

INSPECTION REPORT

ST LEONARD'S C of E PRIMARY SCHOOL

Walton-le-Dale

Preston

LEA area: Lancashire

Unique reference number: 119575

Headteacher: Mr M Phillipson

Reporting inspector: Mr S Lake
22191

Dates of inspection: 16 - 19 October 2000

Inspection number: 224415

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Walton Green Walton-le-Dale Preston
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Appropriate authority:	The governing body
Name of chair of governors:	Canon R McCullough
Date of previous inspection:	14/10/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Stephen Lake 22191	Registered inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	Standards attained by the pupils How well are the pupils taught? How well is the school led and managed?
Pat Edwards 10965	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Anne Newman 31822	Team inspector	Foundation Stage English Art and design Music	What is the quality of the curriculum?
Don Kimber 20614	Team inspector	Mathematics History Geography Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average size primary school with 246 on roll taught in eight classes. Just under four per cent of pupils are eligible for free school meals, which is below average. Forty-eight pupils are on the school's register of special educational need and three pupils have the protection of a Statement of Special Educational Need. This is broadly average. The area served consists of mainly private housing with some local authority housing. The attainment of pupils on entry to the school is close to average. A significant number of teachers have changed in the last two years. Very few pupils come from ethnic minority groups.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good standard of education for its pupils. Standards of attainment are high and rising at Key Stage 1. At Key Stage 2 they are sound in English above average in mathematics and well above average in science. The quality of teaching is high and the school is very well led and managed. Costs are average and the school provides good value for money.

What the school does well

- Standards are well above average in science and above average in mathematics by the time pupils leave the school.
- The quality of teaching is good overall and very good in the Foundation Stage, this ensures a good learning environment.
- The school is evaluating its own performance well in order to identify ways of improving further.
- The quality of leadership and management is very good and promotes a very good ethos based clearly upon the school's church foundation.
- Parents play an important role in the life of the school, which supports attainment and progress.
- Pupils behave well and have positive attitudes towards school.
- The quality of relationships at all levels is very high.

What could be improved

- Standards of attainment in information technology are limited by the shortage of computers.
- The provision for potentially higher attaining pupils is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. A new headteacher was appointed two years ago. Since the last inspection very significant improvements have taken place in the learning environment. The building has been extended and remodelled to give better classrooms and increased storage space. Learning resources are more effectively stored and are of better quality. A good plan for monitoring and evaluation has been put in place and subject managers monitor their subjects effectively. Standards of attainment have risen overall and the quality of teaching has improved. Standards in information technology have improved significantly but a shortage of computers limits further improvement and standards attained are below those normally found at age 11. This was an issue in the last report. The school has addressed the causes of this but the new computer equipment will not be in place until

later this year. Taking all factors into consideration the school is well placed to improve further.

STANDARDS

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

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

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

The school has met its targets for improvement. Although the results above appear to show a drop in attainment this is due to differences in the cohorts of pupils. When the results of 2000 national assessments are set against the attainment of the same group of pupils at age seven they show satisfactory progress in English and mathematics and very good progress in science. When the results are looked at over time the improvement is broadly in line with the national trend. A significant strength of the school is the attainment in science at the end of Key Stage 2, which is in the top five per cent nationally.

The inspection finds that standards achieved in English at the end of Key Stage 1 are good and are in line with national expectations at the end of Key Stage 2. At Key Stage 2 standards of presentation are variable, pupils' handwriting is an area for improvement for a significant minority and spelling is inconsistent. Attainment in mathematics is good at both key stages. In relation to their prior learning pupils achieve well in Key Stage 1 and at the upper end of Key Stage 2. Standards attained in information technology are below expectations at the end of both key stages. However, some good quality work was seen and the overall low attainment is due to the current shortage of computers. In all other subjects where it is possible to make a reliable judgement standards are satisfactory. The achievement of potentially higher attaining pupils is an area of concern due to the inconsistencies observed. Pupils with special educational needs achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They are eager to attend and keen to learn.
Behaviour, in and out of classrooms	Behaviour overall is good but there are inconsistencies. Some behaviour in the dining room and on the playground does not reach the high standards observed in lessons.
Personal development	Relationships at all levels are a strength of the school. Adults and pupils show in their actions the Christian values that the school

and relationships	promotes.
Attendance	Attendance is very good and supports learning well.

TEACHING AND LEARNING

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

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

Teaching overall is good. Seventy one per cent is good or better and 12 per cent very good. No unsatisfactory teaching was observed. The teaching in English and mathematics is good and supports the learning that is taking place. Teachers have a good understanding of literacy and numeracy and these key skills are taught well, often integrated effectively into other subjects. Teaching supports the needs of most pupils well although the needs of the potentially higher attaining pupils are not met consistently and this limits the attainment of this group of pupils. In contrast the needs of pupils with special educational needs are met well. A significant strength of the school is the high quality teaching in the Foundation Stage. This reflects the school's wise decision to reduce class size by moving to mixed age classes. The smaller class size helps the teaching in these classes to be effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. The school is revising its curriculum to reflect the changes to the National Curriculum. The revision is well advanced and is based upon a detailed evaluation of the current position. A good quality overview is almost complete to show what will be taught and when.
Provision for pupils with special educational needs	This is good. Effective procedures are in place to support these pupils and the school makes good use of the non-teaching assistants to assist these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is a good area. Spiritual development is provided across the curriculum. The provision for moral and social development is very good and this is reflected in the good behaviour in classrooms. The provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The schools cares effectively for all pupils. Attendance is monitored very well and the new procedures for monitoring academic achievement are of good quality. Induction procedures including home visits for new Foundation Stage pupils are good.

The partnership between parents and the school is effective and well established. Parents are kept very well informed and many help in school regularly to support pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very good educational vision and provides very good leadership. A capable deputy headteacher supports him well. The senior management team fulfil their responsibilities well. Subject managers are effective and have a good understanding of their role.
How well the governors fulfil their responsibilities	The governing body is well informed and has a very good understanding of the strengths and weaknesses of the school. They are actively involved in the life of the school and fulfil their responsibilities very well. However, the minutes of meetings, especially of committees, are brief and do not give a full enough picture of the work undertaken by the governing body.
The school's evaluation of its performance	The school is continually evaluating its own performance. Governors and all staff are involved in the process. A senior management team have recently taken responsibility for analysing the results of national assessments in order to identify areas for improvement.
The strategic use of resources	Resources are used well. The governors and the headteacher ensure that all teachers are deployed effectively and the physical resources are used wisely. The limited number of computers are used to good effect to support learning in other subjects such as art and science. The school uses its money wisely and budget decisions are clearly linked to strategies to raise standards of attainment.

The school is suitably staffed with a mixture of teachers and non-teaching assistants. Accommodation is suitable for the teaching of the National Curriculum and has many strengths such as the good quality outdoor areas. Learning resources have improved significantly since the last inspection and are now good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour in the school is good. • The teaching is good. • The school expects children to work hard. • School is helping children become more mature. 	<ul style="list-style-type: none"> • A small but significant number of parents feel that the school does not provide a sufficiently interesting range of activities outside lessons.

The inspection team agrees with the positive comments of the parents but does not agree with parents about the range of activities provided outside lessons. The team finds that the school provides an above average range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school at age four attainment is broadly average. Recent changes to the organisation of the Foundation Stage and change of class size mean that the provision for children who have just entered reception is good. Although it is too early in the year to make a reliable judgement of their progress, the high quality of teaching indicates that good learning is taking place. The older reception children who were originally in a larger class have made satisfactory progress up to now and observation during the inspections indicates that the rate of progress is improving due to the more focused teaching that they are able to receive in a smaller class. Observation of those pupils in Year 1 who have just moved out of the Foundation Stage shows that by the time they start the National Curriculum children reach sound standards in language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development and they achieve good standards in their personal and social development.
2. The results of 2000 national assessments for pupils aged seven show that attainment in reading and writing is average and attainment in mathematics is below average. The results of the assessments for pupils aged 11 show that attainment in English and mathematics is average and attainment in science is well above average. The scores in English and mathematics for pupils aged 11 are lower than in 1998 and 1999 but this is a reflection of the cohorts of pupils and does not represent a drop in standards. When these results are compared with schools that achieved similar scores at Key Stage 1 the attainment in English and mathematics is average, and attainment in science is very high. This supports the school's analysis that the pupils in the 2000 cohort made satisfactory progress in English and mathematics and very good progress in science.
3. The inspection finds that the recent changes that have taken place in the school are beginning to have a positive effect on attainment. Of particular note are the reduction in class size at Foundation Stage and Key Stage 1 and the increase in the number of classroom assistants. These changes are enabling teachers to focus teaching more closely upon the needs of most pupils and as a result attainment in going up rapidly for all except the potentially higher attaining pupils.
4. The inspection finds that for the current pupils' overall attainment is above average at the end of Key Stage 1 with strengths in reading and mathematics. By the end of Key Stage 2 attainment overall is above average with strengths in mathematics and science. Pupils are achieving well by Year 6 in mathematics and very well in science. They are achieving satisfactorily in English. Achievement across the school is varied as the effects of the changes of the last two years begin to take effect. In the lower end of Key Stage 2 achievement is lower than in other parts of the school as the effects of the changes are currently more pronounced in Key Stage 1 and upper Key Stage 2. Progress overall is at least satisfactory.
5. Attainment in speaking is satisfactory at the end of both key stages. In reception and Key Stage 1, pupils learn to speak audibly and their range of vocabulary is developing well. By the end of Key Stage 1 pupils apply their knowledge to offer simple explanations and to discuss stories. By the end of Key Stage 2, pupils are increasingly adept at adapting their speaking skills to suit their purpose in different

situations, both formal and informal. For example, pupils speak clearly and confidently when explaining their ideas in a science investigation and when talking to inspectors they are articulate. Listening skills are good in both key stages; from reception onwards pupils listen carefully to each other and to adults and they respond appropriately. As they mature, they show greater readiness to take into account the views of others.

6. Attainment in reading is above average at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. This is reflection of the improvements taking place at Key Stage 1 now and does not show that standards drop as pupils progress through the school. By the end of Key Stage 1 pupils are acquiring a growing range of vocabulary and good levels of word recognition. They have a firm grip on the range of reading clues that help them read increasingly complex texts. In Key Stage 2 standards of reading are sound. By the end of the key stage, average and above average attaining pupils show growing proficiency in discussing characterisation and plot; they can use inference and deduction with greater confidence. The school's planning for its literacy provision appropriately places emphasis on the development of reading skills. Pupils experiencing difficulties receive support from classroom assistants to increase their confidence and competence. By the end of Key Stage 2 many pupils are becoming independent readers. However, a number of average and lower attaining pupils have not developed regular reading habits and this limits attainment and progress. There is satisfactory development of library skills across the school. Pupils can explain the use of indexes and glossaries, though they are not always certain of how to access books in a library. In Key Stage 2, there is a growing awareness of the different genres of writing and pupils are clear about the differences between works of fiction and non-fiction. One promising feature is the enjoyment of poetry by many pupils across the school.
7. Standards attained in writing are average at the end of both key stages. Pupils are presented with a wide and challenging range of opportunities for writing across the school; their response to these is good in Key Stage 1 and broadly satisfactory in Key Stage 2. In Year 1, above average attaining pupils use text to extract accurate answers to written questions. By the end of the key stage, they write more complex sentences and are aware of the correct use of capital letters and simple punctuation. Standards of spelling are at least satisfactory. At Key Stage 2 most pupils choose an appropriate style of writing to suit a particular purpose and understand how to present, for example, instructional writing. However, there is some overall insecurity in the skills required to plan and organise material for extended writing and in the drafting and redrafting of work. Scrutiny of pupils' work shows that the writing of a significant number lacks variety and fluency in expression and feeling and there are insecure standards of spelling. Standards of presentation are variable and the handwriting of a significant minority of pupils requires greater attention.
8. Standards of attainment in mathematics are above average at the end of both key stages. Pupils throughout the school are achieving well given their previous attainments. This is especially marked in the basic skills associated with calculations, and in developing an understanding of place value. Many Year 2 pupils can demonstrate their good understanding of place value and of ordering numbers to 99. Most Year 1 pupils can exchange coins up to at least ten pence for an equivalent value in smaller coins. Many Year 2 pupils can add coins to totals that exceed £1.00. By the end of Key Stage 2 pupils have extended their knowledge of place value, and multiply and divide by 1,000. They can multiply by two-digit numbers, and divide showing the remainder as decimals. Pupils confidently convert improper fractions to mixed numbers, and convert percentages to fractions. Year 6 pupils have a good

understanding of graphs and can name the x and the y-axis. They can interpret a double straight-line graph – pounds to United States and Australian dollars – and answer questions using the two sets of information. A particularly strong feature of the mathematics in Year 6 is the ability of pupils to pose challenging questions to each other during mental mathematics sessions.

9. Attainment in science is a strength of the school. The recent emphasis upon the core skills of investigation has resulted in a significant rise in standards in science. This is in all aspects and not just those measured in national assessments. The 2000 national assessments of pupils aged 11 show that pupils' attainment is well above average. A particular strength was the number of pupils attaining the higher Level 5.
10. The inspection finds that achievement in science is very good. Pupils are attaining standards that are average by the end of Key Stage 1 and well above average by the end of Key Stage 2. Investigative skills are particularly well developed as a result of the emphasis placed upon the investigative process. This is building up through the school as a result of teachers starting to follow the guidance given by the subject manager. At Key Stage 1 pupils learn about simple circuits and investigate the properties of materials. By the end of the key stage most pupils are able to classify materials according to their properties and have an understanding of how materials can change. Through food technology they learn how heat can bring about permanent change; for example the changes that occur in cooking. Pupils are starting to make good use of questioning to aid investigation asking such questions as "How..." and "Why..." appropriately to lead them into an early understanding of fair testing. At Key Stage 2 pupils follow the Programmes of Study laid down in the National Curriculum and by the end of the key stage they have a very good understanding and knowledge of the body, electricity and magnetism, and forces. Pupils' understanding of the scientific process is very good. Their knowledge of investigations and the principles of fair testing are developed very effectively through 'Investigation Sheets' that set out a guide leading pupils into asking the right question and deciding which elements of an investigation should remain constant and which should change if an investigation is to be 'fair'. Pupils record the results of investigations well and make good use of their literacy and numeracy skills when recording the results of an investigation. Over their time in the school pupils make very good progress in this subject.
11. It was not possible to make secure judgements on attainment in all foundation subjects due to the timetable. However, in all those where it was possible to make a secure subject attainment was in line with that normally found with similar age pupils. Elements of certain subjects indicated strengths. For example, art work in the style of Aboriginals.
12. Attainment in information technology was a key issue in the last report. The inspection finds that standards are still below average but have improved significantly since the time of the last inspection. In each year group there is evidence of some good quality work in information technology and many examples of information technology being used to support learning in other subjects. For example, in a mathematics lesson at the Foundation Stage, in art lessons throughout the school, in literacy sessions where pupils use word-processed passages to search for better adjectives and in a geography lesson where pupils investigate potential holiday destinations. Despite all of this, the low number of computers means that only a small number of pupils can undertake any one task. This is being addressed and a new computer suite is due for completion before the end of the financial year to enable more pupils to practise and develop their skills.

13. The inspection finds no significant difference in attainment between boys and girls. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment. However, the achievement of potentially higher attaining pupils is unsatisfactory. A major cause of this is the lack of sufficient planning specifically for the needs of these pupils in most subjects apart from science.
14. Pupils' achievements in literacy and numeracy are satisfactory overall with some strengths such as the way in which these basic skills are used to support learning in science.

Pupils' attitudes, values and personal development

15. The pupils have maintained their enthusiastic attitudes to learning, constructive relationships and positive behaviour found at the time of the previous inspection. They enjoy being part of an orderly, caring and pleasant community. Throughout the school, pupils' attitudes to learning are very good. They are very keen to come to school because they feel valued and secure. This contributes positively to their learning. They concentrate and are keen to do their best. This was demonstrated when pupils in the reception class were writing a sentence to describe autumn. They shared their ideas and worked hard to form their letters and write their words accurately. Pupils are interested in and often enthusiastic about their work as seen in a Year 1/2 class where pupils collaborated together whilst working in pairs in a literacy lesson on phonics.
16. Behaviour in class is good. Pupils are polite, courteous and welcoming to visitors. Response from parents in the questionnaire and at the parents' meeting indicates that they are happy with the standards of behaviour in the school. The pupils show respect for each other's property and for the environment as shown by the lack of litter and vandalism in the school. However behaviour in the playground and dining area does not reach the high standards observed in lessons and some instances of unsatisfactory behaviour were observed during the inspection. Parents and pupils have few concerns regarding bullying in the school. Teachers deal with any incidents reported effectively. There was one fixed period exclusion during the last reporting year.
17. Relationships are good throughout the school. The pupils consider each other's feeling and older pupils show care for the younger ones. Pupils' personal development is good. Pupils accept responsibility willingly and enjoy helping with the routines of class and school. Older pupils assist younger pupils to change their home reading books and pupils in Year 2 escort reception children back to their classroom at the end of infant assembly. Pupils are encouraged to use their initiative and take responsibility for their own learning through homework. However in general teachers provide too few opportunities in lessons when personal initiative is encouraged and this inhibits the development of pupils particularly the higher attaining.
18. The levels of attendance and punctuality are very good allowing sessions to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall with many areas of strength. No unsatisfactory teaching was observed during the inspection and 71 per cent of all lessons observed

were good or better. This included 12 per cent that were very good. The quality of teaching in the Foundation Stage is very good. The quality of teaching has improved from that observed in the last inspection when ten per cent of all lessons observed were unsatisfactory.

20. Some parents expressed concern about the school's move to mixed age classes in order to reduce class size. The inspection finds that this is working well and the smaller classes supported by good classroom assistants is one of the key factors in the quality of teaching.
21. The quality of teaching in the Foundation Stage overall is very good. Fifty per cent of the lessons observed were judged to be very good or better and 88 per cent were good. This consistency of teaching quality makes a significant contribution to the progress all children make. A major characteristic of the high quality teaching is the thorough planning. It clearly identifies learning objectives, the specific language to be promoted and sets a balance of self-chosen and directed tasks that provide appropriate challenge and interest for all children. This was well illustrated in lessons with a focus on numeracy skills where children made good progress. The teachers work very closely with capable teaching assistants and this teamwork is one of the key factors contributing to the high quality of the teaching. In the mixed foundation and Key Stage 1 class it ensures that good quality support and direct intervention is available for the group of foundation children. Teachers consistently integrate support for personal and social skills and are concerned to include children at all stages of development by adjusting the demands of the task or question so as to aptly challenge specific children. This supports understanding and promotes the self-image of each child. This is particularly so for those children with special educational needs. The management of children is very good and this ensures good behaviour so that all children are kept actively learning and are able to make best progress.
22. At Key Stage 1, 73 per cent of the lessons observed were good or better including seven per cent that were very good. At Key Stage 2, 65 per cent of lessons were good or better including four per cent were very good. When this evidence is set against the examination of teachers' planning and the scrutiny of pupils' work the inspection finds that teaching overall is good with many strengths. In the core areas of literacy and numeracy the teaching observed was good.
23. Particular strengths of the teaching observed in the school are the good relationships between teachers and pupils and the good teaching in science that is a key factor in the improving standards. It is clear that most teachers are working very hard to become as effective as possible. A significant strength in many lessons is the very good classroom management that ensures good behaviour and thus results in a good quality learning environment.
24. Teachers make good use of formal and informal assessment to guide their teaching. Assessment of pupils as they enter school gives detailed information which is then added to as the pupil moves through the school. The results of all tests are very well analysed by the senior management team and provide useful information about the progress of both groups and individuals. However, the use of this information to plan work matched to the needs of the potentially higher attaining pupils is inconsistent. As a result the needs of these pupils are not met effectively and this is holding down standards of attainment in English and mathematics. In contrast the needs of pupils with special educational needs are met well. Good use is made, in most classes, of the teaching assistants to support these pupils and enable them to receive the same curriculum as other pupils.

25. Many of the teaching support assistants make a good contribution to all lessons but they are not used consistently and effectively throughout the school. In one lesson in Key Stage 1 a support assistant watched for over 30 minutes in a lesson before becoming involved. In another lesson in Key Stage 2, lack of guidance resulted in the support assistant standing at the side of the lesson rather than supporting pupils. The effective use of support assistants to make best use of their talents is a minor area for improvement within teaching.
26. The teaching of literacy and numeracy is sound with the best teaching observed at Key Stage 1 and the upper end of Key Stage 2. In Years 5 and 6 teaching in literacy and numeracy is based upon a detailed analysis of the pupils' needs. This enables clearly focused teaching to take place that is having a significant impact upon standards.
27. A significant strength of the teaching in information technology is the way that teachers are encouraging pupils to use information technology to support their learning. For example, in literacy lesson a word processor was used to allow pupils to reflect upon how writing could be improved by changing certain words and phrases. However, the effect of this teaching is limited by the lack of computers and many pupils actually carry out the task using pencil and paper rather than the computer.
28. Homework is used appropriately to support teaching and learning. Good use is made of homework diaries for teachers and parents to exchange information on the progress made by the pupils, but this is not consistent in all classes and for all parents.

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

29. The quality and range of learning opportunities are good in both key stages and they are very good for the under-fives. The school provides an appropriate statutory curriculum, including the provision of religious education. The curriculum for the under-fives is well planned in line with the Early Learning Goals.
30. The curriculum is appropriately broad, balanced, relevant and planned to meet the needs of all pupils. There is appropriate allocation of time for each area of the curriculum and there is good emphasis on the delivery of literacy and numeracy. Teachers' planning is appropriately focused upon the provision of a variety of work to match the abilities of pupils, though the needs of higher attaining pupils are not given sufficient attention in all areas of the curriculum and in every year group. Curriculum provision for the under-fives lays very good emphasis on developing positive attitudes to learning through play, talk and enquiry.
31. Provision for pupils with special educational needs is good, overall. Pupils make good progress.
32. There are good strategies for teaching the basic skills of literacy and numeracy across the school. Teachers identify areas requiring development and the provision of booster classes to tackle these enrich and enhance pupils' learning experiences and enable them to raise their standards of attainment. The school has already identified the need to raise standards in writing, especially in Key Stage 2, and the co-ordinator has devised appropriate strategies to ensure that pupils develop more

secure mastery of their writing skills. The co-ordinator for information technology has identified the areas that need attention as soon as new computers are available. A programme of work in information technology is available to support teachers and work is well under way to integrate this across the curriculum to enable information technology to support learning in other subjects. This has already started in English, but as noted earlier it is not possible to implement this fully until the new computers arrive. A policy for gifted and talented pupils is in place but is in the early stages of implementation.

33. There are good opportunities for pupils to take part in a wide range of extra-curricular activities and pupils respond enthusiastically to the variety of sports and games, crafts, design and musical activities. They have good opportunities to take part in dramatic and musical productions.
34. The strong Christian ethos of the school leads it to lay particular stress on providing equality of opportunity and access to the full curriculum and to its extra-curricular activities for all its pupils, taking careful account of their needs and abilities.
35. Provision for pupils' personal, social and health education is good overall. This aspect of the curriculum has been well reviewed and a new policy has been devised which will be fully in place by the end of this academic year. This meets all statutory requirements, including the provision of sex education. Pupils' spiritual, moral, social and cultural development is good; school life is characterised by a caring atmosphere and pupils and teachers show mutual respect. Pupils develop a strong sense of self-esteem and are confident in their social relationships. Good opportunities for pupils of all ages to develop a sense of communal responsibility are offered in the regular meetings of the School Council.
36. Links with the local community are satisfactory; pupils pay visits to a residential home for the elderly and put on musical and dramatic performances to which members of the community are invited. The after school care club and the pre-school group's meetings in the school ensure that close links are forged with parents and other members of the local community. Close links with the church also foster community involvement.
37. The school has formed productive and mutually beneficial links with other educational institutions. Good cluster arrangements with other primary schools enable helpful discussions of curriculum issues every term. The school has good links with its receiving secondary schools that leads to sharing of specialised resources and enables Year 6 pupils to experience a smooth transition to the next phase of their education.
38. The governing body is fully involved with the delivery of a good quality curriculum. Link governors monitor and observe their designated areas of the curriculum regularly, especially in literacy, numeracy and special educational needs. They receive progress reports on the effectiveness of strategies in the various subject areas and curriculum co-ordinators make presentations on their areas of responsibility to keep the governing body informed.
39. The school has close links with the church and clergy visit the school regularly. Various local organisations use the school regularly. Members of the community are invited into school for events and are supportive of the schools fundraising activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has maintained the caring environment and the good support for pupils that were found at the time of the previous inspection.
41. The teachers know their pupils well and are familiar with their backgrounds taking care of their individual needs. Parents are happy with the support and guidance offered to their children and value the caring Christian ethos of the school. Pupils' personal development is monitored and supported well through individual Records of Achievement.
42. Good procedures for checking on pupils' attainment and progress are in place. The headteacher and another member of the senior management team check on the results of national assessments to identify areas for improvement. A wide range of assessments is used throughout the school. In the Foundation Stage, detailed daily records are kept to indicate what children are achieving. In many classes suitable records are kept of the work done by each pupil in information technology to support future planning.
43. Teachers apply the agreed behaviour policy consistently in class. However at break times and lunchtimes staff do not always apply rewards and sanctions effectively to ensure the elimination of unacceptable behaviour in other areas of the school and playground. Parents and pupils are supportive of the school and class rules and willingly sign the home-school agreement.
44. Class teachers monitor attendance very effectively. The education welfare officer visits the school on a termly basis but is always available should the need arise. Parents are aware of their responsibility to inform the school of the reason for children's absence and fully support the school in helping to maintain very good attendance.
45. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and staff are fully aware of these procedures. Training has recently been undertaken.
46. Pupils' health, safety and general well being are effectively looked after. Very good procedures are followed regarding accidents, first aid and informing parents of any treatment given. Sex education and drug awareness form part of the school's health education programme. The school has good links with the school nurse and local police who assist with lessons as appropriate. There is a detailed and useful health and safety policy that has been agreed by the governing body and risk assessments are regularly undertaken.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has maintained its effective partnership with the parents who are very supportive and who make a significant contribution to school life. This has a positive effect on pupils' learning at school and at home.
48. The quality of information provided by the school is good. Weekly high quality newsletters keep the parents well informed about developments. The school prospectus provides a good quality practical introduction to the school. There are parent/teacher consultation evenings held each term, together with workshops and induction meetings for parents of new children. Most parents feel staff are approachable and know they can talk to teachers at any reasonable time.

49. Annual progress reports are detailed and informative. The last annual report issued this summer contained a return slip to enable parents to comment on the format as it intended to use this style on a termly basis if approved by the parents. A small number of parents commented on the word-processed reports, feeling that they may be a little impersonal. The use of the reply slip to obtain comments from parents is a good feature and enables the school to gauge the reaction of parents to the change. This information is intended to inform any further changes to the report.
50. Levels of involvement of parents in the life of the school are very good. All parents are encouraged to be directly involved in school and a significant number respond by helping in lessons, assisting with the weekly pre-school group, organising extra-curricular activities and supporting staff on educational visits. Parents are happy with the amount of homework their children receive and they are supportive of the school's homework policy making particularly good use of homework diaries to assist with their children's learning. The Friends Association is very active organising social and fund-raising events to support the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of leadership and management is very good and maintains the standards found in the last inspection with some significant improvements.
52. A key issue of the previous inspection was to provide time to enable subject managers to monitor and evaluate the quality of teaching and learning in their subjects. This issue has been addressed very well. Subject managers provide good leadership in their subjects. A range of policies on such matters as classroom observation provide good guidance and the subject managers have a good understanding of what is needed to bring about improvement in their subjects. In some areas such as science and the Foundation Stage it is already possible to see the effects of the good management, but in other areas such as literacy and numeracy the effects are only just becoming evident. In subjects such as information technology the effect of the planning is already evident in the activities taking place across the curriculum and in conjunction with the receiving school, but the shortage of resources means that it is too early to judge the full effect of the management.
53. The headteacher has a very clear educational vision and is aware that many of the changes that have taken place in the school will not become fully effective for several years. A capable deputy headteacher who, as curriculum co-ordinator, is making a significant contribution to the development of the school supports him well. The headteacher and deputy headteacher work in close partnership with the other members of the senior management team and the shared vision of the team is a major factor in the improvements that are taking place. Suitable targets are set for improvement and monitored to measure the success of the school in meeting them.
54. The governing body is closely involved in the work of the school and, as a team, have a good understanding of their roles and responsibilities. The school development plan is a useful document for bringing about improvement and governors have a good understanding of the priorities in the plan, using these well when planning budgets.
55. A key issue in the previous report was the quality and quantity of resources and the storage of them. The governors have addressed this well in their budget planning, allowing sufficient money to improve resources to the stage where they are good. In addressing the storage of resources the governors have looked at the 'big picture' and

sought grants to improve the whole school building. Inspection evidence shows that there have been very significant improvements to the accommodation, which is satisfactory and provides a range of facilities that enable the effective delivery of the National Curriculum. The school site supervisor and his staff maintain the building to a very high standard. There is a spacious hall, which is well used for assemblies and other activities. The library is suitably stocked and centrally situated. The outside area is attractive with a field, a separate hard surface play area for each key stage and a garden and bench area. All of this makes a good contribution to the learning environment and thus helps promote good standards. The work is not yet finished, as the next stage is to provide an information technology suite to enable the school to address the issue of under-attainment in information technology brought about by a shortage of resources in this area.

56. Significant changes to staffing have taken place with the approval of the governing body. In particular two initiatives that the inspection team find are raising standards. First the decision to support pupils with special educational needs in the classroom through the use of teaching assistants has resulted in good quality provision being made for special educational needs. Secondly the decision to build an additional classroom and then reorganise Key Stage 1 classes to reduce class size is having a positive effect upon the standards in Key Stage 1. In all of these decisions the governors have applied the principles of best value effectively. Sound procedures are in place to induct new staff to the school. Teachers have professional interviews to help improve their performance and these are linked clearly to staff development.
57. The school is using new technology efficiently to support administration and has plans to extend this in the near future. At present the delay in obtaining a connection to the Internet for the office is causing some frustration and the headteacher is in discussion with the local authority on the reasons for the delay. Day-to-day administration is smooth and effective. The capable school secretary has good procedures that support teachers without disrupting learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards further and improve the quality of education the governors headteacher and staff should:
- (1) Raise standards of attainment in information technology by:
 - completing the planned improvement in resources (paragraph 12);
 - ensuring that all teachers receive appropriate training in the use of the new computers (paragraphs 116, 119).
 - (2) Improve the provision for potentially higher attaining pupils by:
 - making more effective use of classroom assistants to support pupils in this group (paragraph 25);
 - ensuring that teachers' daily planning identifies clearly the strategies to be used with this group of pupils and work clearly matched to their identified needs (paragraph 24);
 - implementing the policy for gifted and talented pupils (paragraph 32).

A number of minor issues that the governors may wish to address in their action plan are identified in paragraphs: 7, 17, 25, 28, 57, 77, 95, 109, and 117.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	59	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	246
Number of full-time pupils eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	12 (18)	24 (16)	36 (34)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10 (18)	9 (16)	11 (17)
	Girls	23 (16)	23 (16)	24 (16)
	Total	33 (34)	32 (32)	35 (33)
Percentage of pupils at NC level 2 or above	School	92 (100)	89 (94)	97 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 (17)	12 (17)	11 (16)
	Girls	24 (16)	24 (16)	21 (16)
	Total	34 (33)	36 (33)	32 (32)
Percentage of pupils at NC level 2 or above	School	94 (97)	100 (97)	89 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	11	35
	1999	(21)	(12)	(33)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21(14)	21 (16)	23 (20)
	Girls	8 (12)	8 (12)	10 (12)
	Total	29 (26)	29 (28)	33 (32)
Percentage of pupils at NC level 4 or above	School	83 (79)	83 (85)	94 (97)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20 (14)	18 (16)	21 (20)
	Girls	10 (12)	7 (12)	10 (12)
	Total	30 (26)	25 (28)	31 (32)

Percentage of pupils at NC level 4 or above	School	86 (79)	71 (85)	89 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	212
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27.3
Average class size	30.75

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	122

Financial information

Financial year	1999/2000
	£
Total income	395,236
Total expenditure	408,527
Expenditure per pupil	1,753
Balance brought forward from previous year	38,896
Balance carried forward to next year	25,605

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	0
My child is making good progress in school.	53	39	5	0	3
Behaviour in the school is good.	41	55	1	0	3
My child gets the right amount of work to do at home.	33	59	4	1	2
The teaching is good.	55	39	2	0	3
I am kept well informed about how my child is getting on.	37	52	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	58	36	2	2	2
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	43	49	3	3	3
The school is well led and managed.	62	33	1	0	4
The school is helping my child become mature and responsible.	49	48	1	0	3
The school provides an interesting range of activities outside lessons.	23	50	11	4	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Areas of learning for the under-fives are appropriately based on the recommended Early Learning Goals¹. It is too early in the year to make a reliable judgement on the standards that these children will reach by the time they start the National Curriculum, although the very good teaching is providing the type of good learning environment that leads to good progress. Observation of the pupils in Year 1 who have just finished the Foundation Stage shows that children reach sound standards in language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development and they achieve good standards in their personal and social development.
60. Attainment in children's personal and social development is good and children are on target to exceed the Early Learning Goals in this area. They are well behaved and polite and have a good awareness of the simple list of class rules, which they obey willingly. Children are developing good listening skills and show good progress in building up their ability to concentrate on the tasks they are set. Good social skills are developing; children are learning to take turns and to share resources. They show a readiness to help others who are experiencing difficulties in their tasks. They obey instructions, are learning to choose appropriate resources and show growing confidence in their role-play activities where they demonstrate good collaborative skills. A well organised visit by a local general practitioner to talk to the children about their health and well being and the medicines, drugs and medical procedures which they might encounter was informative and well pitched to levels of understanding; it encouraged some perceptive and apposite questioning from the children who responded very well to the opportunity. Role-play activities, linked to this, showed that the visit had stimulated positive ideas; children used their toy medical instruments appropriately and used good vocabulary in their subsequent interactions.
61. Observation indicates that children are in line to achieve at least sound standards of attainment in language and literacy, especially in view of the fact that most of the children have only recently begun to attend full-time education. Speaking and listening skills and the development of reading skills are well founded and good progress is being made in these areas. Writing skills are also well developed; most children can hold their pencils correctly and can write their own names. The vast majority can construct an oral sentence about the topic they are studying and the majority show a sound ability to copy the sentence in writing. Letters are generally appropriately formed and there is sound progress in the recognition of initial letter sounds, which children can relate accurately to pictures and objects. Recall skills are secure; pupils can recite a number of nursery rhymes and have a sound understanding of sequence. They handle books well and most can recognise and read simple words. The most proficient readers in reception read confidently and can discuss the outlines of the story; they are beginning to use phonic and pictorial clues to help develop their reading strategies. Average and lower attaining children read more hesitantly but they can identify the initial sounds of some words and can talk appropriately about the pictures. Older reception pupils know what an author and an illustrator do and can explain how books are organised.

¹ Early Learning Goals are a set of standards that children in the Foundation Stage are expected to attain before they start the National Curriculum in Year 1.

62. Sound progress is made in word recognition and the ability to scan text from left to right. Some higher attaining pupils are beginning to make predictions by using pictorial clues and there is sound progress overall in pupils' ability to talk about their storybooks. Oral responses show there is good progress in children's grasp of letter sounds.
63. Attainment in the mathematical area of learning is in line to satisfactory by the end of the Foundation Stage. The majority of children can count accurately and order numbers up to 20. They can categorise, sort and match objects and can use their counting skills to consolidate other areas of learning, for instance, they identify the correct number sequences based on numbers found in fairy stories and most understand the concept of biggest and smallest numbers. In music, they can count the number of beats accurately. Work with shapes is good; children can match the correct objects to their outline shapes and they recognise common shapes such as circles, squares and rectangles. They use appropriate language to describe shapes and can identify the differences between solid and flat shapes, using subject terminology accurately to identify bases and to describe two-dimensional objects. Good use of information technology tools enables them to identify and sequence basic shapes such as spheres and triangles, using an appropriate program. Number work is well addressed and pencil control skills are soundly developed to help children make progress in the shape and size of the numbers they write.
64. Children make sound progress in mathematical learning, building on their counting skills and securing their ability to match, sort and categorise. After such a short period in the school, they make sound progress in consolidating their understanding of the principles of addition and subtraction and in recording their findings appropriately.
65. Children are on target to attain or even exceed the Early Learning Goals by the end of the Foundation Stage. They have sound knowledge and understanding of the world around them. In their play areas, they use telephones appropriately and are becoming confident users of software programs on their computer. Many show a growing awareness of the passage of time and sequencing skills are well developed; children understand what is meant by beginning, middle and end. They have a good understanding of the different seasons of the year. Well-planned activities based on the changes that can be seen in autumn resulted in a good range of activities based on autumn leaves which were collected in the school grounds and children used their observational skills to note weather conditions and the changes that occur in living plants during autumn. Good links between the various aspects of their learning enable them to develop their vocabulary skills. For example, in describing the strength of the wind and the colour of the leaves.
66. In the Foundation Stage children use a computer to support learning in literacy and numeracy. For example when they use a mathematical matching game children use the mouse and keyboard at an appropriate level for their age. In another situation children developed their concept of length by observing the distance travelled by a programmable toy that they had instructed to travel either two or four units of length etc.
67. Sound standards are attained in the physical development of children and they are on target to meet the Early Learning Goals. They use and manipulate resources and play equipment with growing confidence. Children have a sound awareness of space and can use their body movements to demonstrate their rhythmic sense. Sound progress is made in using construction activities to underpin understanding in other

areas of learning. Children are articulate in explaining what they are constructing and why they have chosen a particular method of doing so.

68. Most pupils' fine motor skills are soundly developed. Their illustrative work is imaginative and many have a well-tuned sense of colour, shape and texture, they take care to ensure that their illustrations are relevant and appropriate to the written sentence or story linked to it. They have well-developed skills of cutting, folding, joining and building; their study of autumn leaves showed a good ability to trace and cut leaf shapes and curves accurately, using appropriate colours to complete their tasks. They use tools such as scissors deftly and show awareness of safety considerations as they do so. Pupils have a good sense of rhythm and timing. They can reproduce sound patterns accurately by clapping and can vary the rhythm appropriately. They have a good ability to keep a beat and to count beats accurately. Their descriptive powers are well focused; one child described a sound pattern as being "like galloping horses". They make good use of a variety of instruments and have good recall of the names of instruments, such as tambourines, and understand how they are played. The evidence from the observations of those children who have been in school for a term indicates that children are on target to exceed the Early Learning Goals in this area by the time they start the National Curriculum.
69. Standards of teaching for the under-fives are very good and this is a key factor in the rise in standards observed when comparing those who have just completed the Foundation Stage and those who have just started. Relationships between teachers, classroom assistants and pupils are cordial and there is a warm and secure atmosphere to which children respond positively. Staff are calm and patient, they have very good subject knowledge and have high expectations of children. There is a consistently high level of challenge and the pace of teaching is brisk so that children move from one activity to another smoothly and at the appropriate time to sustain their concentration and involvement in tasks. Teachers' planning is of very good quality and is designed to develop skills in all the areas of learning. Tasks are shrewdly adapted to match pupils' needs and abilities so that all children have the opportunity to experience success. Very good use is made of classroom assistants whose work is an integral part of the planned provision and who are included in all curriculum and planning decisions. Resources are imaginatively used to stimulate interest and reinforce learning.
70. Teachers' planning is of very good quality and is detailed and thoughtful; it ensures that progress toward the Early Learning Goals is fully delivered through appropriate themes that have relevance for younger children. Planning identifies the need to adapt tasks to suit pupils of all abilities and assessment procedures are well designed to ensure that outcomes inform the planning of future work in order to meet the needs of each individual. The recording of assessment is a particular strength of provision for the under-fives; each child's progress in all areas of learning is carefully recorded and measured and classroom assistants are very well used to accomplish this observation and recording. Lesson aims are always made clear, explanations are careful and well paced and teachers ensure that they share their time equally with all children to help with difficulties and encourage further enquiry. The co-ordinator has good systems for checking on the work done with the under-fives to ensure consistency of provision, challenge and assessment.

ENGLISH

71. In 1999 National Curriculum assessment tests attainment by the end of Key Stage 1 was above the national average in reading and in writing it was well above the national

average. The percentage of pupils reaching the higher Level 3 in writing was well above the national average. By the end of Key Stage 2, attainment in comparison with all schools was above the national average in English. The percentage of pupils reaching the higher Level 5 in 1999 was above the national average. The results of the 2000 national assessments for pupils aged seven and 11 show that attainment is broadly average when compared to all schools and when compared to schools with similar scores at age seven.

72. In lessons observed and work scrutinised, pupils in Key Stage 1 are achieving standards above national expectations and in Key Stage 2, pupils are achieving standards in line with national expectations. This indicates that pupils are on target to achieve results in line with national expectations at the end of Key Stage 2. Speaking and listening skills are well developed throughout the school; attainment in reading is good in Key Stage 1 and it is satisfactory in Key Stage 2 with some good features among higher attaining pupils. The quality of pupils' writing is good in Key Stage 1 and it is satisfactory in Key Stage 2. The higher standards at Key Stage 1 do not reflect a drop in attainment at Key Stage 2; rather they are an indication of how standards are improving from the bottom up. It is too early for all of the initiatives in place to be seen in attainment at the end of Key Stage 2.
73. Pupils have frequent opportunities to practise and develop their speaking and listening skills in lessons across the curriculum and in the provision for personal, social and health education. In reception and Key Stage 1, pupils learn to speak audibly and their range of vocabulary is developing well, with accurate use of verbs and adjectives. Pupils are increasingly able to apply their knowledge to offer simple explanations and to discuss stories; proficient readers make a good beginning at discussing the characters in their storybooks. In Key Stage 2, pupils can make informed and often imaginative contributions to class discussions and they ask interesting questions when their curiosity is aroused by the subject matter. Good cross-curricular links with, for instance, history, help pupils to develop the ability to provide extended oral comments upon the work on which they are engaged. Comprehension skills are good and pupils grow in confidence in sharing their views and feelings with others. Listening skills are good in both key stages; from reception onwards pupils listen carefully to each other and to adults and they respond appropriately. By the end of Key Stage 2, pupils are increasingly adept at adapting their speaking skills to suit their purpose in different situations, both formal and informal. As they mature, they show greater readiness to take into account the views of others.
74. Standards of reading in Key Stage 1 are good overall. Pupils attain good standards by the end of the key stage, acquiring a growing range of vocabulary and good levels of word recognition. Their understanding of phonics is well developed and they have a firmer grip on the range of reading clues, which help them read increasingly complex texts. In Key Stage 2 standards of reading are sound. Average and above average attaining pupils show growing proficiency in discussing characterisation and plot; they can use inference and deduction with greater confidence. There is good ability to distinguish opinion from fact. The school's planning for its literacy provision appropriately places emphasis on the development of reading skills with sound strategies to identify and help pupils experiencing difficulties by providing them with appropriate texts and with support from classroom assistants to increase their confidence and competence. By the end of Key Stage 2 many pupils are becoming independent readers. However, a number of average and lower attaining pupils have not developed regular reading habits and their reading is often hesitant and lacking in expression; they are often reluctant to hold a sustained conversation about the characters and plot of the book they are reading. Parents are encouraged to become

involved with their child's reading progress and are able to share comments and views with teachers in pupils' reading record books. There is satisfactory development of library skills across the school. Pupils can explain the use of indexes and glossaries, though they are not always certain of how to access books in a library. In Key Stage 2, there is a growing awareness of the different genres of writing and pupils are clear about the differences between works of fiction and non-fiction. One promising feature is the enjoyment of poetry by many pupils across the school.

75. Pupils are presented with a wide and challenging range of opportunities for writing across the school; their response to these is good in Key Stage 1 and broadly satisfactory in Key Stage 2. In Year 1, above average attaining pupils can use text to extract accurate answers to written questions. By the end of the key stage, they can write more complex sentences and are aware of the correct use of capital letters and simple punctuation. They have sound comprehension skills and handwriting shows a secure grasp of letter shapes. Standards of spelling are at least satisfactory. As they mature, the majority of Key Stage 2 pupils can choose an appropriate style of writing to suit a particular purpose and understand how to present, for example, instructional writing. Their basic grammatical structure is usually accurate and some pupils of above average ability produce imaginative and colourful written work in which they can choose apt words and phrases for the effect and variety they give to their writing. However, there is some overall insecurity in the skills required to plan and organise material for extended writing and in the drafting and redrafting of work. Scrutiny of pupils' work shows that the writing of a significant number lacks variety and fluency in expression and feeling and there are insecure standards of spelling. Standards of presentation are variable and the handwriting of a significant minority of pupils requires greater attention to ensure that they write appropriately in a joined italic script. Many Year 6 pupils are still presenting their work in pencil and this does not help the standard of presentation of their work nor the development of their redrafting skills. The monitoring of the literacy co-ordinator has already helped to identify writing as an area requiring development and further focus and a suitable range of strategies have been planned to address this.
76. Pupils make good progress, overall, across the school and especially in reception and Key Stage 1. The focus on the provision of work appropriately adapted to match a pupil's ability level means that all have opportunities to experience success and build confidence. Significant progress in speaking and listening is evident when pupils are enthused about the topic they are discussing and the development of cross-curricular links is particularly valuable in encouraging this. Progress in reading is greatest when pupils are exposed to a wide range of interesting reading material and are given regular reading sessions and practice in reading aloud. Writing shows progress as pupils learn how to organise their thoughts and material to produce logically argued and well-presented work.
77. Suitably adapted work for pupils with special educational needs is well focused on areas of difficulty through the school's assessment and identification procedures. Teachers and support staff know the pupils well and their special educational needs are well identified and targeted so that they work productively to arrive at the outcomes identified in teachers' planning. However, the needs of above average attaining pupils are not provided for consistently. There are not enough opportunities to engage in suitably challenging extension activities and research tasks to help them consolidate their learning and raise their standards of attainment to higher levels.
78. Response to the school's provision in English is generally positive and keen. Pupils are prepared to concentrate and persevere to overcome difficulties, especially when

work is well matched to their abilities, is appropriately challenging and has clear learning objectives. Relationships between pupils and teachers are positive and mutually respectful; pupils collaborate well together and increasingly help one another more as they mature.

79. Teaching in English is good, overall. Most lessons are well-planned, thoughtful and delivered at a brisk and purposeful pace. Pupils are made aware of learning objectives and in most lessons the use of a range of teaching strategies and activities sustains pupils' concentration and their involvement in the lesson. Most teachers challenge their pupils rigorously with shrewd use of questioning, backed up by good subject knowledge. In Key Stage 2, especially, teachers encourage pupils to evaluate their own performance and set themselves targets in order to consolidate and secure their learning. Samples of pupils' work inspected show that marking is done regularly, but there is some inconsistency in the amount of information and guidance given to pupils to help them improve upon their performance and raise their standards of attainment.
80. Resources in English are of good quality and quantity. The co-ordinator and staff have given careful thought to the purchase of appropriate material to deliver the literacy scheme and have provided a good range of interesting literature representing the major genres of written English. There is a good balance between works of fiction and non-fiction.
81. The English co-ordinator has produced detailed guidelines and plans to support her colleagues in the delivery of the literacy curriculum. Regular staff meetings are effective in highlighting areas of difficulty, such as writing, and opportunities for further training and development of the literacy curriculum. The co-ordinator has developed a strong and effective system of checking teaching and learning and evaluation of the school's literacy provision includes lesson observations and scrutiny of pupils' work, which is checked against National Curriculum levels. Further refinements to the assessment and target setting procedures are well on the way to being introduced and there is greater encouragement of a system of pupil self-evaluation, especially in Key Stage 2, to help raise pupil awareness of what they need to do in order to raise their standards of attainment.

MATHEMATICS

82. In the 2000 national assessments of pupils aged seven and 11, the percentage of pupils achieving the expected Level 4 was above the national average. However, fewer pupils achieved the higher Level 5 and so when this is compared with all schools attainment is average. When this is compared with attainment at age seven for the same group of pupils' progress is satisfactory. The trend in standards since 1996 at Key Stage 1 shows a consistent pattern of school performance, remaining just above that of the national average. The trend in standards in Key Stage 2 since 1996 showed no improvement in mathematics until a sudden leap in 1999.
83. Inspection evidence shows that the level of attainment achieved by many pupils in the year groups at the end of Key Stage 1, and of Key Stage 2, is above the national average. The National Numeracy Strategy has been successfully and enthusiastically introduced and is now in its second year. It has contributed to the positive attitudes that the teachers and pupils have towards mathematics, and has thus helped to enrich learning in the subject.

84. The rise in standards of attainment by pupils at the end of both key stages also represents an improvement in mathematics since the last report in 1996. At that time, standards in the school were judged to be in line with national expectations.
85. In both key stages there is good provision in mathematics for pupils with special educational needs, and they make good progress according to their individual abilities. Targets to increase skills in mental and written mathematics are identified in their individual education programmes. Class teachers work closely with classroom assistants to build the confidence of those pupils in need of additional support.
86. Pupils throughout the school are achieving well given their previous attainments. This is especially marked in the basic skills associated with calculations, and in developing an understanding of place value. Many Year 2 pupils can demonstrate their good understanding of place value and of ordering numbers to 99. When given four single-digit numbers, three, one, five, and nine, they can suggest the various two-digit numbers which can be made by combining any two together, such as 51, 19, 93, and they can then sequence them in order beginning at 13. Year 1 and Year 2 pupils are developing their ability to recognise and work with coins of different values. Most Year 1 pupils can exchange coins up to at least ten pence for an equivalent value in smaller coins. Many Year 2 pupils can add coins to totals that exceed £1.00, and are thus working at a level beyond that which might normally be expected.
87. By the end of Key Stage 2 pupils have extended their knowledge of place value, and can multiply and divide by 1,000. They have extended their understanding of fractions, percentages, and decimals. They can multiply by two-digit numbers, and divide showing the remainder as decimals. They can convert improper fractions to mixed numbers, and convert percentages to fractions. In addition to number, pupils progress steadily in their knowledge of space, shape and measures, and in their skills of data handling, as they go through the school. Year 6 pupils have a good understanding of graphs and can name the x and the y-axis. They can interpret a double straight line graph - pounds to United States and Australian dollars - and answer questions using the two sets of information. Year 3 pupils have a good appreciation of multiples of two, five, and ten, and they join successfully and wholeheartedly in clapping games to illustrate the patterns. When studying three-dimensional shapes, pupils can identify cylinders, triangular prisms, and hemispheres from around the room. They can also identify faces, edges, and vertices. They develop their measuring and estimating skills as they use tapes and metre rules to record the distances in centimetres around their skull, and the lengths of pieces of string and of classroom objects. Pupils' knowledge of shapes is extended in Year 4 as they get to know the names of different polygons - quadrilateral, pentagon and hexagon. Year 5 pupils increase their skills and understanding of multiplication. They can use factors when multiplying 15 times six, and they develop informal written methods, beginning to use a grid method. Many older pupils can also devise a mathematical 'real life' problem, derived from situations such as the costs on visit to a fairground. This is indicative of another strong feature of mathematics - the extent to which mathematics is used and applied in practical ways in the classroom. The strong curricular links between mathematics and other subjects also make an important contribution to the practice and use of the subject by pupils.
88. Overall pupils enjoy their mathematics lessons, concentrate readily, and consistently work well together. In the lessons observed, they were well behaved without exception, and always used resources sensibly.

89. The quality of teaching mathematics in the lessons observed was overwhelmingly good, and sometimes very good. Teachers have good subject knowledge, and generally use questions very effectively to challenge pupils to think. Lessons are well planned, and have clearly identified objectives, which are highlighted for pupils. Learning is also enhanced by the good contribution of support staff. The introductory mental mathematics session is typically conducted in a lively manner, and pupils are fully involved from the start. They are encouraged to share their strategies or ways of working out calculations, and this bolsters their growing understanding. Activities in other subjects such as information technology and science often draw upon mathematics understanding, and upon skills such as data handling.
90. The co-ordinator provides good leadership for mathematics, and the successful implementation of the National Numeracy Strategy has been supported by conscientious efforts of all the staff. Pupils' standards in mathematics are also helped by the comprehensive system of assessment, monitoring and recording of progress and attainment. Standards have gained from the practice of more regular homework, and from booster classes provided in Year 6. However, there are limited opportunities for pupils to engage in independent enquiry which, limits opportunities for further improvement in standards, particularly for the potentially higher attaining pupils. Resources, which are sound in quality and range, and accessible to staff, are well used, and this has also contributed to pupils' learning. This is an improvement since the last inspection when resources were often poor and not readily accessible.

SCIENCE

91. Attainment in science is a strength of the school. The recent emphasis upon the core skills of investigation has resulted in a significant rise in standards in science. This is in all aspects and not just those measured in national assessments. The 2000 national assessments of pupils aged 11 showed that pupils' attainment was in the top five per cent. A particular strength was the number of pupils attaining the higher Level 5. When compared with similar schools' attainment in science is in the top five per cent nationally.
92. The inspection finds that achievement in science is still very good. Pupils are attaining standards that are average by the end of Key Stage 1 and well above average by the end of Key Stage 2. Investigative skills are particularly well developed as a result of the emphasis placed upon the investigative process. This is building up through the school as a result of teachers starting to follow the guidance given by the subject manager. At Key Stage 1 pupils learn about simple circuits and investigate the properties of materials. By the end of the key stage most pupils are able to classify materials according to their properties and have an understanding of how materials can change. Through food technology they learn how heat can bring about permanent change; for example the changes that occur in cooking. Pupils are starting to make good use of questioning to aid investigation asking such questions as "How...." and "Why..." appropriately to lead them into an early understanding of fair testing. At Key Stage 2 pupils follow the Programmes of Study laid down in the National Curriculum and by the end of the key stage they have a very good understanding and knowledge of the body, electricity and magnetism, and forces. Pupils' understanding of the scientific process is very good. Their knowledge of investigations and the principles of fair testing are developed very effectively through 'Investigation Sheets' that set out a guide leading pupils into asking the right question and deciding which elements of an investigation should remain constant and which should change if an investigation is to be 'fair'. Pupils record the results of investigations well and make good use of their literacy and numeracy skills when

recording the results of an investigation. Over their time in the school pupils make very good progress in this subject.

93. There are several reasons why attainment in science is better than in other subjects. The subject manager has made very good use of the Qualifications and Curriculum Authority scheme of work to plan a school scheme of work that builds very effectively upon the systematic development of investigative skills. This has been communicated effectively to teachers and most teachers are now making use of the detailed guidance available. One teacher with a good understanding of the process does the teaching at the upper end of Key Stage 2. This is effective use of the skills of individual teachers and enables a programme to be planned over the two years. Science is given a high profile in the school and taught every week. This enables skills to be developed in a systematic and rigorous manner. The high profile given to science has promoted very positive attitudes towards the subject amongst the pupils and this makes a very good contribution to attainment and progress. This was seen in a lesson on forces in which pupils investigated the effect of air resistance on a spinner. Pupils were keen to suggest ways in which the investigation could be carried out and when undertaking the investigation worked well as groups.
94. Literacy and numeracy skills are promoted well through science. Pupils discuss their findings articulately and record them neatly in a variety of ways. Numeracy skills are used well when drawing graphs to interpret results or when setting up investigations that require measurement. Some use is made of information technology but the number of computers limits this. To ensure that pupils understand how information technology can be used in such situations as monitoring changes in temperature, the school makes good use of its links with the receiving school on visits to its site.
95. Pupils with special educational needs and potentially higher attaining pupils are supported well and make good progress. Classroom assistants support at all levels and the very good questioning of many teachers draws out pupils' understanding. However, there are some inconsistencies in the teaching and in some classes too much use is made of photocopied sheets to pass on information.

ART AND DESIGN

96. No lessons were observed in art during the inspection and the amount of pupils' work on display around the school was limited. As a result, no judgements can be made on standards of attainment in art in relation to national expectations.
97. Scrutiny of pupils' work shows that drawing and sketching skills are developing soundly and there is clear progression in the acquisition of a limited range of skills in this area of the curriculum. A display of painting in the style of Australian aboriginal artists shows a secure understanding of the themes and beliefs that have influenced these artists and there is some precise and careful portrayal of the symbols characteristic of this style of painting. Pupils' choice of colours and forms is authentic and shapes and designs are carefully executed.
98. Younger pupils can illustrate their stories and prayers appropriately, showing sound compositional skills and the ability to select appropriate colours and designs to reflect their ideas and feelings.
99. Photographic evidence of events held at the school show that pupils have produced paintings in the style of Picasso but it is not possible to judge its quality.

100. A new scheme of work in art is being piloted and has only been in place for six weeks. The emphasis is to concentrate more intensively on developing a range of skills and on using the full range of artistic techniques and a wider range of media. The co-ordinator has produced an appropriate assessment summary sheet to measure pupils' attainment and progress in art; this clearly identifies the skill being targeted, the learning objective and the task set in order to develop the skill. The planned production of a portfolio of pupils' work which is compared with national expectations in art is seen as being a useful tool in measuring pupils' progression in a range of artistic skills, but this is not yet in place.
101. Art is a well-resourced area of the curriculum and good quality specialist resources have been purchased in order to encourage pupils to produce work that is of their highest standard.

DESIGN AND TECHNOLOGY

102. It was not possible to observe any lessons in design and technology and only a limited amount of pupils' previous work was available. As a result it is not possible to make a reliable judgement on standards. Examination of planning and discussion with pupils showed that pupils receive a worthwhile experience in this subject and skills are taught in a systematic manner. The co-ordinator is keen to ensure that design and technology is planned to support work in other subjects, particularly information technology for the older pupils. The requirements of the National Curriculum for design and technology are covered appropriately in the school's overview of the curriculum.

GEOGRAPHY

103. Three lessons were seen during the inspection: one at Key Stage 1, and two at Key Stage 2. From these lessons, and from looking at pupils' work and at teachers' plans, it is evident that overall standards of attainment are in line with those expected at schools of a similar type at the end of both key stages.
104. Pupils make sound progress as they develop basic geographical fieldwork skills, and their knowledge of other parts of the world, as they progress through the school.
105. Pupils in Year 2 recount their field walk to a local entertainment centre. They develop map-using skills as they record the route from the school, and they think about why that route was chosen. They extend their geographical vocabulary of the landscape, and their understanding of the different ways in which land is used. They also consider the process of movement, as they ponder the need for large car parking spaces for popular attractions. Year 3 pupils, in their topic on 'Weather', also extend their knowledge of places. They record their holiday locations on a world map. They are challenged through 'postcards' with clues to identify the places and countries they have studied eg Switzerland, Mexico, Blackpool. Year 4 pupils have visited Dog Kennel Wood, a local amenity, and are writing a report on their observations, and making recommendations for improving the environment. In making suggestions such as "have more bins for rubbish", "put signs up - we got lost", and "build up paths", pupils are increasing their fieldwork skills of observation and recording, and their understanding of environmental change and the need to use resources wisely.
106. There is good provision for pupils with special educational needs and they make good progress in relation to their prior learning.

107. Pupils are keen and work with interest in their geography lessons. They respond well to the local area field visits. Geography makes a good contribution to their spiritual, moral, and social development. Pupils learn about other cultures and societies and discuss the issues that arise in these cultures.
108. The quality of teaching is satisfactory or good. Strengths include the good planning of lessons and activities, with clear explanations of learning objectives to pupils. Teachers manage the classes well and to ensure a good learning environment and make good use of the local area as a resource. Learning is also enriched by the good cross-curricular links that are made with other subjects such as English and history.
109. Geography has good subject leadership. The school is currently adapting the recently published curriculum guidelines from the Qualifications and Curriculum Authority as the framework for geography is revised in the light of 'Curriculum 2000'. There is already a useful emphasis upon enquiry, but too few opportunities are given for independent work, which limits attainment and progress, particularly for the potentially higher attaining pupils. Resources are satisfactory in most respects, but some additions to the stock of large scale Ordnance Survey maps would be helpful in supporting teaching and learning.

HISTORY

110. During the time of the inspection, only two history lessons were observed. Discussion with pupils and staff about previous work, and a scrutiny of pupils' work, displays, and teachers' planning, confirm that pupils are able to make sound progress in acquiring appropriate knowledge, skills, and understanding. Standards attained in history are in line with those normally found at the end of both key stages. This reflects the findings of the last report in 1996.
111. In Key Stage 1, pupils increase their knowledge and understanding of people and events in the past, working with topics such as the Great Fire of London, Grace Darling, and Florence Nightingale. They develop a growing understanding of the idea of change over time with topics on 'Transport and how it has changed', and 'Seaside holidays in the past'. This topic is usefully linked with geography, and a visitor (a governor) recounts memories to pupils of Blackpool holidays in times past.
112. Older pupils in Key Stage 2 are encouraged to work with sources such as photographs, pictures of artefacts, and copies of old documents, to develop skills of historical enquiry. Year 5 pupils investigate life in Victorian times, including school. They can describe what is meant by sources - "Different things to find out about the past" - and cite examples such as 'books', 'museums', 'photographs' and 'artefacts'. Year 6 pupils continue to develop their historical imagination and empathy in their work on ancient Greeks, and they can appreciate why some sources might be more reliable than others. Sources are examined to enable them to convey their understanding of 'Why the Olympic Games were important' in a poster. Good use is made of simple classroom drama as a prelude to pupils' writing an account of the battle of Marathon from the point of view of a soldier, either Greek or Persian. Pupils with special educational needs are well provided for in these lessons, and they make good progress in relation to their prior attainment.
113. Pupils enjoy their work in history, and can work well in pairs, with a pleasingly industrious classroom 'hum'. They also enjoy, and gain from, visits to places such as Tatton Park, Chester, and Astley Hall. Visitors, including the 'History Man', also contribute well to their developing historical knowledge and imagination.

114. It was possible to see only two lessons and therefore an overall judgement on the quality of teaching is not possible. However in the lessons observed the quality of teaching was good. The teaching of history is enriched by the use of varied approaches, including drama, to promote thinking and learning. The strong links made to other subjects, including English, design and technology and geography, also support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards of attainment in information technology are below average at the end of both key stages. Although this was a key issue in the last report it does not mean that there has not been an improvement in standards.
116. Since the time of the last report a number of the very old computers that were present at that time have failed and had to be replaced. The standards found nationally have been improving and the expectation of what can be achieved by pupils at age 11 has increased. Standards have improved particularly over the last two years under the guidance of an eager and knowledgeable subject manager and the management of a headteacher committed to information technology. The school now has new computer sets in each classroom all equipped with CD-ROMs and printers. Programmable toys are available for pupils to use and many new programs are available to support learning across the curriculum. The governors have made plans for a new computer suite that will be completed this year and resources have been set aside to train teachers.
117. The standards attained by individual pupils in various aspects of the Programmes of Study are clearly in line with national expectations, but the current shortage of resources means that not all pupils are able to achieve these standards. For example, the school does not have access to e-mail yet. Despite this, teachers are encouraging pupils to write e-mail messages as part of their literacy work. These are handwritten and not typed on the computer and so the exercise is mainly a literacy exercise and not information technology.
118. In Key Stage 1 pupils support literacy skills well through 'talking books' on the computer and some use the computer to draw simple graphs of mathematical investigation into favourite foods. Information technology skills are also taught through the use of tape recorders and digital cameras. At Key Stage 2 pupils investigate CD-ROMs and print the results of their work. They use a word processor to correct and improve text and they support mathematical development of direction and patterns through programs such as LOGO. Pupils have access to the Internet but no e-mail connection has been set up yet.
119. Much of the work taking place is of good quality. The only limitation on standards is the amount of time that pupils can use equipment. The school has detailed plans for a new computer suite and during the week of the inspection the architect was on site to prepare for the building alterations necessary to provide the space for the suite. Training for teachers to use the new suite is planned under the New Opportunities Fund but will not take place until next term when more computers are available.

MUSIC

120. Standards of attainment in music are in line with national expectations in both key stages.

121. The majority of younger pupils can clap a steady beat to a piece of music and they can make good suggestions as to how they can use different parts of their bodies to create sounds. They show a good sense of tempo and rhythm in reproducing the sound pattern made by their teacher. Pupils are also able to produce variations of sound patterns and can appraise the pattern by likening it to other sounds they have heard. They know the names of many percussion instruments and use them with some success when keeping a beat. Singing is generally tuneful and enthusiastic and most pupils have clear diction.
122. In Key Stage 2, pupils have a secure understanding of pitch, tone and the dynamics of a piece of music. By Year 4, pupils can pitch their voices to sing a descending scale and they can devise their own scales in groups, which illustrates that the concept of correct pitch is well understood. In Year 5, pupils listen carefully to an example of Inca music and can accurately identify changes in the dynamics of the composition. Many pupils are able to identify the instruments being played in different parts of the composition and they can match them to the illustrations on their work sheets. Pupils have good knowledge of the meaning of musical symbols such as *ff*, *pp*, *cres.*, and *dim*; and they can apply the symbols to the piece of music to which they listen. Pupils record their learning appropriately and persevere to complete challenging tasks that are open to different interpretations. Good listening skills enable pupils to make good oral contributions to class discussions and they can offer sensible and interesting insights into the effect which the music has had on them and their ideas about the intentions of the composer. Pupils sing well during assemblies and show a good sense of rhythm, pitch and tone.
123. Pupils make satisfactory progress in both key stages; their technical understanding of musical composition develops well and their good listening skills enable them to make good progress in appraising their own and others' performances.
124. Pupils respond positively to the opportunities to listen to music and to take part in making music. They enjoy the opportunities to sing, and to play instruments and they can work co-operatively in groups or pairs to produce work of satisfactory quality.
125. The quality of teaching is good, overall, though some teachers lack expertise and confidence in delivering the subject. Lessons are generally well planned and delivered at a lively pace. Resources are well used and questioning techniques are well judged to challenge pupils to describe their reactions to a piece of music and to test the security of their understanding of technical aspects. Good opportunities are given to pupils to evaluate and refine the work that they produce.
126. The school is well resourced for music and has a wide range of tuned and untuned instruments. Appropriate use of recorded music encourages pupils to develop their listening skills and their appreciation of a wide variety of musical styles and traditions both in lessons and during assemblies.
127. The music co-ordinator has put in place a well-structured scheme of work and there is good quality documentation to support the delivery of music across the school and to build up the confidence of non-specialist teachers. The co-ordinator's planning ensures that the Key Elements in the music curriculum are well addressed and she has interesting plans to develop a theme based on composers that will encourage pupils' confidence in appraising the work of others.

128. Pupils have good opportunities to learn to play a range of instruments and the school encourages its pupils to take part in public musical performances for the local community and parents.

PHYSICAL EDUCATION

129. During the week of the inspection it was only possible to observe a lesson at Key Stage 1 and a netball club. Discussion with the headteacher and the pupils reveals that standards in swimming are in line with national expectations. In the small amount that it was possible to observe standards of attainment were in line with those expected for similar age pupils.
130. Suitable curriculum time is allowed for the subject and discussions with pupils indicate that they enjoy physical education. The school has many initiatives to support pupils' physical development. The generous grounds available make it possible to provide basketball posts that are used every break and lunchtime alongside other ball games, skipping games and similar activities. All of these provide pupils with an opportunity to remain active. Almost all pupils become involved in these physical activities.