in subjects such as music. The quality of teaching in the reception class, which was seen to be unsatisfactory at the time of the last inspection, is now at least satisfactory overall. It is good and effective in communication, language and literacy.

18. The adoption of national schemes of work has improved the quality of planning, which is reflected in the clear progression of most work from Years 1 to 6. Planning includes clear objectives, resources, outcomes and opportunities for assessment and evaluation. Most planning clearly identifies work for different groups and is particularly detailed in Years 1 and 2. In the reception class, activities are now planned carefully in relation to the early learning goals and expectations of children are appropriate.

19. Planning for the literacy and numeracy hours is satisfactory overall, but there are some limitations. Literacy “hours” often overrun in some classes. Others devote considerable additional time to teaching spelling and handwriting, whilst in others a full day, except for an hour for numeracy, is planned for teaching English. In mathematics, there is sometimes insufficient rigour in providing challenging tasks for higher attaining pupils, which reduces the progress they make in lessons.

20. Basic skills are taught well in the reception class, where children already recognise their names and simple captions, write several letters correctly and count up to 10. They are taught satisfactorily in the rest of the school.

21. Expectations are good in the reception class and are generally appropriate elsewhere. In the best lessons observed, expectations were high. For example, in the Year 5 extended writing lesson, the teacher skillfully encouraged pupils to consider different authors’ styles when planning and writing their own introductions to stories. Similarly, in physical education lessons in the Year 1 and 2 and Year 6 classes, teachers had high expectations of work and behaviour, which motivated pupils to work well. Pupils knew what was expected of them and teachers made very effective use of time to challenge pupils to achieve more.

22. In some lessons, expectations are not always made clear to pupils. For example, in a Year 4 and 5 physical education lesson, expectations of behaviour were weak. Pupils lacked self-discipline and several misbehaved, restricting progress. Similarly, in a Year 1 and 2 class literacy hour, some pupils’ behaviour deteriorated when they were insufficiently involved in their tasks.

23. Teaching methods are satisfactory overall. Most teachers introduce lessons well, often providing imaginative and interesting resources to stimulate interest. For example, a reception teacher used a Kangaroo puppet effectively to teach initial letter sounds. The puppet mispronounced words, children were keen to correct these and repeated the initial sound. Children’s imagination and attention was effectively captured. Similarly, in Years 1 and 2 pupils listened and responded well to the teacher’s expressive reading of “The Three Bears and Goldilocks”, and successfully identified words used to connect ideas in sentences. The remaining parts of lessons, where pupils undertake individual or group tasks, vary in quality. At their best, these tasks are well devised to reinforce and extend learning, such as seen in a Year 3 and 4 geography lesson, where the work incorporated tasks set for homework, regarding the location of places in the world. The teacher clearly emphasised the learning objective, using good language and there were good links with numeracy and information and communication technology. Resources were well selected to enable success and pupils worked independently and conscientiously. When tasks are less successful, there is sometimes ineffective interaction between the teacher and pupils, such as in a Year 3 and 4 numeracy lesson. At other times, the pace of working slows when pupils are given no time limits to finish their work. This was seen, for example, in a Year 6 numeracy lesson, where the teacher’s planned involvement with particular groups did not take place.

24. Pupils are managed well in most classes, but this is inconsistent. Generally, the very good relationships ensure that pupils concentrate and behave well, but in some lessons there is insufficient rigour in managing the use of time, setting time limits and challenging pupils with higher prior attainment. On these occasions, pupils become restless and lack enthusiasm. In the reception class, children are managed well in structured lessons, though insufficient consideration has been given to providing opportunities for children to choose activities.

25. Effective use is made of support staff, who have clear understanding of their roles in supporting pupils. Very good support is provided for pupils with statements of special education need. The nursery nurse is generally deployed well in the reception class. For example, there was effective interaction with children who were developing roleplay about a journey to space. The reception teachers have not arranged the management of the children's spontaneous movement between indoor and outdoor activities. Resources are generally used well across the school. The use of time is often less successful.

26. The quality of assessment is satisfactory, though there is inconsistency in its use to inform planning and future teaching. This is particularly evident in some subjects such as history and geography where all the pupils in some classes undertake the same tasks and use the same worksheets. In the reception class, there are satisfactory assessment procedures, though these have yet to fully take into account aspects of children's personal development, such as their developing independence. The assessment of pupils with special educational needs is used effectively to plan work. This is a good improvement since the last inspection. Individual education plans are now reviewed regularly and pupils make good progress towards their targets.

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

27. The quality of the curriculum is satisfactory overall. There is an appropriate curriculum for children in the reception class and all the statutory requirements are met. The allocation of time for subjects is generally appropriate. There are many occasions when time spent on an individual lesson is too long to sustain pupils' good concentration. Sometimes, the variety of activities planned for the day is limited, such as in one class in which no activity, other than literacy and numeracy, is timetabled.

28. At the time of the previous inspection, the curriculum was satisfactory, being "generally broad and balanced and meeting statutory requirements". The full curriculum for information technology was not being taught. The overall provision remains satisfactory though several aspects have improved, significantly the curriculum for information and communication technology, the provision for special educational needs and the provision for pupils' spiritual and cultural development. There is good provision for extracurricular activities and for pupils' personal, social and health education. All pupils have equality of access and opportunity and there is good provision for their moral and social development.

29. The curriculum includes all subjects of the National Curriculum together with religious education. The school has a good personal, social and health education programme that is incorporated into all school policies. Drugs awareness is closely linked to health education. Sex education is, at present, only taught in Year 6, but the school intends to review this situation with a view to its inclusion in other years. Personal, social and health education was found to be unsatisfactory at the time of the previous inspection, but it is now significantly improved. The school follows the national guidelines for literacy and numeracy and continues to give high priority to promoting them. The skills and strategies which pupils learn in literacy and numeracy are satisfactorily taught. The use of information and communication technology to support other areas of curriculum is usually good.

30. Staff take care to see that all pupils, irrespective of gender, age or attainment, have equal access to the whole curriculum. The school aims to link equality of opportunity to every area of school life and these aims are explicitly developed through personal, social and health education, multicultural education, religious education and collective worship. The school actively promotes the inclusion of all pupils and this is particularly notable in the very high level of care and inclusion of pupils with mobility problems.

31. Provision for special educational needs is good. Pupils are provided with a range of learning activities that most effectively meet their interests and aptitudes. The good support by special educational needs assistants is very significant to the quality of provision. Teachers and the special educational needs coordinator write good individual education plans for pupils and use them well to plan suitable tasks, the best use of resources and support. There are clear, achievable targets and these are reviewed regularly to ensure they are still appropriate to the pupils' current needs. Pupils with special educational needs are included in all aspects of the curriculum and make good progress.

32. There is a good range of extracurricular activities. These benefit all pupils by supporting their personal development, whilst enhancing their learning, such as in information and communication technology in a computer club. Pupils enjoy clubs offering various sporting and musical opportunities. An art club and opportunities to learn brass instruments are planned for the near future. Experiences to enhance learning are also provided through visits to museums and places of worship and from visitors to the school. The local vicar regularly contributes to collective worship. Older pupils have the opportunity to attend a weekend residential visit.

33. There are very good links between the school and the wider community and there are good links with partner institutions. The involvement of the wider community is evident through sponsorship by local industry. For example, British Nuclear Fuels Ltd. supported the school's electricity project. Parents have the opportunity to gain an understanding of the curriculum through such arrangements as the Parents as Educators Course held by the school. There are good links with the local secondary school both as an enhancement to curriculum opportunities, as in the Victorian project, and for sporting events. The school's performance of "Oliver" took place at the secondary school and the secondary pupils worked alongside the younger pupils to help them with lights and stage management. Pupils take part in community events, such as singing and performing for local senior citizens and giving support to both local and world charities.

34. The overall provision for spiritual, moral, social and cultural development is satisfactory. The school has attempted to address the previous unsatisfactory inspection judgement for pupils' spiritual and cultural development by encouraging a heightened awareness of the need to include opportunities for developments of these areas in teachers' plans. The detail of the plans for this inclusion is very good, though lesson observations revealed only a few moments where pupils expressed awe and wonder. Overall, there has been satisfactory improvement, though there is some inconsistency across the school.

35. As an outcome of the measures the school has taken, the provision for spiritual development has improved and is now satisfactory in most classes. The school has a Christian ethos. A particular display focuses upon the presence of God with its prominently displayed words, "Everywhere around me I see the hand of God". Indication of spiritual quality is seen in the school's reaction to the World Trade Centre tragedy in New York, where teachers and pupils wrote letters to the children of New York. Pupils are given time for personal reflection during collective worship. Collective worship with prayer and singing, together with religious education make good contributions to pupils' spiritual development.

36. The provision for cultural, including multicultural development, has improved and is now satisfactory. The curriculum for art and design contributes well to this provision. The school has improved its resources, for example, in the provision of musical instruments, including some common to other cultures. Visits to places of cultural interest such as museums are provided and pupils benefit from the visits of people such as the artists who



came into school to work alongside them. The visit of an African drummer helped to widen the pupils' knowledge and experience of the music from another culture. At times throughout the year there are opportunities for pupils to perform for others which helps to build self-confidence and self-esteem. Awareness of other cultures is being enhanced through the proposed "twinning" with a nearby school in which there are pupils from different cultures.

37. The provision for pupils' social and moral development is good. This is a very caring school where adults provide good role models. The schools' behaviour policy is applied consistently. Most pupils know the difference between right and wrong and are learning to respect the person, property and views of other people. Pupils understand the consequence of their actions. The school encourages pupils to take responsibility, such as where older pupils accept responsibility for the younger ones and are using the computer to write stories to be shared with the children in reception. Opportunities for pupils to use their initiative are well developed in some classes where pupils are encouraged to carry out research, often using the Internet. Relationships are very good and discussions with pupils indicate that they like and enjoy school, respect their teachers and want to learn. Overall, the school provides a positive learning environment for pupils to develop as well rounded individuals. They contribute to and benefit from their local community, while becoming increasingly aware of the wider world around them.

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

38. The school has good arrangements for the care and protection of its pupils, who are all well known by all the staff and well supported by the very good relationships that exist throughout the school. Pupils with special educational needs are also well supported and fully integrated into school life. Health and safety procedures are satisfactory and these benefit from an appropriate policy and the good involvement of the governing body. Pupils are encouraged to be aware of their own safety and to act responsibly. The procedures for child protection are good, representing a significant improvement since the last inspection. All adults in school receive appropriate training and this is well supported by suitable written guidance.

39. The procedures for assessing pupils' attainment and progress and for monitoring and supporting academic performance are good. A variety of tests and assessments are used in all the subjects of the curriculum. This information provides the school with comprehensive information about groups of pupils and individuals. Pupils' work is carefully analysed and this information is used well in English to set individual targets for improvement. Overall, the use of information to guide curricular planning is satisfactory. Whilst assessment information is generally used well to plan the content of future work it is not used consistently to identify and provide work to meet the needs of each pupil. Assessment information is used effectively to identify pupils with special educational needs at an early stage. Appropriate individual education plans are written and the support of specialist agencies is sought as needed. This is an improvement since the last inspection.

40. The procedures for monitoring pupils' personal development are good and the educational and personal support and guidance offered to them is satisfactory. There are no formal systems for recording and monitoring pupils' personal progress.

41. The procedures for monitoring and promoting good behaviour are satisfactory. Pupils generally respond well to praise and reward. A termly celebration assembly provides recognition for effort, good work and behaviour. There is some inconsistency in the application of the behaviour system and although pupils are involved in the making of class

rules, these are sometimes negative in content. Incidents of misbehaviour are handled effectively and, in general, clear messages about unacceptable behaviour are provided. The inconsistency in the application of the behaviour system contributes to the small amount of noisiness and inattention in some lessons.

42. The procedures for monitoring and improving attendance are satisfactory. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. Lateness is widespread and poor punctuality is tolerated. Teachers sometimes fail to adopt a serious approach to the problem.

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

43. The parents' views of the school are good. Parents are appreciative of the education provided for their children and they provide good support for the school. In particular, they are pleased with the happiness of their children at school and the way in which the school is helping them to become mature and responsible. Significant numbers of parents are unhappy with the amount of information they receive about their children's progress and the way that the school works with parents. Some parents are unhappy with the range of activities offered outside lessons. The inspection findings support all the positive views of parents. They find that the provision of information about how a child is getting on is satisfactory and the effectiveness of the school's links with parents is also satisfactory. There are inconsistencies in the quality of information given to parents and the ease of communication between parents and the school. There is a good range of activities outside lessons. Extra-curricular clubs are provided and there is a good range of visits and visitors to support class work.

44. The effectiveness of the school's links with parents is satisfactory. Parents are welcomed into school and parents feel that the relationships between them and the school are good. Teachers are readily available to talk to parents at the start and finish of the day. Parents are invited to school assemblies, which provides opportunities for them to gain some insight into the work undertaken by their children.

45. The impact of parents' involvement on the work of the school is good. Many parents offer regular help in the school, having a positive impact upon children's learning. The extra-curricular clubs also benefit from parents' involvement. The Friends Association provides good support for the school. It holds a variety of well attended fundraising events. Funds raised provide the school with welcome additional resources.

46. The quality of the information provided for parents is satisfactory. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. Information about the topics to be taught in classes is given briefly in the newsletters. Reporting on pupils' progress is undertaken at two consultation events and through written reports that are issued in the late summer term. Parents feel that the consultation events held at each end of the school year and the lateness of the summer report provides them with insufficient information about their children's ongoing progress during the school year. They would welcome more regular information about their children and any difficulties that may arise in order to offer prompt support. Information about pupils' work and progress is provided in satisfactory written reports, though these vary in quality. All provide good information about achievements. Some identify areas of difficulty and give clear guidance for improvement, but some do not. Parents of pupils with special educational needs are involved at an early stage with the identification of their children's needs and are involved in regular reviews of their progress. This is a good improvement since the last inspection.

47. Parents' contribution to their children's learning at home and at school is generally good. The use of homeschool books with the younger pupils provides a good communication route for parents, but this opportunity is not provided for parents of older children. The school's homework policy provides well for the involvement of parents in supporting their children's work in the reception year and in Years 1 and 2, but does not provide for similar involvement with older pupils. The home-school agreement has been well supported by parents, indicating their commitment to their children's education, but this is marred by the significant amount of pupils arriving late for school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management are satisfactory. The last inspection report highlighted significant weaknesses in a number of key areas of management. Procedures for monitoring teaching and learning required development. The school needed to establish a clear educational direction and to further develop the management role of the governing body. Pupils' attainment in information and communication technology was unsatisfactory. There were significant weaknesses in the provision for pupils in the reception class and for pupils with special educational needs. Provision for pupils' spiritual and cultural development was unsatisfactory. Additionally, the use of assessment to inform curricular planning required improvement. Most of these issues have been addressed satisfactorily, with good improvement in some aspects.

49. The leadership and management of the headteacher and key staff are satisfactory. The headteacher has a very demanding management role, whilst also teaching the reception class each afternoon. She has worked extremely hard to produce a wide ranging school development plan that includes a comprehensive programme of development to address all of the key issues. This school development plan is rigorously followed and evaluated. It is written in clear achievable steps, is appropriately costed and is instrumental to the overall progress that the school has made. The detailed school review procedures give a realistic overview of the school's strengths and weaknesses and appropriately identify the principal initiatives required to move the school forward. Since the last inspection, there have been significant issues to address. The headteacher and governing body acknowledge the need now to consolidate the many initiatives undertaken to ensure that all remaining issues are comprehensively addressed.

50. The governing body is now effectively fulfilling its responsibilities. Through a comprehensive programme of training and through consultation with local education authority advisers, governors have a clear understanding of their roles. They have developed fully constituted committees with clear terms of reference. They receive regular reports from the link inspector, headteacher and curriculum coordinators. As a result, the governing body is kept well informed about what is going on in the school and how best to carry out its duties. Whilst supporting the school in many ways, governors are now in a favourable position to act as critical friends and are becoming active early in the decision making procedures of the school. They have a satisfactory understanding of the strengths and weaknesses in teaching and learning and in the standards that pupils achieve.

51. The management of the provision for pupils with special educational needs is now good. Pupils receive good support through carefully targeted learning plans that fully address their needs and through the very good support and encouragement they receive from teachers and support staff. The management of the provision for children in the reception class is satisfactory overall, with some aspects showing good improvement. Children now receive an appropriate curriculum that is taught by knowledgeable teachers. Teachers are well supported by a trained assistant. The use of outdoor play provision and opportunities for pupils to develop creativity and independence in their learning remain

areas for further development. The management of the provision for information and communication technology has improved. Pupils' attainment is now satisfactory and in line with national expectations, showing good improvement. The school has provided a satisfactory number of computers and has ensured that teachers are trained to use them effectively in the curriculum. The provision for pupils' spiritual and cultural development is now satisfactory.

52. The monitoring, evaluation and development of teaching is not yet fully effective. Whilst the headteacher and key staff undertake a rolling programme of monitoring teaching, this has been insufficiently rigorous to detect the inconsistencies in practice between teachers and the inefficient use of teaching time in some subjects. The scope of classroom observations is too broad and does not concentrate specifically on those aspects requiring improvement, such as pupils' independent writing skills. After the last inspection, the school appropriately focused on raising standards in English, mathematics and science. This has resulted in a lack of opportunity for coordinators of other curriculum areas to develop a greater awareness of pupils' standards of attainment, or the quality of teaching and learning. These coordinators have yet to develop a robust overview of the quality of provision in their subjects. Assessment is now used satisfactorily to inform curriculum planning. The use of annual tests, half-termly assessments and analyses of test results is now embedded in the management of the school. The school is currently devising a system that draws this information together to provide a satisfactory way of evaluating how successful it is in achieving its objectives, along with providing an effective mechanism for tracking the progress of individuals and cohorts of pupils over time.

53. The school's mission statement is reflected satisfactorily in the work of the school. Relationships between adults and children are very good and the Christian ethos is reflected in pupils' development. The school has a good number of teachers and support staff who are suitably qualified and experienced to meet the demands of the National Curriculum. The staff work well together as a cohesive team and have worked hard to address the issues raised at the time of the last inspection. Provision for staff new to the school is good. For example, newly qualified teachers receive good support from their colleagues, attend a range of relevant courses and have good opportunities to observe others teaching. Arrangements for the professional development of staff are effective and take due account of teachers' personal needs and the objectives identified in the school development plan. Appropriate performance management procedures are in place. Governors have worked with a local education adviser prior to agreeing manageable performance targets for the headteacher and deputy head.

54. Financial planning and management are satisfactory. The governors' management committee meets regularly and monitors the budget carefully to ensure that grants are spent appropriately for their intended purposes. Governors evaluate spending to ensure best value for money when seeking tenders and to evaluate the effectiveness of earlier financial decisions. The school is carrying forward a slightly larger than average underspend on its current budget. This will be used to maintain a fifth class the academic year beginning 2002. All the recommendations in the last audit report have been put into practice. Additional grants are used appropriately. For example, a grant has been used to provide a third classroom assistant so that all teachers have additional support in their classrooms. During the inspection, assistants were used well to support pupils' learning.

55. The accommodation is good. The staff feel privileged to work in this new, purpose built school. Outdoor play areas for the main school and reception class add to the good provision that pupils enjoy. The school presents an attractive and clean environment, well maintained by conscientious caretaking staff. The quality and quantity of learning resources is good overall.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and improve the quality of teaching and learning, the headteacher, staff and governors should:

◆ Improve standards in mathematics by the end of Year 6 by:

- *ensuring there is sufficient rigour and pace in teaching and learning;*
- *adapting work to meet the needs of pupils with different prior attainment;*
- *improving the organisation and teaching of groups;*
- *providing constructive guidance for pupils when marking their work;*

(paragraphs 2, 91, 97 and 100)

◆ Improve the use of assessment to inform planning and teaching by:

- *ensuring there is consistent use of assessment across the school;*
- *ensuring work is adapted for all pupils in the mixed age classes, taking account of their different prior attainment;*

(paragraphs 5, 8, 24, 26, 39, 81, 84, 89, 93, 95, 97, 100, 112, 132 and 135)

◆ Improve the rigour of the monitoring, evaluation and development of teaching by:

- *identifying key areas that require improvement in order of priority;*
- *establishing clear criteria for monitoring standards, teaching and learning;*
- *enabling co-ordinators to regularly evaluate standards achieved in classes, along with teaching and learning;*

(paragraphs 52, 86, 100, 130, 150, 157 and 164)

◆ Continue to develop the good progress already made for the provision for children's learning in the reception class and ensure there is a balance between teacher-directed and child-initiated activities;

(paragraphs 3, 14, 24, 25, 58, 60, 64, 66, 68, 69 and 70)

◆ Review the times allocated to subjects, such as English, to ensure there is suitable pace and that it is used efficiently.

(paragraphs 10, 11, 19, 23, 24, 27, 58, 82, 83 and 85)

In addition, the school should include the following less important issues in its action plan. These are included in paragraphs 15, 42, 43, 46, 47 and 101:

- ◆ Improve punctuality;
- ◆ Develop consistent methods for communicating information to parents.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	17	19	2	0	0
Percentage	0	5	42	48	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	112
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	3.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	75 (95)	92 (95)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	92 (95)	83 (89)	100 (95)
	National	85 (84)	89 (88)	89 (88)

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

As the number of boys and girls at the end of Year 2 in 2001 were both less than 10 then only the overall percentage results are shown.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
Percentage of pupils at NC level 4 or above	School	78 (64)	72 (57)	89 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	10
Percentage of pupils at NC level 4 or above	School	50 (57)	66 (43)	78 (71)
	National	72 (70)	74 (72)	82 (79)

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

As the number of girls at the end of Year 6 in 2001 were less than 10 then only the boys' results and the school's overall percentage results are recorded.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	21 : 1
Average class size	22

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

Total number of education support staff	5
Total aggregate hours worked per week	92

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/01
	£
Total income	272,548
Total expenditure	273,088
Expenditure per pupil	2,238
Balance brought forward from previous year	12,688
Balance carried forward to next year	12,148

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	0	0	5
My child is making good progress in school.	31	60	7	0	2
Behaviour in the school is good.	19	67	12	2	0
My child gets the right amount of work to do at home.	40	45	7	5	3
The teaching is good.	31	57	5	2	5
I am kept well informed about how my child is getting on.	29	30	24	12	5
I would feel comfortable about approaching the school with questions or a problem.	60	31	7	2	0
The school expects my child to work hard and achieve his or her best.	50	40	10	0	0
The school works closely with parents.	26	38	24	7	5
The school is well led and managed.	31	43	14	5	7
The school is helping my child become mature and responsible.	38	50	10	2	0
The school provides an interesting range of activities outside lessons.	29	48	10	10	3

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. Reception children are taught in the combined reception and Year 1 class by the headteacher each afternoon and by a part time teacher every morning. There is also a part time nursery nurse. At the time of the inspection there were 10 children of reception age in the class. They had attended for three weeks part time and for less than three weeks, full time at the time of the inspection. Children settle well into the reception class. They are happy, enthusiastic and persevere with their tasks. They receive good support from the Year 1 pupils, who help them in the cloakroom and at playtime.

57. Children are assessed at the beginning and end of the reception year. The results of these assessments at the beginning of the year show below average competencies in reading and early mathematics. By the end of the reception year, children have made good progress in reading, phonic work, speaking and listening and mathematics. Most surpass the early learning goals for their age in communication, language and literacy and mathematics by the end of the reception year.

58. The previous inspection found a serious weakness in the provision for the reception class. There has been good improvement in some aspects, but insufficient progress in others. Reception teachers now plan appropriately, using the recommended early learning goals. Staffing has increased and children are now well supported in their learning. Activities are carefully planned so that children learn in a structured way and most activities build systematically on children's prior knowledge. The provision for outdoor play is good. There is very good large climbing apparatus, a soft play surface and a good range of outdoor equipment, but children lack opportunities to use this area regularly. The longer morning lessons are timetabled almost exclusively for literacy and numeracy work with activities in all other areas of learning having limited time in the shorter afternoon sessions. This contributes to an insufficient balance between teacher directed activities and opportunities for children to make choices.

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

59. Children's personal, social and emotional development is satisfactory overall. They take turns, such as when playing a number recognition game fairly. In their short time in school they have learnt to listen attentively to their teachers and to each other. They are interested in their work, persevere and take part enthusiastically in new activities. The reception staff provide good role models for social relationships, working well together as a team. They have created a positive learning environment in which children are valued and encouraged. The staff manage the children well and there are few behaviour problems.

60. Teaching is sound in this aspect. The reception teachers provide satisfactory opportunities for children to work together so they learn to share, but opportunities to develop independence are missed. The planning and organisation of the day provides insufficient opportunities for children to choose. There are designated areas for creative role-play, but overall, the classroom lacks well defined areas, for example, for creative work, reading or mark making. The classroom surfaces are cluttered and there is a lack of orderly storage systems to enable children to collect equipment and put it away themselves. These limit the opportunities for young children to develop independence in their learning.

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

61. In communication, language and literacy, children surpass the early learning goals by the end of the reception year. Children make good progress due to the large amount of time dedicated to this area and the good, structured provision. For example, there are daily literacy lessons where they hear a rich variety of stories and learn key words and letter sounds. They recognise that print tells a story or conveys information. Children develop good speaking and listening skills. For example, on a pretend trip into space, children discussed the food they would take and talked enthusiastically about building a rocket. All gave appropriate answers to questions, with a significant number speaking in clear sentences. For example when asked why “Kipper” was sad, the response was “Because he’d been naughty!” Most recognise and write their first names. They are beginning to recognise letters and enjoy correcting the kangaroo puppet when he mispronounces a word.

62. The quality of teaching is good. Effective revision of previously taught work gives children good support. Work is carefully planned in small stages, so that children learn systematically. The teacher uses a puppet to capture interest and the children are enthralled when choosing a word from his pouch. The provision and use of story sacks has a significant impact on the progress that children make in speaking and listening. Each sack contains a good quality reading book and a range of artefacts, so that children can reconstruct the story. The effective links between home and school using storybooks and word recognition activities contribute well to the good progress that children make. Opportunities are missed to include reading and writing in some aspects of the class provision, such as well-labelled resources for painting activities, or opportunities for writing freely in a variety of circumstances.

## ***Mathematical development***

63. Children make good progress in their mathematical development and surpass the early learning goals by the end of the reception year. Most count to at least 10. More than one half recognises numbers to five. Children enjoy singing number songs such as, “Alice the Camel”, to reinforce their knowledge of the order of numbers. They are beginning to make comparisons, using mathematical terms. For example, when filling buckets with sand, they identify which have “more” and “less”. When stringing teddies, children identify the correct colour and successfully construct patterns using two colours.

64. The quality of teaching is satisfactory. Tasks are suitably adapted to closely match children’s differing needs and abilities. There is a lack of flexibility to the structure of the lessons. Children are expected to stay in their groups throughout the session and this limits what they can achieve and the amount of support they receive. There is a lack of interesting mathematical activities for children to independently access and investigate.

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

65. Children’s knowledge and understanding of the world is satisfactory. They have good opportunities to extend their learning through visits to interesting places. For example, they gained a good sense of the past through visiting the Toy and Teddy Museum, handling a range of old toys and learning about teddies through the ages. In school, they placed a small range of teddies in order, noting differences in construction and materials, such as stuffing and plastic and moving joints. They watched a puppeteer and made stick puppets, before performing simple nursery rhyme plays. Children develop a sound understanding about the local community through visits to the local park, a garden centre and shops. They perform simple operations on the computer, such as carefully using the mouse to drag fishes across the screen to a fish tank.

66. The quality of teaching is satisfactory because of the good range of interesting projects that children undertake. These give effective preparation for the subjects of the National Curriculum. Opportunities are limited because work in this area of learning is timetabled as a discreet subject. This narrows the focus of the work and hinders connections between areas of learning, for example, by extending the scope of outdoor play. There is little use of interactive displays where children can handle a range of interesting artefacts.

### ***Physical development***

67. Children meet the early learning goals in their physical development and they make sound progress in this area. Most demonstrate appropriate hand-eye co-ordination when, for example, threading beads on string. They cut, stick and glue with reasonable accuracy. When colouring templates of their hands, they kept within the lines, cutting carefully around the shape. They show independence in this area, but ask for help if necessary. In the games' lesson observed, children adapted their movements well to the teacher's instructions. They bounced, threw and caught balls with obvious enjoyment and began to evaluate others' performance.

68. The quality of teaching in the physical education lesson was satisfactory. Children had a good amount of time to practise ball skills. Clear instructions ensured that children worked purposefully. Overall, there are too few planned opportunities for children to choose from a range of tools and activities. Teachers provide insufficient opportunities for pupils to use the very good outdoor area and wheeled vehicles provided for them.

### ***Creative development***

69. Children's creative skills are satisfactory overall. Children make good progress in role-play activities, adapting the voice and mannerisms of characters. For example, they made fierce bear noises when re-enacting "The Three Bears" story and developed good scenarios for travelling into "space" in their rocket. They sing with reasonable tunefulness and listen attentively to stories. They paint and draw pictures, such as their self-portraits, with sound control and style. They learn to select appropriate tools such as pencil, wax and pastel crayons. They have limited opportunities to choose which art materials to use.

70. The quality of teaching is satisfactory overall. There is good provision for imaginative play, but there are insufficient opportunities for children to choose or encounter experiences and resources that stimulate their creativity. The art area is insufficiently well organised to promote choice and easy access. There has been insufficient progress in this aspect since the last inspection.

## **ENGLISH**

71. In the 2001 National Curriculum assessments pupils' performance by the end of Year 6 was satisfactory and in line with national averages. Comparisons with performance in similar schools cannot be made, as this information was unavailable at the time of the inspection. In 2000, pupils' performance in English was well below the national average at the end of Year 6. In comparison with similar schools its performance in 2000 was well below average. School data shows that in 2001, four pupils out of a total of 18 were absent, affecting the overall school percentage. Analyses of performance show that it is improving, with more pupils attaining satisfactory and higher results than in previous years. Performance at the end of Year 6 varies from year to year in this small school, where cohort sizes make comparisons unreliable. Additionally, variations occur when taking into account

the numbers of pupils with special educational needs who often join the school in Years 3 to 6. This also affects the reliability of judging pupils' attainment at the end of Year 6 in relation to their prior attainment. The school's own analyses and detailed predictions of performance show that pupils achieved in line with their capabilities and as well as expected.

72. In 2001, at the end of Year 2, pupils' performance was above the national average in writing and below this in reading. Performance in reading in 2000 was satisfactory and in line with the national average and in comparison with similar schools. In 2001 no pupils attained higher than average results in writing. The results reflected pupils' prior attainment, including that of 17 per cent of pupils who had special educational needs. The cohort was small, which can considerably affect a school's scores. There has been a steady improvement in reading and writing by the end of Year 2 since 1998. Taking the results of the last few years together there has been an upward trend in performance at the end of Year 2.

73. Evidence from the current inspection shows that pupils attain satisfactory standards that are in line with the national average in all aspects of English by the end of Years 2 and 6. Standards were also found to be satisfactory at the end of Years 2 and 6 at the time of the previous inspection in 1999. At that time in speaking and listening, though pupils listened and talked well, those with potentially higher attainment received few challenging and thought provoking questions. In reading, pupils across the school relied too much on the use of phonics to identify unfamiliar words, being less secure in using other reading strategies. Older pupils lacked confidence in using the school library to find information. In some lessons observed during the current inspection some of these limitations were still apparent.

74. In speaking and listening, pupils across the school listen well to adults, particularly where introductions, demonstrations and explanations are clearly focused on lesson objectives. Speaking skills are satisfactory overall. Pupils willingly answer questions and contribute to discussions. Most teachers adapt their use of language appropriately to meet the needs of pupils with lower prior attainment and special educational needs. This ensures that all pupils are successfully included in class and group discussions. Generally, pupils with higher prior attainment discuss their work maturely and are encouraged to do so. Good examples were seen in lessons in literacy, science and history. For example, in Year 4 and 5 pupils talked animatedly about authors' style and their own preferences, encouraged by the teacher's well devised lesson on developing a story. In few instances, pupils were reluctant to contribute to discussions, due to either uncertainty about what was required from them or because lessons were too extended and their interest was lost.

75. Pupils' reading is satisfactory overall by the end of Years 2 and 6. Pupils enjoy the big books used in literacy lessons, making good progress in their understanding of different kinds of books. Younger pupils recognise that events in a story follow a sequence. They recall the main ideas and use the illustrations to enhance their understanding of the plot. In a good lesson seen the teacher skilfully guided Year 1 pupils towards using a range of strategies, such as prediction and anticipation, to gain meaning from the story. Similarly, Year 2 pupils responded well to questions about "The Three Bears and Goldilocks", where they identified words used by the author to connect sentences.

76. Pupils develop secure understanding of ways in which information can be presented, including that found on the computer. In a Year 3 lesson, several pupils successfully understood this as a direct result of the effective additional support provided. When reading to inspectors, some Year 3 pupils read hesitantly and with little understanding from their reading books. They were unable to self-correct. When given another book they read

confidently, using picture and context cues and reading more complex words accurately. Year 4 pupils read accurately but with little expression. Some paid insufficient attention to punctuation and lost the meaning in parts of the story, whilst others made insufficient use of the surrounding context to deduce unfamiliar words.

77. In Years 4 and 5, pupils make good progress in their understanding of authors' different styles. They know the rudiments of story structure, suggesting that a story needs characters, a setting and a "problem" to make it interesting. Most agree that "powerful" language in a story engages the reader. Most Year 5 pupils were fully engrossed in this lesson, though the activity insufficiently motivated some younger pupils and some with lower prior attainment.

78. Year 6 pupils' reading is satisfactory. They read for a wide range of purposes and show interest in reading for pleasure. When reading aloud to inspectors pupils showed understanding, though all had a limited understanding of some vocabulary in the story, such as "unbearable, severely" and "boredom". Those with lower prior attainment read hesitantly and some rely on pointing to words as they read. Discussion with pupils shows that they understand and use the "blurb" to gain an overview of a book. They use the contents, index and glossary pages when seeking information. Pupils understand the layout and contents of a dictionary though some take a long time to locate a word, using their knowledge of the alphabet.

79. Writing standards are satisfactory by the end of Years 2 and 6. Younger pupils develop secure writing skills, composing simple sentences and captions for their work. Year 1 pupils know and use appropriate punctuation, such as capital letters and full stops to demarcate sentences. In a lesson observed, pupils volunteered, "If you start reading from the full stop it wouldn't make sense!" Pupils develop secure word building techniques, blending letters to form simple words. They make realistic attempts at spelling simple words and develop appropriate handwriting and presentation skills. Some pupils have yet to use appropriate tenses in their stories. Those with lower prior attainment have yet to write with appropriate control, using the correct letter formation. By the end of Year 2 stories have a clear beginning, middle and end. Pupils write for a range of writing purposes across the curriculum. For example, they have devised a range of instructions, recipes, accounts and descriptions. Those with higher prior attainment write at length, with some including dialogue to enhance their stories.

80. Pupils in Years 3 to 6 continue to write for a wide range of purposes, using a range of formats. Younger pupils increasingly use adjectives and more complex ways to join ideas in a sentence. They recognise the conventions of writing speech and use appropriate grammar and punctuation. In the Year 4 and 5 lesson about story writing pupils wrote effective introductions that showed good awareness of engaging the reader. The scrutiny of work undertaken by Year 6 pupils shows that they write letters effectively. They have written good accounts in the style of a newspaper reporter, such as in a report about an avalanche. Pupils draft their work and are encouraged to improve. Ideas are developed well, though there are some weaknesses in pupils' use of tenses, their vocabulary and in their spelling and punctuation. Writing standards are improving as a direct result of the school's focus on raising standards and setting targets for pupils to improve their work.

81. Overall, pupils make sound progress in English. Most literacy lessons are planned in detail and are supported by teachers' use of good quality resources. Most provide appropriate work for all pupils. Pupils with special educational needs make good progress, supported by teachers' effective use of their individual education plans to inform their planning and teaching. Progress in reading, whilst satisfactory overall, is sometimes adversely affected, particularly where reading books are not well matched to pupils' prior

attainment. In some classes, pupils rarely read books aloud to the teacher and other adults and reading diaries are insufficiently well used as a record between home and school. The school library is insufficiently used for independent research and as a resource for developing their study skills. Groups of pupils of different ages who talked to inspectors were unclear about the classification system in the library. Several believed that fiction books were arranged in the same alphabetical order as fiction.

82. Pupils generally concentrate and persevere in lessons. They behave well, though in some lessons pupils lost enthusiasm when lessons were too long. Pupils work conscientiously, whether working independently or as members of group activities.

83. The quality of teaching is satisfactory overall. Relationships are good. Introductions to lessons are usually effective, with most teachers clarifying objectives, reinforcing prior learning and setting appropriate expectations. Resources are used well and support staff are usually deployed effectively and efficiently. Lesson plans are detailed and benefit from the co-ordinator's work in supporting colleagues with their planning. Group activities are generally appropriate though some pupils have yet to develop skills of working independently when the teacher is focusing on another group. In a few lessons, the pace slows and there is insufficient time for effective lesson conclusions.

84. Assessment procedures for English are good overall. Achievements and pupils' progress are recorded. Attainment in the national tests is analysed to inform future teaching. Portfolios of work provide good guidance for teachers in assessing pupils' attainment in relation to national levels. Work is marked constructively and pupils are aware of their targets for improvement. Assessment is generally used satisfactorily to inform work. There is some inconsistency in assessing and monitoring pupils' development in reading in some classes.

85. The literacy hour is often extended and some lessons are insufficiently well organised. In some cases, spelling lessons are delivered for a further hour whilst in others, handwriting is taught for periods ranging from a further half an hour to an hour. There is inconsistency in the school in the times allocated to teaching English. In one class, a full day, except for an hour for numeracy, is planned for teaching English, limiting time for other subjects. The effect of timetabling in this way is reflected in pupils' deteriorating concentration and interest. The school is justifiably aiming to further improve standards in literacy and in particular writing. Good work was seen in some extended writing lessons, which showed effective development of writing skills.

86. The subject co-ordinator is well qualified to lead English and has worked conscientiously to develop planning and assessment procedures. Monitoring of planning, work and lessons is undertaken and good support has been given from local education authority advisers, who have also contributed to classroom observation. The points raised from monitoring classroom practice have not been fully addressed by a rigorous approach to monitoring, evaluating and developing teaching.

87. Resources and the accommodation for English are good. But, in some classes, resources are insufficiently well organised and are not readily accessible to pupils. Class libraries sometimes lack clear organisation and provide little stimulation for pupils to learn to enjoy reading for pleasure. There are some good quality displays of pupils' work, though this is inconsistent. The organisation, layout and quality of display are areas that were highlighted for improvement by the school's external adviser. These have yet to be addressed.

## MATHEMATICS

88. In the 2000 National Curriculum assessments pupils' attainment by the end of Year 2 was satisfactory, in line with the national average and also in comparison with similar schools. Fewer pupils than average attained higher levels. In the recent 2001 tests, pupils' performance at the end of Year 2 was satisfactory and in line with the national average. One third of the pupils attained the higher level. No comparisons can be made with the performance of pupils in schools in similar contexts, as this information was unavailable at the time of the inspection.

89. Performance at the end of Year 6 varies from year to year in this small school, where cohort sizes make comparisons unreliable. In the 2000 National Curriculum assessments, pupils' performance at the end of Year 6 was unsatisfactory, being well below the national average and that of similar schools. This indicates very poor progress for this cohort of pupils when compared to their performance in Year 2. The school has a higher than average number of pupils joining and leaving the school, particularly in years 3 to 6, so such value added comparisons are unreliable. The recent test results in 2001 indicate an improvement, with approximately three quarters of pupils attaining satisfactory standards, though few pupils achieved the higher levels. This reflects pupils' prior attainment to some extent, but is also due to higher attaining pupils being insufficiently challenged.

90. Pupils' attainment by the end of Year 2 shows good improvement since the last inspection, increasing from well below to average levels. For pupils at the end of Year 6, standards of attainment are similar to those reported in the previous inspection, with a similar proportion of pupils not achieving higher levels. This shows lack of improvement and unsatisfactory progress.

91. Pupils' attainment at the end of Year 2 is now satisfactory and similar to that expected nationally. Standards at the end of Year 6 are unsatisfactory and below those expected nationally. This is because pupils' competence in the use of multiplication tables together with underdeveloped mental strategies to solve problems quickly, limits the overall progress they make. Discussions held with pupils also indicated limited ability to identify the correct number operations to use when solving a multi-part problem. Pupils with special educational needs make sound progress in all year groups because of the good level of support they receive in numeracy lessons.

92. By the end of Year 2, pupils identify numbers to 100, developing a satisfactory understanding about tens and units. Most add two, two-digit numbers accurately. Pupils identify the lines of symmetry in simple shapes and understand the concept of one half and one quarter. They recognise multiples of two, five and ten in numbers up to 100. Pupils measure using a kilogram, litre, metres and centimetres. In early measuring activities Year 1 pupils successfully use non-standard units. For example, they measured the height of a teddy, by filling his length with pencils, cubes and sticks and recorded their results appropriately. They develop a sound understanding of numbers to 20 and count to 100.

93. Pupils' progress, including that of those with special educational needs, is satisfactory overall in Years 1 and 2. Classroom observation and the scrutiny of pupils' work in books shows that work is rarely adapted to take account of the differing needs of pupils with average prior attainment and those with higher prior attainment. In the Year 1 and 2 class, different work is planned for the two age groups of pupils, but does not take account of the differing abilities within those age groups. This limits the overall progress that pupils make. Pupils make sound progress in their developing ability to manipulate numbers to 100, but they have limited opportunity to use numbers greater than 100 or to



develop simple problem solving strategies. Opportunities are limited for pupils themselves to find and use the materials they require to solve a problem. Pupils present their work satisfactorily.

94. By the end of Year 6 pupils' competence in manipulating numbers, using mental strategies and pencil and paper jottings are not developed effectively. For example, when required to solve  $972$ , pupils laid out a formal addition sum on paper rather than quickly rounding to 200 and subtracting 6. When solving multiplication problems, the majority of pupils take time to count on in multiples rather than recalling the multiplication fact instantly.

95. In Years 3 to 6 pupils use a range of graphs to organise their results. For example, in the Year 4 and 5 class, pupils used spinners to ascertain the probability of occurrence of numbers 1-6, using line graphs to chart results. Others used bar graphs to record their findings on mode and range of head sizes within the class. Pupils calculate perimeters of plain and irregular shapes. They use brackets to demarcate their work. Throughout Years 3 to 6, pupils make sound progress in setting out formal calculations using the four number operations, using progressively larger numbers and decimals. Pupils correctly solve clear cut, uncomplicated sums but find difficulty understanding written and spoken problems. In two of the three lessons observed and in scrutiny of pupils' work over time, work was not sufficiently adapted to take account of pupils' differing prior attainment. This results in pupils with higher prior attainment having insufficient opportunity to work within the higher levels, and pupils with lower prior attainment making too many mistakes because the work is too hard.

96. The quality of teaching is broadly satisfactory, containing a mixture of strengths and weaknesses. Teachers plan lessons with appropriate reference to the National Numeracy Strategy. Most teachers manage pupils well and there are good relationships in classrooms. Teachers plan work that promotes interest and encourages pupils to contribute to discussions. For example, in a Year 6 lesson on interpreting data, pupils compared the amounts of sunshine in Portugal and England. They effectively used their prior knowledge of weather patterns in this country to make considered comparisons between the two countries and successfully completed well presented frequency graphs.

97. All teachers demonstrate sound subject knowledge, but most do not challenge pupils sufficiently. For instance, in all the observed mental arithmetic introductions to lessons, teachers did not direct questioning to individual pupils, resulting in a significant number not taking part. Additionally, most teachers did not challenge pupils to verbalise their answers, or show them quick ways to answer a problem. There is sometimes insufficient rigour in the teaching and learning, as pupils are not given challenging time limits to complete tasks. This reduces the urgency and limits the amount of progress they make in a lesson.

98. In a Year 4 and 5 lesson on calculating perimeters, pupils with higher prior attainment were effectively challenged. They were given an open ended investigation that involved gradually increasing the measurements of perimeters and finding the pattern this made. The pupils worked hard to solve the problem, achieving good results and making good gains in their understanding. In half of the lessons, the teachers supported the class overall rather than providing focused teaching for groups of children. This restricted pupils' progress, as they received insufficient guidance. All teachers regularly mark pupils' work but rarely provide written advice on how to make improvements.

99. Co-ordination of the subject is effective in most aspects, but there is insufficient rigour in the monitoring, evaluation and development of teaching. The co-ordinator has good subject knowledge, is well trained and gives good support to colleagues. The National Numeracy Strategy has been effectively introduced, with sufficient, appropriate

resources to support the daily numeracy hour. Teachers now plan using a consistent format. Medium term plans are monitored to ensure full coverage. There are sound procedures to ascertain the attainment and progress that pupils make in annual tests. The headteacher and mathematics coordinator have put effective measures in place to analyse pupils' answers in test papers, thereby ascertaining strengths and addressing weaknesses.

100. All teachers undertake half-termly assessments, but there is no consistent format for presenting this information so that it can be included in the headteacher's tracking initiative and thereby influence the targets set for individual pupils. Pupils' work in books is monitored, but no written evaluation is made. The lack of adaptation in pupils' work has not been addressed. The quality of teaching and learning in classrooms has been monitored, but this is not yet sufficiently robust to address the lack of pace and rigour in most lessons.

101. Pupils in Years 3 to 6 regularly receive homework that is effectively used to consolidate their learning. This practice is less well defined in Years 1 and 2. Pupils have sound opportunities to apply mathematics in other curriculum areas. This is seen for example, in using exact measurement to construct fairground rides in design and technology, or when recording geographical information graphically. Information and communication technology is now used appropriately in all classes to support work in mathematics, showing good progress in this aspect since the last inspection.

## SCIENCE

102. In the 2001 National Curriculum teacher assessments all Year 2 pupils attained at least satisfactory standards. In the same year at the end of Year 6 pupils' performance was satisfactory and in line with the national average. School data shows that performance at the end of Year 6 was higher than in 2000, with a higher number of pupils achieving above average results. Comparisons with schools in similar contexts were unavailable at the time of the inspection. Pupils' attainment in science has improved over the last four years.

103. Pupils in the school now attain satisfactory standards that are in line with national expectations at the end of Years 2 and 6. Fewer pupils than average achieve higher levels. This result reflects pupils' prior attainment and the proportion of pupils with special educational needs. The overall, steady improvement in results and the current attainment are due to the improved teaching of scientific knowledge and to the very good emphasis the school places upon enquiry and practical involvement. Following an analysis of pupils' answers in national assessment tests, the school systematically improved the pupils' scientific vocabulary, so that they now recognise and use correct terms.

104. The findings of the previous inspection showed that whilst standards for 7 year olds were very high, the standards achieved by 11 year olds were very low. These findings differ from those of the present inspection. School data shows clear and significant differences in the cohorts' prior attainment.

105. The approach to science teaching in Years 1 and 2 is through cross-curricular topic lessons. Both years study the same topic and there are appropriate expectations of what all pupils can achieve. Pupils discover where plants grow and compare the type of plants found in a field with those plants found in the infant play area. They gain satisfactory knowledge of how plants grow by looking at the root system of a seedling and comparing it with a pot bound plant. The scientific concept of change is understood through such experiments as using a grater on an apple. Pupils with higher prior attainment identify this as an irreversible change. They understand that this is different from water, which can form

ice then, by melting, become water again. The ability to record observations, using simple tables is managed by most, but only those with higher prior attainment organise and present their work satisfactorily. Within this topic, pupils have the opportunity to study important components of the science curriculum. They investigate and study life processes and living things and learn about materials and their properties.

106. After Year 3, science is taught as a separate subject. There is sufficient time provided for practical investigations, which are part of every lesson, together with recording, evaluating results and drawing meaningful conclusions. There is very secure evidence that all areas of the curriculum receive equal and sufficient emphasis. Alongside the practical experience they gain, pupils make sound progress in scientific knowledge. For example, Year 3 pupils know that water boils at 100 centigrade. Year 4 pupils use their experience and knowledge to explain why a bulb does not light because of a broken circuit. In Year 5, investigations are carried out on the properties of different liquids and pupils know that liquids will evaporate over time. They know the process of fair testing and can write conclusions such as, "our experiment proves that water evaporates quicker than oil". By the age of 11, many pupils are presenting their work well and producing carefully labelled diagrams. They experiment with filtration; they present, through a carefully labelled diagram, information on the bones and muscles in the human body; they understand the phases of the moon and how light is reflected from the sun.

107. The quality of teaching is good in most aspects. Teachers have good subject knowledge and provide a good range of resources, which are used effectively by pupils. There are good examples of pupils being encouraged to predict. For example, in a Year 5 lesson pupils successfully predicted the various speeds of the filtration process through layered soil in a bottle. Pupils enjoy the practical nature of the activities, which are well planned. Behaviour is good and pupils understand the importance of working sensibly. Pupils work well cooperatively, such as seen in a Year 6 lesson, where the teacher's good management and organisation had a strong impact on collaborative learning.

108. A less successful feature of the teaching is the lack of opportunities provided for pupils to collect their own materials or sufficiently devise the format of their own investigations. There is insufficient promotion of these skills in science across the school and this is very apparent by Year 6 when the teacher has to work hard to ensure that pupils develop independence.

109. All pupils participate fully and those with special educational needs are enabled, through support, to achieve results in line with their potential. Pupils are taught the correct scientific vocabulary, which they are encouraged to use to describe what they have found out. The computer is used well, often to represent data and results in the form of graphs. This also reinforces pupils' numeracy skills.

110. The co-ordinator for science ensures that pupils are assessed at the end of each half term. This provides teachers with information for future planning. Assessment is used satisfactorily to inform planning for different pupils. The co-ordinator has cultivated useful links with industry, which has sponsored the provision of materials for an electrical project. Learning opportunities for older pupils are enhanced by occasional visits to the local secondary schools where they are able to use the laboratory facilities.

## **ART AND DESIGN**

111. Only two lessons in art and design were observed, due to the organisation of the timetable. Evidence from these observations, the scrutiny of work, displays and discussions with pupils and teachers indicates that standards are satisfactory and in line

with national expectations by the end of Years 2 and 6. Pupils, including those with special educational needs, make satisfactory progress across the school. There has been a clear improvement since the last inspection when the art curriculum was too narrow and insufficiently promoted the consistent development of art skills.

112. Both lessons seen were in the Year 1 and 2 class, where pupils learned how to use different materials to represent a “furry” coat for a teddy bear. Pupils used pastel, pencil and wax crayon effectively to produce the required effect. They know that pastels can be “smudged” and blended colours well. Pupils showed good investigative skills and worked well with partners to review and evaluate their work. They showed secure appreciative skills when discussing their preferences and selecting work to show others. The quality of teaching was satisfactory. Lessons were planned well, showing clear objectives, specific vocabulary to be taught and resources. All pupils are included well, ensuring equality of opportunity. Appropriate opportunities for assessment and evaluation were built into the plans and were generally used well. Pupils had insufficient opportunity to take responsibility for collecting resources and there was insufficient challenge for some pupils. Some pupils worked carelessly.

113. Throughout the school the quality of displays varies. At its best they are imaginative and informative. In some classrooms, resources are insufficiently well organised and are not readily accessible to pupils.

114. Pupils work with a range of resources and develop a variety of skills as they progress through the school. For example, Year 1 and 2 pupils have painted and drawn their favourite toys and self-portraits. They observe carefully, such as seen in their drawings of old toys and a Victorian doll’s pram. Their work is attractively displayed in the class “Toy and Teddy Museum”. Following a visit to the museum, pupils wrote captions for photographs of items they observed, contributing well to their literacy development. They have worked in two and three dimensions, such as when making “curly cone” paper birds for a class mobile.

115. In Years 3 and 4, pupils continue to develop skills using a range of materials. For example, they have studied and produced pictures of vases, using sketching and collage techniques. As part of their science study of rocks and soils pupils have closely observed and sketched stones, such as amethysts. In Years 4 and 5, pupils have painted characters from their favourite novels. For example, they imagined and made pictures of what a “hobbit” looks like. Poems, such as “Brown House Hall”, have been illustrated well. Pupils have worked with papier mache to make good models of a river course, as part of their work in geography. In Year 6 pupils have made a paper collage of the seaside, using various papers to create an appropriate effect. The scrutiny of past work shows that pupils have painted to music, producing good work and have created imaginative patterns with pencils. They have sketched and painted flowers and have evaluated their work carefully.

116. Pupils across the school learn about the work of artists, such as Monet, Van Gogh, Hockney and Degas. Sketchbooks show sound evaluations of works such as “The Cornfield”, by Dorothea Sharp.

117. Pupils enjoy art and design and have good evaluation and appreciative skills. These are supported well by the effective approach used in design and technology, which is transferred by pupils to their work in art. Pupils have positive attitudes and they behave well. Homework appropriately includes research work about artists. Art and design makes a good contribution to pupils’ cultural development.

118. The curriculum has been improved with the use of national guidance as a basis for planning and teaching. Pupils visit art galleries and have benefited from the input of visitors such as artists in residence and the “Picasso Puppets”. They use a range of multicultural resources to widen their appreciation skills and have studied tapestry and Batik. A portfolio of art showing examples of levelled work is being developed by the recently appointed coordinator who has expertise in art. Not all classes use sketchbooks, though the recently appointed coordinator, who has expertise in the subject, has good plans for developing a consistent approach for their use across the school. The policy for art and design has yet to be reviewed to reflect recent improvements.

119. Resources are good for art and design. Information and communication technology is used well to enhance learning. For example, pupils confidently use the GEM, a digital camera and a scanner, along with paint programs to investigate and reproduce particular effects. The accommodation is good, though some spacious areas in the school are not always used to best effect.

## DESIGN AND TECHNOLOGY

120. Only one class lesson was observed during the inspection in Year 6. Evidence from the lesson, the scrutiny of work, displays and discussions with pupils and teachers indicates that standards by the end of Years 2 and 6 are good and above levels expected nationally. Design and technology has a high focus in the school and there is considerable evidence showing the high standards attained. Through a very good, broad curriculum and good teaching, all pupils, including those with special educational needs, achieve well. The previous inspection found that standards were satisfactory but the school has made a good improvement to reach the higher standards found during the present inspection.

121. Pupils in Year 1 are encouraged to design. Early experience comes through their work with construction kits, which they use to design and make such things as a zoo and a hotel. They begin to use tools and develop techniques to join a limited range of materials. They select materials that are suitable for a purpose, such as safety wrapping for a vase to be posted. This example shows how planning very successfully develops and links design and technology to the main topic the class is studying. By the end of Year 2, the range of materials is extended to include more difficult materials, such as wood. An example of this is the making of a snowplough. Year 2 pupils use more sophisticated techniques, such as using a sliding mechanism for a train, which moves along its tracks, or a helicopter moving through the sky. Their ability to plan the order of their work and choose techniques, tools and materials purposefully is clear indication of the higher than expected standards achieved for their age.

122. Evaluating products is a prominent part of the pupils’ work in Years 3 to 6. Pupils in Years 3 and 4 design and make a money carrier. Progress in learning between these years is reflected in the improving quality of plans and in more refined skills, with more attention given to the quality of finish. The pupils make good evaluations of the work, such as, “When I made my bag design, I lined it to make it stronger and neater”. Pupils understand why a specific material has been chosen, for example, “Because it is nice and soft on the inside and waterproof on the outside.”

123. Throughout the school pupils have good opportunities to investigate and design food projects. The older pupils investigate the importance of taste, smell, texture and appearance in evaluating commercially produced pizzas. Using these findings, they then design their own pizza, for which they also make a box. In Year 6 pupils make a fairground carousel. The plans they have made are good and include detailed dimensions, to which

pupils adhere. This shows good and practical use of numeracy skills. Pupils work from these plans, at times modifying them as a result of difficulties they encounter. Tools are used safely and confidently, with increasing precision and control.

124. In the Year 6 lesson, the quality of teaching was good. Work was well planned and organised and ensured good achievement by pupils. Pupils received very good support from the teacher who has good subject knowledge. Pupils' work was monitored carefully and the class was well managed. There were high expectations of pupils, making a strong contribution to the high standards achieved. The scrutiny of planning and pupils' work indicates that the quality of teaching is good overall. Assessment procedures are satisfactory and include discussions with pupils about their work.

125. Pupils have good attitudes and behave well. They enjoy the subject, work sensibly and safely together and support one another very effectively when they work collaboratively. Informal, ongoing assessments ensure pupils receive appropriate support and make good progress. The subject is led well. The coordinator works hard to support other teachers and has been very influential in giving the subject a high profile, improving standards and ensuring that it is well resourced. The accommodation is good for teaching and learning.

## **GEOGRAPHY**

126. Pupils, at the end of Year 2 and 6 attain satisfactory standards, which are consistent with national expectations. Standards are similar to those found at the time of the last inspection. At that time, pupils' progress was unsatisfactory in the early part of Years 3 to 6, improving by Year 6. The scrutiny of pupils' work in lessons, on display and in books indicates that most pupils, including those with special educational needs, now make sound progress. This is a satisfactory improvement since the last inspection.

127. By the end of Year 2, pupils have a satisfactory knowledge of their own locality. They make simple plans of the streets in Higher Walton, using symbols to indicate garages and shops. Through the journeys of "Harris Bear" they gain a sound understanding of similarities and differences between their environment and that of the Isle of Harris. They consider those aspects which teddy enjoys on the island and those that he misses, developing an awareness of localities beyond their own.

128. Pupils in Years 3 and 4 know that different places may contain similar and differing characteristics. For example, in the lesson observed during the inspection, pupils successfully used information gained from books, atlases and pamphlets, to select holiday destinations in Great Britain, giving good reasons for their choices. They effectively consolidated their work in mathematics by making tally charts and computer generated graphs showing favourite destinations. Pupils continue to develop their understanding of geographical features by examining the composition of the earth and identifying sedimentary, igneous and metamorphic rocks. This enables them to write knowledgeably about the eruption of a volcano. Pupils in Years 5 and 6 locate countries in various parts of the world. They use compass points to describe the location of a country in relation to England and show a developing ability to use correct geographical terminology, using words such as "latitude" and "longitude"

129. In the three geography lessons observed, teaching was good in one and satisfactory in the other two. In all the lessons seen, teachers chose relevant activities that effectively built on the pupils' prior experiences. For example, in a Year 2 lesson about maps and plans, pupils were asked to describe the geographical features Goldilocks had observed in

the recently read story about her journey to the Three Bears' House. Pupils made good contributions to the discussion and most gained a clear understanding of the need to place only permanent features, such as rivers and houses, on their maps. The good teaching was characterised by high quality explanation, which ensured that pupils were clear about the work. The teacher's planning incorporated homework tasks that effectively built on prior learning, enabling pupils to proceed confidently. Other adults in the classroom were used effectively to support groups and individuals, including those with special educational needs. Pupils were given good opportunities to work independently, some using the library to research countries. This ensured that pupils concentrated well, because the work relied on the results of their investigations.

130. Co-ordination of the subject is satisfactory. The provision of a national programme of work enables pupils to be taught in a consistent way, building on their prior knowledge and skills. Assessment procedures are satisfactory. Pupils' work is assessed at the end of each topic and a portfolio of pupils' work is to be developed to further support teachers' assessments. The co-ordinator scrutinises teachers' planning to ensure appropriate coverage of the subject. There is no opportunity to monitor the quality of teaching and learning across the school, or to ensure continuity of learning between classes.

131. Resources and the accommodation for geography are good overall. Resources such as videos and multicultural artefacts have been purchased to enhance the provision. The school makes good use of the local area for fieldwork. Pupils complete geographical studies of the park and river, developing an awareness of environmental issues. There are also good opportunities to compare and contrast areas through a variety of trips. For example, younger pupils visit the rural area of Sedbergh, whilst older pupils practise orienteering skills at Hotherel Lodge. Such experiences enrich and inform the work that pupils undertake.

## HISTORY

132. Only one history lesson was observed during the inspection due to the organisation of the timetable. Evidence from the lesson, the scrutiny of pupils' work and discussions with teachers and pupils shows that standards are satisfactory and in line with national expectations at the end of Years 2 and 6. In general, pupils, including those with special educational needs, make satisfactory progress across the school. At the time of the last inspection progress was seen to be unsatisfactory in Years 3 to 4. This has been largely addressed through the adoption of a national scheme of work, to ensure continuity and progression across the school. The scrutiny of work indicates that there is still insufficient adaptation of work to pupils' needs in Years 1 to 4, where all the pupils in the mixed age classes often undertake the same tasks.

133. In the good lesson seen in Year 6, pupils showed good understanding of the differences between the past and present, through their study of the Victorians. They discussed the differences in education, showing sensitive awareness of aspects of pupils' personal development in Victorian times. For example, some pupils pointed out that Victorian pupils must have been undervalued because they could not express their views in lessons. The good quality of the teaching enabled pupils to reflect on reasons for social and educational change. The pace was brisk and the lesson included good references to valid evidence, such as photographs, as a basis for discussion. The use of role-play was effective in providing first hand experience of Victorian teaching style, to which pupils responded well. The lesson also contributed well to pupils' understanding of social and moral issues in the past and the present and to their speaking and listening skills.

134. The scrutiny of work shows that Year 1 and 2 pupils have a secure understanding of the past. They recognise that changes occur over time and that there are different sources of evidence. For example, pupils study artefacts such as old toys, visit museums and art galleries and find information from photographs. They discuss their own local area, explaining that Higher Walton has houses of varying ages and styles. They have developed a story explaining what “Harris Bear” likes about their village. In Years 3 and 4 pupils have studied the Vikings, their homes and settlements and crafts. They have sound understanding of major events in different periods of the past, such as shown in their time lines from the year 793 to 1066. Discussions with older pupils show that they have sound recall of previous work, in topics such as Ancient Greece and life during World War II. In Year 5 last year, pupils enacted life as school children during that period, using ration books to provide their break time snacks. They recalled that Henry VIII had several marriages to ensure the royal succession. A few Year 6 pupils maturely discussed the importance of history and its relevance to the present day. They enjoy history.

135. Planning follows national guidance and teachers assess pupils’ achievements at the end of each unit of study. There is a draft policy for history that has yet to be ratified by the governing body. The coordinator has recently been appointed and plans to develop a portfolio of work to support teachers in assessing pupils’ work. There is a rolling programme for monitoring lessons that has not yet enabled the coordinator to observe classroom practice. Assessment is undertaken at the end of each topic and the school is developing computerised records for all pupils. Assessment is not yet effective in planning work to meet the needs of pupils with differing prior attainment.

136. Resources for history are satisfactory. The school makes good use of the library loans service and teachers often bring their own resources to support learning. The local community contributes well. For example, parents and friends talk about the past, local author has visited and performers have presented Tudor and Victorian afternoons. The village is used well as a resource for both history and geography. The school has also compiled a collection of photographs of the old school building and the development of the new one. Some artefacts from the old school are displayed well to draw pupils’ attention to changes over time. There is a good range of books and other information to support teaching and learning, though the library is insufficiently used for independent research. The accommodation is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Standards of work by the end of Years 2 and 6 are satisfactory and in line with national expectations. Pupils’ skills are consistently and progressively developed across the school. There is an improved quantity and quality of direct teaching, also made possible by the better facilities and a more structured curriculum, since the last inspection. At that time, the fulfilment of statutory curriculum requirements and the need to provide extra technology resources were key issues for improvement.

138. By the end of Year 2 pupils are familiar with the language of technology and have wide experiences from all sections of the curriculum. They have developed the basic skills of using the keyboard and mouse and save and retrieve work with help. Pupils use the computer to communicate and handle information and edit text, use various tools and fonts and import pictures into text to create good effects. They use the Internet to search for information and have satisfactory understanding of the use of computers and technology in the world. A good lesson seen in Year 1 showed that they have good understanding of the way devices respond to commands and signals. This is achieved through the use of equipment called a Roamer that is designed to give pupils experience of programming and



controlling such a device. This activity is stimulating and is well linked to a topic focus on bears, which ensures their enthusiasm and interest. A good curriculum, effective teaching and a high level of support ensure that pupils begin their work in Year 3 achieving satisfactory standards.

139. The satisfactory and often good progress continues and ensures that attainment is satisfactory by the end of Year 6. From Year 3, pupils keep a computer log in which they identify and record their own experiences and learning. They know how to highlight and drag text in order to make changes and begin to use a database to sort information. The accuracy of work produced by Year 4 and 5 pupils shows they are clear in the use of such functions as "spell check". They use graphics to enhance their work and work confidently with a CD-ROM to find information. In Year 5, pupils continue to refine and extend their knowledge of word processing and evidence shows that such skills as cut and paste and the use of spreadsheets is part of the pupils' experiences. They know how to use a computer program to include animation and sound in their work and they extend their knowledge of data handling by using different criteria, for example through names rearranged from alphabetical listing to listing by height. The good experiences throughout the school ensure that, by the end of Year 6 pupils are confident users with satisfactory skills and knowledge. Some good use of the computer to support other areas of the curriculum has helped them understand the use and benefits of the wider use of technology to communicate, present and research information.

140. Teaching is satisfactory overall with one lesson being very good. Subject knowledge and confidence is good. Success in learning is achieved through good planning, good use of resources and good support, particularly for those who lack confidence and for those with lower prior attainment. This ensures that pupils with special education needs make at least satisfactory and often good progress. Pupils are managed well, there are high expectations of behaviour and pupils respond well. Each classroom has at least two computers and appropriate use of these was made during the period of inspection.

141. Staff have received training, including the inclusion of pupils with special education needs. There has been a recent training day to look at and share practice. Teachers, parents and pupils have created a web site and each class has a home page. The aims are to include homework and newsletters. There is a computer club, which is led by a teacher and two parents. Assessment is satisfactory and is undertaken by teacher observation. Pupils' progress is soon to be recorded on computer, similarly as for other subjects.

142. The overall scheme of work is designed to cover all the major aspects of the curriculum. Apart from the desirability of a computer suite to enhance direct teaching of skills, the school is adequately resourced, enabling it to teach all areas of the curriculum, including aspects of modelling and control. The school possesses additional resources, such as a digital camera and is connected to the Internet, which is used to extend pupils' research skills, independent learning and the use of email to make links with other school and organisations. The subject is effectively coordinated and teachers and pupils are well supported.

## **MUSIC**

143. Standard of work for pupils at the end of Year 2 is satisfactory and in line with national expectations. It is difficult to give a secure judgement, due to insufficient evidence, for standards in all aspects of music for pupils at the end of Year 6, but the standard of singing for the whole school, which includes this age group, is good and is the strongest feature of the curriculum for music.

144. These judgements go some way to addressing the findings of the previous inspection when pupils did not achieve standards expected for their age and, throughout the school, failed to make satisfactory progress. The improvements the school has made include a considerably improved curriculum, which gives pupils experience of all the elements of listening and appraising and composing and performing. The improved structure of the curriculum has sharpened the focus of teaching and has helped to increase the confidence of a largely non-specialist staff. It has helped to ensure the satisfactory progress in learning of pupils in Years 1 and 2, including those with special educational needs. The lesson observation of a Year 6 class showed that these pupils made good progress in singing.

145. In Years 1 and 2 pupils are encouraged to respond to music, sometimes by painting a picture. They begin to use percussion instruments to accompany singing and to make their own music, which is sometimes notated by pictures and symbols. The lesson seen showed that pupils, including those with special educational needs, try to improve their performance. The teacher provided a good focus for learning by encouraging pupils to listen to a tape they had made the previous week and helping them to consider how they could improve. They listened carefully and identified long and short sounds, suggesting which of these would be best used to describe the particular toy they are trying to represent in sound. Good connections with the current class topic on toys helps to make the good learning that takes place more meaningful to younger pupils.

146. By the end of Year 2 standards are satisfactory and most pupils, including those with special educational needs, can confidently sing a range of songs from memory, with satisfactory control of pitch and breathing. They know that sounds can be made in different ways and recognise that musical sounds are used to create special effects.

147. From Years 3 to 6, all pupils enjoy an appropriate and varied curriculum that incorporates all statutory requirements. Conversations held with a small group of pupils indicated that pupils were insecure in some learning. For example, whilst knowing some of the specialist vocabulary of music, few pupils could explain what the words meant. They had difficulty in recalling any piece of music and describing the mood it evoked, though some prompting did establish that they knew of Vivaldi and that he wrote some music about the seasons. It was clear they have had opportunities to compose and to use instruments. They were confident when discussing instruments from other cultures, which indicates that the school has addressed this aspect well through increased provision.

148. A much clearer judgement can be made about the good learning and at least satisfactory attainment in singing. A good Year 6 lesson showed pupils learning and significantly improving their performance of a round. They went through the process of evaluation and refined and changed aspects of the performance. The outcome was a good performance before the whole school assembly.

149. Teaching is satisfactory overall. It was good in the two lessons seen and when teaching singing. Planning is good and there is good emphasis on improvement. The pupils are involved in suggesting their own ideas and comments. They are taught to listen carefully and so be able to make evaluative comments. Teachers listen and show respect for pupils' views, making them feel valued. This helps to ensure the good attitudes, interest and determination. Teachers assess learning, for example, by asking pupils which qualities are needed to sing a successful round. Pupils highlighted the need to cooperate with one another, not to compete section against section, to sing the words clearly and not fall into the trap of racing.

150. The school has still some way to go to secure effective learning in all the areas of the music curriculum. There is limited time for the subject coordinator to monitor lessons and extra-curricular opportunities are few, although the teaching of brass instruments is to be started by the local education authority music service. The school is proud of the musical performances that it presents. Good collaboration with the pupils of the local secondary school resulted in a successful production of 'Oliver'.

## PHYSICAL EDUCATION

151. Pupils achieve standards appropriate to their ages by the end of Years 2 and 6. They make satisfactory progress. This is similar to the standards seen at the time of the last inspection. Pupils with special educational needs are well supported, with very good provision made to meet their needs. This enables them to be fully involved in physical education lessons. In swimming, by the time they leave the school, all Year 6 pupils swim at least 25 metres and many exceed this distance. Gymnastics and games lessons were observed. No lessons in dance were seen during the inspection.

152. During Years 1 and 2, pupils learn the underlying principles of behaviour required in physical education lessons. For example, they know that high levels of noise are unacceptable when working on large apparatus and realise the importance of working as a team when lifting larger pieces of apparatus. Pupils listen carefully to their teacher and try hard to complete the activities. They make sound progress in their learning. Pupils enjoy physical education lessons. They use lesson time well, and take turns fairly. In the Year 1 and 2 lesson observed, pupils successfully combined two movements, such as a high and a low stretch, whilst working on a piece of apparatus and were able to repeat and refine their movements as the lesson progressed. Many demonstrated an adventurous approach during the large apparatus lesson.

153. Pupils in the early part of Years 3 to 6 effectively develop and refine their basketball skills, demonstrating skills appropriate to their age when dribbling, receiving and sending a ball. They carry out tasks with enthusiasm. They persevere and cooperate well, negotiating turns fairly. Pupils listen well and quickly adapt their movements to their response to new instructions. By the end of Year 6 pupils understand the need for rules in a competitive game. When playing hockey, pupils demonstrated a good understanding of the need to play as a member of a team. They cooperated well and supported each other with encouragement and praise. Pupils with higher attainment understood the requirement to outwit the opponent and hit the ball with precision and a good degree of accuracy. During the inspection, all lessons observed involved the teaching of games skills. In this aspect of the curriculum, pupils in Years 3 to 6 made good progress overall.

154. Pupils enjoy physical education lessons and take part enthusiastically. They work with a sense of purpose. They take their work seriously and follow instructions well. Pupils enjoy the element of competition experienced in games' lessons.

155. The quality of teaching ranges from unsatisfactory to very good. It is satisfactory for pupils in Years 1 and 2 and is good overall for pupils in Years 3 to 6. Where teaching is very good, it is because the teacher is enthusiastic and places a good degree of challenge in the work. The lessons are organised well, so that pupils learn new skills in a systematic way. Teachers demonstrate skills effectively and are good role models for the pupils. Demanding time scales heighten the rate of challenge, resulting in pupils working hard and maintaining interest. Pupils are managed well, there are no behaviour problems and this results in a positive ethos to the lesson. Where lessons are less satisfactory, there is a lack of progression. Pupils do not evaluate their work and little attention is paid to practising skills and movements to a polished performance.

156. There is a good scheme of work for physical education, including all aspects of the subject. This provides good support for teachers' planning. Additionally, the school uses a scheme specifically designed to include wheelchair users in lessons. The school goes to considerable lengths to ensure the inclusion of all pupils, so that they may be fully involved in all aspects of the subject. There are appropriate systems in place to assess pupils' attainment and progress at the end of each module of work.

157. The co-ordinator is well qualified and enthusiastic and is a good practitioner. There are no formal procedures for the co-ordinator to monitor and evaluate the quality of teaching and learning in the school. A suitable range of extra-curricular activities such as netball, football and aerobics complements the provision. Older pupils compete in tournaments in the locality, extending their sporting experiences. Pupils in Years 3 and 5 take part in outdoor and adventurous activities during annual visits to Hotherfelde Lodge. Additionally the Year 6 residential visit to Borwick Hall enables pupils to undertake a range of challenging activities such as abseiling. An effective initiative with the secondary school partnership enables Year 6 pupils to take part in a range of activities such as tennis, dance and drama at a local secondary school. This increases the scope of physical activity available to them, whilst also preparing pupils for the next stage of education.

## RELIGIOUS EDUCATION

158. By the end of Years 2 and 6 pupils, including those with special educational needs, attain standards that are in line with the targets of the agreed syllabus. This is similar to the findings of the previous inspection. Only two lessons were seen during the current inspection, therefore an overall judgement on teaching cannot be made. Judgements on pupils' attainment and progress are based on discussions held with pupils and staff, a scrutiny of teachers' planning and pupils' work. There was only a limited amount of pupils' work available for scrutiny. This is because pupils do not consistently record their work. This limits opportunities to reinforce and consolidate their understanding through the use of written work.

159. By the end of Year 2, pupils have deepened their understanding of Christian Stories from the Bible such as The Story of Creation are used to good effect to evoke a sense of wonder about the world. Pupils learn some important human values, such as thinking of others and are encouraged to put them into practice their own lives. Pupils care for each other and support each other well in lessons. For example, older Year 2 pupils befriend new reception children and play with them at playtimes, showing a caring stance and commitment through their actions. Pupils begin to compare practices of the Christian faith with those of Buddhism and Judaism, such as learning about special days and meals, for example, the Jewish Sabbath and its special meal.

160. By the end of Year 6 pupils, including those with special educational needs, have generally sound knowledge of Christianity and know some of the key features of Buddhism, Judaism and Islam. Pupils name the key features and artefacts of these faiths. Their knowledge and understanding is significantly enhanced by visits to places of worship. For example, Year 3, 4 and 5 visit the Blackpool synagogue and a Roman Catholic Church. Pupils have a satisfactory knowledge of Bible stories from the Old Testament. They name the chief features in the life of Jesus, for example, the Nativity, Epiphany and crucifixion, but are less sure about other New Testament stories. Through their written contributions to the Millennium Prayer Book, pupils demonstrate stewardship in their prayers on environmental issues and an awareness of others less fortunate than themselves,

161. Progress over time is satisfactory for pupils of all ages, including those with special educational needs. School assemblies and daily prayers make a satisfactory contribution to pupils' overall personal development and religious knowledge. No pupils are withdrawn from religious education lessons.

162. It is not possible to make a judgement overall about the quality of teaching. One lesson was judged to be of good quality. Pupils learnt about commitment through discussing the life of Nelson Mandela and listening to a visiting committed Christian, who talked with sincerity about his personal faith. Such opportunities enable pupils to consider the importance of a religious faith to a believer and the impact this has on their life.

163. Pupils showed good attitudes to their learning. They were enthusiastic about the subject and listened attentively to their visitor. An unsatisfactory aspect of the teaching is the lack of emphasis given to written work, so that pupils can explore issues, or write in different forms to demonstrate their knowledge and understanding of the subject.

164. Co-ordination of the subject is sound overall, but has some weaknesses. The co-ordinator has good subject knowledge and gives effective support to colleagues. There is a long-term plan that ensures that the requirements of mixed age classes are met over time. Scrutiny of timetables indicates that the time given to the teaching of religious education is inconsistent between classes. The co-ordinator has developed a useful portfolio of pupils' work that serves as a resource bank of ideas for teachers and shows the standards that pupils achieve. The use of a dedicated workbook for religious education is inconsistent between classes. This means that the co-ordinator is unable to monitor the quality and quantity of work that pupils produce, or to ensure that pupils have continuity and progression in their learning. No time has been given to monitoring the quality of teaching and learning in classrooms.

164. Resources are satisfactory. There are good links with the local All Saints Church, for example, to celebrate the harvest festival. The vicar regularly attends school assemblies and gives good support to pupils' learning.