

INSPECTION REPORT

WOODLEA JUNIOR SCHOOL

Leyland, Preston

LEA area: Lancashire

Unique reference number: 119208

Headteacher: Mr P Davenport

Reporting inspector: Ms G McLean
21650

Dates of inspection: 6 - 10 November 2000

Inspection number: 224416

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Woodlea Road Leyland Preston Lancashire
Postcode:	PR5 1HA
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Appropriate authority:	Governing body
Name of chair of governors:	Mr F Heyworth
Date of previous inspection:	9 December 1996

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Gail McLean 21650	Registered inspector	Science Art and design Music	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
Allan Smith 19740	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Gwyneth Evans 27219	Team inspector	English History Geography Religious education	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
Graham Stephens 30705	Team inspector	Mathematics Information and communication technology Design and technology Physical education	How well are pupils taught? The school's results and pupils' achievements

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils is:	246 (about average)
Pupils for whom English is an additional language:	0 (low)
Pupils entitled to free school meals:	41 (17% - about average)
Pupils on the register of special educational needs:	59 (24% - high)
Average class size:	30.8

Woodlea Junior School serves the area of Broadfield Drive and Wade Hall in Leyland, near Preston, in Lancashire. The number on role is declining but this is in line with the population trends in the South Ribble. The pupils' standards on entry to the school are consistently below the national average.

HOW GOOD THE SCHOOL IS

Woodlea Junior School provides a supportive, caring environment for its pupils. The school's aims underpin its work and are met effectively. The school is committed to raising standards and fostering good attitudes to learning so that all pupils can do their best. The vast majority of pupils make at least sound progress in relation to their prior attainment. Teaching is good and pupils enjoy learning. All staff and governors work well together. Priorities for improvement are relevant to the school's circumstances, realistic and achievable. The school development plan is used effectively as a tool for bringing about improvements and managing change. The school's financial resources are managed well and the school gives satisfactory value for money.

What the school does well

- Teamwork is good; staff and governors are united in their goal of enabling all pupils to do well.
- Teaching is good; especially in literacy and numeracy and pupils make at least sound progress.
- The teaching, learning and behaviour policies are implemented effectively so that pupils behave well, have positive attitudes to learning and take pride in their work.
- Standards in physical education and singing are high.
- Provision for pupils with special educational needs is good.

What could be improved

The school should continue to:

- Eliminate the tiny percentage of unsatisfactory lessons .
- Raise standards in English, mathematics and science.
- Raise standards in information technology and design and technology.
- Improve the use of day to day assessment to identify specifically what is to be taught in all lessons.
- Improve strategies to enable the school to judge its own performance effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall, since the last inspection in December 1996. The 2000 results indicate a reversal in the declining standards in English, mathematics and science. There is good provision for literacy and numeracy. The school has successfully improved standards of pupils' behaviour and attitudes to learning. Pupils, in the main, are co-operative and this is enabling them to make sound progress. Systems and procedures

for tracking the academic progress and personal development of pupils are well established and this enables the school to identify areas for improvement accurately. The quality of teaching overall has improved and is now of a good standard. Standards in information technology at the time of the last inspection were satisfactory but the equipment quickly became out of date and standards were not maintained. The school once again has good information technology provision and is in a firm position to return standards to the former satisfactory levels.

Overall, the school has addressed the key issues from the last inspection well. The curriculum is monitored carefully which ensures consistency for pupils in parallel classes and for those who are taught by teachers who job share. Requirements for implementing the new National Curriculum are being addressed systematically throughout and national guidance on schemes of work is being carefully considered so that the needs of the pupils can be addressed well. The needs of pupils with learning difficulties are assessed efficiently and accurately. All test results are analysed rigorously which enables the school to target specific areas for improvement accurately. However, day-to-day assessments of pupils' understanding are not reflected sufficiently clearly in lesson plans; particularly in relation to matching work to different abilities. Presentation of work is now of a consistently high standard throughout the school and demonstrates pupils' positive attitudes to learning and pride in their work.

Improving behaviour has clearly been a priority for the school. There is still a high percentage of pupils with challenging behaviour but the consistent implementation of the school's behaviour policy, emphasis on positive reinforcement and the firm yet fair approach taken by all staff are effective. The number of incidents where unruly behaviour adversely affects learning is extremely low. The governing body fulfils its role effectively because the school provides very detailed and accurate information, relationships are good and everyone is united in helping all pupils to do their best.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	D	D	well above average A above average B average C below average D well below average E
Mathematics	C	D	B	B	
Science	D	E	B	A	

When compared with the national averages the standards in English, mathematics and science have been low but the results achieved in 2000 indicate a pleasing reversal of a downward trend. When compared with other similar schools the results for 1999 were well below average. However, the 2000 results indicate significant improvement because standards in mathematics and science are above average. Standards in reading are average, but they are below in writing. Therefore, standards overall in English are below average. Analysis of all the available data indicates that pupils make at least sound progress

in relation to their prior attainment. The data on the number of pupils entitled to free school meals determines the benchmark group for the school.

There is evidence to suggest that the school does not have access to all relevant data on free school meals and the percentages may be higher than figures would currently suggest. Therefore, caution must be exercised when considering benchmark grades because the school may be doing better than current grades suggest. Standards seen during the inspection in English, mathematics and science are broadly average and pupils make at least sound progress. The school's emphasis on teaching basic literacy and numeracy skills is effective and pupils are increasingly making good progress. Standards in information technology and design and technology are unsatisfactory. The acquisition of up-to-date equipment for information technology puts the school in a good position to improve standards in this subject. Standards in all other subjects are broadly in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school. They are enthusiastic, interested in learning and take pride in their work.
Behaviour, in and out of classrooms	At least satisfactory. Pupils respond well to the implementation of the school's behaviour policy and are increasingly developing a sense of self-discipline.
Personal development and relationships	The caring ethos of the school is reflected in the positive relationships between staff and pupils. Pupils work together well, gain in self-confidence and self-esteem as they move up through the school.
Attendance	Satisfactory. Pupils are eager to come to school. Lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

The quality of teaching and learning is good overall with some very good features; 95 per cent is sound or better, over one third is good and a quarter is very good. The teaching in literacy and mathematics is at least satisfactory with much that is good and some that is very good. Lessons are interesting and pupils respond well to teachers' questions. They are frequently challenged to think, explain and make decisions. Teachers make good use of the skills and expertise of support assistants and this contributes well to the progress made by pupils. Teachers manage pupils well, expect high standards of behaviour in lessons and relationships are good throughout. There are weaknesses in the planning of some individual lessons in relation to closely defining learning objectives and in specifying provision for pupils of different abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A strong emphasis is placed on literacy and numeracy. The use of information technology to support learning across the curriculum is embryonic. Design and technology does not have a secure position in the school's curriculum. Music and physical education feature strongly. The wide range of extra-curricular activities enhances learning.
Provision for pupils with special educational needs	Good. Precise targets for improvement are identified, appropriate actions taken, and support staff are highly trained.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal, social and health education (PSHE) is a strength of the school. Spiritual and cultural development is satisfactory. The emphasis placed on promoting good behaviour and high moral standards underpins the school's work. Consequently pupils are confident, secure and co-operate well together.
How well the school cares for its pupils	Pupils are sensitively looked after. Staff know their pupils well. Personal and academic achievements are monitored carefully. This is particularly effective in literacy, numeracy and for pupils with special educational needs.

The school is active in keeping parents informed about the work of the school and the progress made by their own children. Parental involvement in the life of the school is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong. There is a clear vision, shared by all to improve standards. The school development plan is used effectively to unite the school in its pursuit of these goals. The headteacher and key staff effectively lead by example. Teamwork is well developed and there is a strong sense of harmony.
How well the governors fulfil their responsibilities	The school provides governors with detailed, accurate reports on its performance. This enables them to fulfil their roles effectively.
The school's evaluation of its performance	Standards of teaching and pupils' attainment, progress and behaviour are monitored and evaluated with increasing rigour. Appropriate actions have been identified to bring about improvement.
The strategic use of resources	Resources are used wisely to achieve targets identified in the school's development plan.

The school achieves its aims well and effectively provides a safe, caring environment for its pupils. Improving standards in literacy and numeracy are, rightly, high priorities for the school. The principles of best value are applied well in that it compares its standards

rigorously and uses its resources wisely to achieve its goals. This is particularly noticeable in relation to the recruitment, retention and training of support staff.

The school has an adequate number of teachers for the size of the school. The school has invested in additional numbers of support staff. They are well qualified and their skills are used effectively to support teaching and learning. The main part of the building is in reasonably good order but the annex, built shortly after the World War II is beginning to fall short of the standards required for teaching and learning in the 21st Century. Resources are of sufficient quantity and quality for most subjects. They are stored well and are easily accessible. Resources for literacy, science and art are good but in contrast are unsatisfactory for music, library and research skill development.

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 coming to school. • Children make pleasing progress. • Channels of communication are good. • The school is led well. • There is a caring atmosphere and teachers take an interest in pupils. • Behaviour of pupils is good. • There is a wide range of extra-curricular activities. 	<ul style="list-style-type: none"> • Homework. • Some parents would welcome more information on pupils' attainment and progress.

Inspectors fully endorse the parents' positive views about the school. The inspection findings indicate that homework is used well to support pupils' learning and the school offers a range of opportunities for parents to meet with teachers. The school has recently updated its written reporting system, especially for literacy and numeracy, therefore information available for parents is increasingly more detailed and focused on National Curriculum levels.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 2000 national Standard Assessment Tests (SATs) show a clear improvement on the 1999 assessments. The 1999 results for English and mathematics were below the national average and well below in science. The latest results indicate that standards in these core subjects rose and overall, are above average in 2000 when compared with all schools nationally.
2. When compared with similar schools the results in English, mathematics and science have been consistently below and often well below average. The results of the 2000 SATS indicate that standards are above in mathematics and well above in science but remain below in English. The position in relation to English is caused, in the main, by low standards in writing. Standards in reading are about average. This has been identified by the school and pupils now experience plenty of writing opportunities for a wide range of audiences and in a variety of styles.
3. The number of pupils who achieve the higher SATs Level 5 has been below average, overall, in the past. The 2000 results show that this is improving and the number is close to the average.
4. There is evidence to suggest that the school does not have access to all relevant data on free school meals and the percentages may be higher than figures would currently suggest. Therefore, caution must be exercised when considering the benchmark grades awarded because the school may be doing better than current grades suggest.
5. The school did not achieve its targets set for 1999 but only by one or two percentage points. The targets set for 2000 were met successfully. The school's trend in results over the three years from 1997-9 is below the national trend and indicates a decline in standards. However, the 2000 results now improve the school's position in this respect. Targets set for the end of 2001, although lower than those achieved in 2000, are nevertheless challenging and appropriate for the current Year 6 cohort. The data from the national assessments shows that girls are achieving better than boys but this was not apparent in the work seen.
6. Standardised tests used to assess pupils' attainment indicate that pupils enter the school with levels of attainment which are below the national average. Analysis of the 1997-9 SATs and optional test results indicates that sound progress is made by the vast majority of pupils as they move up through the school. However, the school's efforts to improve the rate of progress made by pupils is having a measure of success. The progress made by pupils at the lower end of the key stage is judged to be good, especially in literacy and numeracy. The school is aware that the progress of pupils in Year 6 is sound but could be better. The school is implementing strategies to promote higher standards and address pupils' needs effectively. For example, pupils are taught in sets for mathematics and by the expeditious use of staff, class sizes have been reduced.
7. Provision for pupils identified by the school as having special educational needs is good. This is a strength of the school. The timetable ensures that pupils withdrawn for additional support do not continually miss the same lessons or valuable

information. Teachers work closely with non-teaching assistants to ensure work is targeted to individual pupil's needs. Consequently these pupils make good progress. Pupils with Statements of Special Educational Need are well provided for. Teachers make good use of the detailed record sheets completed by the non-teaching staff which ensures that the needs of the pupils they support are met adequately.

8. The inspection findings indicate that standards attained and progress made by pupils overall, are broadly average and the effects of the National Literacy and Numeracy Strategies are clearly impacting on standards as pupils move up through the school. However, there is a significant number of pupils identified as having special educational needs and this affects the overall results attained by each cohort. For example, the vast majority of pupils in the current Year 6 have made at least sound progress in relation to their prior attainment but attainment overall is slightly below average in the core subjects of English, mathematics and science.
9. In English, pupils throughout the school show an increasing understanding of the conventions associated with standard and non-standard English and when it is appropriate to use them. When sharing their views they are beginning to listen to those of others and this is reflected not only in full-class sessions but also in group work when they demonstrate that they are able to work collaboratively and with a sense of purpose. Attainment in reading is average. Pupils read a range of texts recognising the genre, themes and main ideas. Although they can locate information from texts using contents and indexes they are not familiar with basic library organisation and their research skills are underdeveloped. Scrutiny of written work on display and in exercise books reveals that standards are broadly average because the school is giving pupils many opportunities to write for a wide range of purposes across the curriculum.
10. Attainment in mathematics is satisfactory. In Years 3 and 4 attainment and progress are at least satisfactory and high in the top set in Year 3. In this class pupils confidently and quickly solve subtraction problems involving two and three digit numbers mentally and explain how they arrived at their answers. In Years 5 and 6 attainment is less secure as pupils are not always presented with sufficiently challenging tasks. For example pupils in a Year 6 middle set spent 17 minutes recording co-ordinates dictated by the teacher. The task placed few intellectual demands on the group and scrutiny of their books showed that many had completed similar work the day before. Their knowledge and understanding were not built on sufficiently well to ensure good progress. Pupils do have an understanding of symmetry, percentages, decimals to at least one place, perimeter, area and graphical representation. Overall they solve problems confidently during mental problem-solving sessions.
11. Attainment and progress in science are satisfactory because work is well planned in the medium term to ensure continuity in learning and systematic progression through all aspects of the National Curriculum for science. Good links are made with work covered in literacy and numeracy.
12. Attainment in information technology is unsatisfactory. Pupils are not able to use information and communication technology to explore or solve problems to a satisfactory level, communicate or handle information effectively or control and monitor events adequately. The school recognises the shortcomings and has made both staff training and the effective use of its new hardware a top priority in the school development plan. A few pupils in the Computer Club have accessed the Internet and are designing a web site for the school. Just four other examples of work relevant to the curriculum were observed during the inspection.

13. Physical education is a strength of the school. Standards noted in the last inspection are being maintained. Pupils have the opportunity to join several relevant clubs and the emphasis on the teaching of skills in all physical education lessons observed and the opportunities given to practice them was good. The school also actively encourages both boys and girls to take advantage of all opportunities, for example, Year 4, 5 and 6 pupils are free to choose to develop their skills in either netball or football, as an option.
14. In religious education, standards achieved are in line with the expectations expressed in the locally agreed syllabus. This was the position in the last inspection. Consequently, standards have been maintained at a satisfactory level.
15. Attainment in design and technology is judged to be unsatisfactory because this subject does not have a firm place in the school's curriculum. Standards in all other subjects are broadly in line with expectations of pupils of this age.
16. The standards attained by pupils in both classes of each year group are broadly similar. This is due in large part to the school's emphasis on teachers' planning work together, the monitoring of standards through direct observation of teaching and scrutiny of pupils' work. There is consistency in work produced by pupils who are taught by teachers job sharing because teachers liaise well and have the same high expectations in relation to standards of work produced by pupils.

Pupils' attitudes, values and personal development

17. The vast majority of pupils like coming to school and are aware of the impact of their actions on others. Behaviour is satisfactory and most pupils form sound relationships. This makes an important contribution to pupils' learning. Attendance is satisfactory. Pupils are eager to come to school and several arrive quite early.
18. Pupils' attitudes to learning and school are good: this is an improvement on the previous inspection. Parents state clearly that pupils enjoy school. Pupils take a pride in their work and are beginning to develop an awareness of self-discipline. Most pupils work well when required to study independently. They are learning to co-operate in group situations, share and provide mutual support for each other. Most pupils listen carefully to their teachers and other pupils' opinions. The vast majority sustain an interest in their work, particularly when they are stimulated by the teacher's enthusiasm. For example, in a Year 6 lesson, pupils persevered with sorting a sequence of clauses to complete complex sentences.
19. Pupils' behaviour around the school and in the majority of lessons is satisfactory. The school has a caring ethos and this is reflected in the positive relationships that have developed between staff and pupils. Pupils understand the standards of behaviour that are expected and the majority of pupils try to achieve them. They understand the school's behaviour policy and value the recognition of good behaviour, work and effort. However, occasionally there are weaknesses in class management and a tiny minority of pupils do not stay on task or behave in an appropriate manner.
20. During the previous school year there were two exclusions. The school demonstrated that it will take firm, decisive action when necessary. Parents are appreciative of the school and are of the opinion that it helps their children to achieve good standards of behaviour. Parents are supportive of the values and attitudes promoted by the school and consider that its work helps their children to become

more mature and responsible. The inspection findings support the parents' views. The school's high expectations for good behaviour assists both learning and teaching.

21. Relationships in the school between pupils, and pupils and adults are good. Pupils are usually polite and helpful to each other, to staff and visitors. They offer assistance and sometimes use their initiative, such as collecting litter during break-time and placing it in the bin. Most pupils listen carefully to adults and follow instructions well. They show respect for other pupils' feelings, for example when a pupil felt unwell another pupil showed genuine concern. The atmosphere in the playground is friendly. There is no evidence of systematic bullying or oppressive behaviour and pupils know who to turn to for assistance if they are upset.
22. The personal development of pupils is satisfactory. Pupils are involved in daily routines such as returning registers to the main office. They willingly accept responsibilities in class. For example, they tidy up after lessons quickly and efficiently. Break-time is a social occasion and pupils happily group together across the age bands.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching and learning is good overall with some very good features. Ninety five per cent of lessons are sound or better, over one third are good and a quarter are very good or better. A tiny minority of lessons, five per cent, are unsatisfactory. The quality of teaching is a strength of the school and there has been considerable improvement on the findings of the last inspection. Throughout the school the teaching of literacy and mathematics is at least satisfactory with much that is good and some that is very good. In general, there are weaknesses in teachers' planning of some individual lessons in relation to closely defining learning objectives and in specifying provision for pupils of different abilities.
24. The management of pupils to ensure that incidents of disruptive behaviour were reduced and did not adversely affect teaching and learning was an issue in the last inspection. The school has implemented a number of appropriate strategies to address this issue and has been very successful in overcoming this weakness. The behaviour of the vast majority of pupils in lessons is now good. The most significant factors affecting this improvement are the consistent implementation of the school's behaviour policy, the firm but fair response of teachers to their pupils and the high levels of support given to teachers and pupils by well qualified support assistants. The gains made in this aspect of teaching is reflected in the improvements made in the standards of teaching since the last inspection.
25. In the only two unsatisfactory lessons observed pupils became over-excited and too noisy making it difficult for the teachers to teach effectively. The learning intentions, tasks and activities set for both lessons were appropriate but the organisation of the furniture made it difficult to manage group work effectively.
26. A notable feature of all lessons is the emphasis teachers place on pupils' written work. Teachers have high expectations in relation to handwriting, layout of work, underlining titles, and spacing of paragraphs. This was a weakness in the last inspection but good progress has been made and this aspect of teaching and learning is now a strength of the school. Pupils know what is expected of them and respond well. The emphasis on clear, neat presentation is a key factor in enabling

pupils to organise their thoughts and communicate ideas successfully. This in turn is making a significant contribution to the school's efforts to raise standards, particularly in English, mathematics and science.

27. The vast majority of staff demonstrate a genuine passion for teaching and learning. Their enthusiasm is infectious and this motivates and inspires pupils to do their best. Teachers consistently use correct subject terminology and expect pupils to do likewise. They value the contributions made by all pupils and have high but not unrealistic expectations of pupils; including those with learning and behaviour difficulties. The caring ethos of the school is clearly evident in lessons. Pupils feel safe and offer their ideas and views without fear of ridicule. This contributes significantly to the sound progress made by the vast majority of pupils.
28. Teachers are mindful of the need to provide equality of opportunity for all pupils. Consequently, they plan lessons carefully to ensure comparability between both classes in each year group. Teachers who are job sharing liaise closely to ensure consistency in approach and expectation. This high degree of teamwork is further reflected in the way in which teachers use the skills, time and expertise of non-teaching assistants. They all work closely together and this contributes significantly to standards attained by pupils.
29. Raising standards in English and mathematics is a priority for the school. Teachers have responded well to the National Literacy and Numeracy Strategies and have willingly embraced the policies and recommended practices. Teachers make good use of the National Literacy and Numeracy Frameworks to guide planning and to structure the work of individual lessons. This enables pupils to acquire new skills, develop ideas, understand written texts and communicate their own ideas well.
30. The good standard in teaching has some notable features which have a positive impact on pupils' attainment and rate of progress. Teaching is most effective when teachers emphasise the learning objectives for each lesson and return to them in the plenary session. For example, in a Year 4 literacy lesson on defining characters, the teacher successfully recapped work covered in the previous lesson, clearly explained the new learning objectives to pupils and then, at the end of the lesson gave pupils the opportunity to reflect on what they had learned and feed back their conclusions to the rest of the class.
31. Teachers are skilled in asking questions that build on pupils' previous knowledge, work to individual pupil's strengths and secure an enthusiastic and knowledgeable response. This is clearly evident during the introductory parts of lessons such as the shared text sessions in literacy lessons and the mental, oral section of numeracy lessons. In these sessions, questions are used effectively to help pupils demonstrate what they understand, apply their knowledge to new and challenging situations and work at a good pace.
32. Lessons are most effective where work is well matched to pupils' abilities and pupils are suitably challenged. In a Year 3 class, pupils displayed an excellent knowledge of place value to four digits as they responded to quick fire questions from the teacher who constantly challenged them, frequently asking for explanations of how answers were worked out. Similarly, in a middle set, Year 6 lesson on co-ordinates, pupils began to show greater interest when asked to work in two quadrants and showed considerable enthusiasm when asked challenging questions during a mental mathematics session. Overall, pupils respond confidently in mathematics sessions and are attaining very satisfactory standards, especially in Years 3, 4 and 5.

33. In general, with the exception of some literacy plans, the planning for day-to-day lessons is too broad and focuses on the activity rather than the objective to be taught. This makes it more difficult to assess the gains made by pupils and write a focused comment to guide planning for the next lesson. As a result, planning does not take enough account of the needs of the more able or below average pupils. Linked to this is the marking of pupils' work. Teachers conscientiously mark work and use praise to encourage pupils to try hard. However, the lack of precise written feedback to pupils based on specific learning objectives limits the school in its ability to use marking as an effective tool for assessing learning and helping pupils to understand their successes and identify targets for improvement. Making accurate assessments of what pupils actually know, understand and can do and then using the information to match work closely to pupils' abilities was identified as an area requiring improvement in the last inspection. This remains an area for improvement.
34. Teachers make good use of learning resources such as artefacts in history, small games equipment in physical education, audio-tapes in music and models in art. They successfully select tasks and activities which will appeal to the age and interests of their pupils. Therefore, pupils are interested in learning, concentrate well and work hard.
35. However, information technology is not used sufficiently well to support learning in all subjects of the National Curriculum. There were exceptions and good practice was observed, for example in Year 3 when pupils were asked to design Viking posters to persuade people to join a raid on Britain, in Year 5 when pupils were required to design ancient Egyptian wrapping paper using a newly introduced program called Dazzle, and when support assistants used a mental arithmetic game and two reading programs specifically designed to support pupils with special educational needs.
36. The teaching of pupils with special educational needs is good overall. The special educational needs co-ordinator works well with all the staff and has a clear overview of teaching for this group of pupils. All non-teaching assistants have developed a wide range of appropriate skills. They know their pupils well and have developed a firm but friendly and enthusiastic approach when working with them; pupils respond accordingly. The assistants know exactly what is expected of them, keep notes and share assessments of pupils' learning with teachers at the end of each session. Consequently, pupils with special educational needs make good progress.

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

37. The overall quality and range of learning opportunities are good and meet the statutory requirements of the National Curriculum. The curriculum offered to pupils rightly places high priority on teaching the basic skills of literacy and numeracy. However, there is a slight imbalance in the curriculum because information and communication technology and design and technology do not have a sufficiently firm place in the school's curriculum. Consequently, the overall breadth and balance of the curriculum are unsatisfactory. The school follows the locally agreed syllabus for religious education and this effectively underpins the school's work in this subject. The school has made a start on implementing the new National Curriculum and is in a firm position to move forward. It has begun to adopt the guidelines recommended by the Qualifications and Curriculum Authority to structure its schemes of work and ensure continuity and progression in learning throughout the key stage.

38. The school has successfully implemented the National Literacy and Numeracy Strategies; both are taught well and are contributing to the school's work on raising standards. The introduction of the Additional Literacy Support for pupils with difficulties in reading is effective and is having a positive impact on standards.
39. Opportunities for people and organisations in the local community to contribute to, and enhance, pupils' knowledge and understanding are taken and used to a satisfactory level. Educational visits and visitors to school are regular features of the school's curriculum. Officers from the fire service, police department, and university have all had recent links with the school to promote understanding of health and safety issues, the world of work beyond school and citizenship. There have been visits from theatre groups to promote interest in the arts, and there are opportunities for Year 6 pupils to take part in an annual adventurous sport activity weekend. There are good links with local secondary schools. During the inspection there was evidence of recent visits made by Year 6 pupils to their nearest secondary school. This effectively prepares pupils for the next stage in their education and helps to allay any fears related to changing schools. Links with the infant school are secure. The arrangements for transfer at the end of Year 2 are carefully considered and the vast majority of pupils settle quickly and adjust well to their new surroundings.
40. The school provides a wide range of worthwhile opportunities to enhance the curriculum offered to pupils. These extra-curricular activities include sport, art, drama, dance and recorder clubs. All clubs are open to both boys and girls. The football and netball teams have the opportunity to take part in local league matches. This motivates players to do well and improve their levels of skill and ability.
41. The school is mindful of the need to ensure equality of access for all pupils. The curriculum offered to pupils is carefully organised to ensure comparability between parallel classes and consistency where pupils are taught by more than one teacher each week. All pupils are encouraged to take part in activities or special events and the school actively seeks ways of reducing costs for extra-curricular activities whenever possible. The old design of the building; especially the annex, limits access for people with mobility difficulties. This reduces the school's ability to promote understanding of issues related to physical disability. The governing body is actively pursuing solutions to this problem so that the school's facilities will be in line with modern day expectations and those enjoyed by other, neighbouring establishments such as the infant school.
42. Provision for pupils' PSHE is very good. The school's policy and scheme of work for sex education effectively guides work in this area. Drug awareness and dangers associated with drug abuse education is provided by an outside agency.
43. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' social development is good and is well supported by the consistent implementation of the school's behaviour policy. Teachers provide good role models and treat everyone fairly and equally. Social development is promoted well through extra-curricular clubs, and when pupils take part in team sporting events. Relationships between pupils are generally good. Pupils are trustworthy and show respect for property and each other. Displays around the school, equipment and learning resources are not vandalised or mistreated. Pupils are given opportunities to understand the different circumstances in which people live and think of others who are less fortunate. For example, by raising money for charities and providing financial support for a child living in El Salvador.

44. Moral values are promoted positively. Staff take all opportunities both planned and unexpected to promote and foster values such as honesty, fairness and respect for truth and fair play. Themes used in assembly such as 'Life Givers' help pupils to reflect on moral issues and consider all aspects of difficult situations such as making and receiving human organ donations. Current affairs are used sensitively to promote awareness of the world beyond school and the difficult decisions which sometimes have to be made; such as when or when not to carry out medical operations. All adults help pupils to understand the differences between right and wrong, and pupils are aware of acceptable and unacceptable behaviour. School rules are prominently displayed in classrooms and this helps to reinforce the school's expectations of behaviour and conduct. There are limited opportunities for pupils to take responsibility for daily tasks but when they are involved in activities such as collecting books and returning registers they behave well and accept the responsibilities willingly. Pupils in Year 6 act as librarians and supervise the tuck shop. They show pride in their work and a desire to carry out their tasks sensibly and in trustworthy manner.
45. Provision for spiritual development is satisfactory. Collective worship and assemblies contribute a major part to the school's work in this area. Opportunities are missed for spiritual development throughout the curriculum, but there is evidence of quiet reflection during some lessons and most assemblies.
46. Cultural development is satisfactory overall. Work in history, such as the study of people who invaded England in the past, and work in geography on contrasting life in Leyland with life in other countries helps to develop an appreciation of the cultural heritage influencing England today. Promoting multicultural awareness is less secure. Opportunities in some lessons are missed. For example, in a science lesson on healthy diets opportunities to briefly consider the origins of foods such as pasta, pizza, and savoury rice and the influence of other cultures on English eating habits were not explored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school continues to provide the caring, supportive community that was the subject of favourable comment in the previous inspection report. At the last inspection there were supportive relationships between adults and pupils, which made a positive contribution to the provision of support, welfare and guidance. Appropriate procedures were in place for special educational needs support and parents were aware of them. Staff were aware of health and safety issues. Health education and strategies for preventing bullying were in place.
48. Pupils continue to receive effective support and guidance. There is a strong principle of care, respect and consideration for others, which is highly valued by parents. Staff are sensitive to the needs of the pupils in their charge. They know them well and work hard to ensure their welfare. The very trusting relationships which pupils enjoy with all staff gives them confidence to share any concerns and helps them to cope with problems that arise in everyday life. Pupils' personal development is good and is given a suitably high profile in lessons. New pupils are suitably and sensitively introduced into the school and quickly settle into a welcoming environment. There are good links with the infant and local high school; these ensure pupils have a smooth transition through their stages of education.

49. There are suitable child protection, health and safety policies in place, which are well implemented across the school. Staff are aware of their need to be alert at all times. Good communications exist in all care related issues across the whole school, this ensures any health and safety or child protection concern is dealt with correctly. A couple of minor health and safety concerns were noted during the inspection and the school was made aware of these, for example some missing cover plates from downspouts. Staff are vigilant at all times including lunchtimes when pupils are both inside school as well as on the playground. Staff monitor pupils' safety and behaviour from before the start of the school day, through to pupils leaving the premises at the end of the day. This results in the school operating smoothly. The school has good relationships with various support agencies. Contact is regular and appropriate promoting professional and trusting working relationships which has a beneficial effect for pupils. The general levels of cleanliness and building maintenance are good, especially considering the age of the school and its size.
50. Pupils with special educational needs are well cared for. There is early identification of difficulties and good monitoring through the individual education plans of pupils' progress. However, parental involvement is not sort by the school quickly enough in the early stages of concern. Pupils with Statements of Special Educational Need receive their entitlement.
51. The school's behaviour policy works well. It is based on encouraging a very caring and positive attitude between all staff and pupils. There is a reward system in place within the behaviour management framework and there are very clear guidelines on what is, and what is not regarded as acceptable behaviour. Teachers place strong emphasis on raising pupils' self-esteem by building upon their achievements and using positive comments. The school's procedures for monitoring pupils' personal development are good and these are carried through all areas of school life. This induces pupils to feel that they are greatly valued by all staff. There is a weekly achievements assembly and a system of house points for pupils who excel. These have a very positive influence on pupils. Pupils, staff and parents are all well aware of the school's requirements for good behaviour.
52. The assessment of pupils is good, overall. The system of assessment and record keeping is very good in English, mathematics and science. Summative assessments are made in relation to National Curriculum levels and are accurate. The system is less detailed and formal for other subjects; as a result teachers do not have a clear enough picture of pupils' attainment or progress in those subjects.
53. Pupils' progress is tracked carefully. They are regularly tested in the core subjects; particularly English. These assessments are effectively analysed and results are used purposefully, for example in the setting of pupils for mathematics. Samples of pupils' work are assessed and kept in individual portfolios. Consequently, progress made by individual pupils is tracked carefully and challenging targets are set for them. The Records of Achievement provide a sound record of the attainment, progress and variety of experiences that the school provides. Pupils entering school are carefully monitored. Test results are carefully analysed and outcomes used effectively to plan sessions to meet their needs. Assessment of pupils' personal development is well managed and carried out effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school has maintained the strong links with parents that were recorded in the last inspection report. The current availability of information to parents is good. This is especially the case for those parents who bring their children into school each day. The channels of communication with staff are good and this is very beneficial to parents as they are able to keep up to date with current issues and discuss matters relating to their own child quickly. The increased understanding of what their children are doing in class permits additional learning at home to be targeted well.
55. The parents who attended the meeting with inspectors and parents' positive responses to the inspection questionnaires demonstrates that parents are generally happy with the work of the school, general information supplied, pupils' behaviour, the caring atmosphere and the wide range of extra-curricular activities. Those aspects of the school which the majority of parents felt most happy with are the openness and approachability of the staff, good pupil progress being made and the management of the school itself. Some parents expressed dissatisfaction with regard to homework and information to parents on their own child's level of attainment. Inspectors agree with parents' positive views. However, inspection findings do not support the less favourable views.
56. Records on pupils' attainment and progress currently kept by the school are informative and the school does try to involve parents in their own children's learning. There are termly parent/teacher meetings to review pupils' progress. These are beneficial in informing parents of what their children are actually doing in school and therefore offer additional ways for parents to assist in their children's learning at home. There is a satisfactory range of relevant school and educational information available throughout the school for visiting parents. The pupils' annual reports are satisfactory in content and include future targets for pupils to aim for during the year.
57. The school has held workshops to explain and help parents understand both the National Literacy and Numeracy Strategies. The regular newsletters keep parents up to date with school events and frequently ask for parental support in school. The clear, helpful and positive school brochure clearly sets out the school's desire to improve home/school links and explains the benefits of its pupils.
58. Work set by teachers for pupils to do at home is in line with the school's policy on homework and contributes effectively to pupils' learning. The school has embraced all initiatives which foster successful links between parents and the school. For example, the home/school agreement is signed at the first parent consultation session. The agreement is also explained to pupils so that they can understand and sign it with their teacher.
59. Although there are only a small number of parents who regularly come into school as volunteer helpers, they are successful in supporting pupils' learning. Parents are given clear guidance on how to help pupils when working in classrooms. The Parent Teacher Friends' Association (PTFA) is very determined and successful in organising events for fund raising purposes to support of the work of the school. They have assisted the school in many ways, such as supplying funds for visiting theatre groups as well as for the purchase of valuable resources for the school. Their activities effectively help and encourage parents to see that they also have an important contribution to make to their own child's learning. Parents as a whole are generally supportive and appreciative of activities generated by the PTFA. The regular

newsletters distributed by the PTFA are of good quality and have much importance in transmitting information about the school's social and topical events.

60. Of particular merit are the 'open door' policy and the welcoming atmosphere that the school provides. The 'open door' policy was praised by parents who attended the meeting with inspectors and they complimented staff on their approachability and willingness to listen and respond to parental concerns.
61. The school's systems for initial contact with new parents and the eventual transfer of pupils to high schools are secure and well planned. The school works closely with the local infant school and there are joint ventures currently planned to further improve this secure link. For example, they have planned a joint open day where parents can inspect both schools. The school generally works in close partnership with parents of those pupils with special educational needs. However, they do not have a formal structure for consultation with parents of pupils in the early stages of special educational needs. Parents of pupils with Statements of Special Educational Need are invited to attend annual reviews and discuss how well their children are achieving.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school's aims underpin its work and are met well; especially in relation to providing a caring community in which pupils feel safe, secure and can give of their best. Working relationships throughout the school are very good. All staff and governors work effectively together in harmony. They are united in their common goal of helping all pupils to succeed and improving the school's performance. The headteacher, deputy and key staff, provide strong leadership and direction for the school. Appropriate emphasis is placed on pupil management and discipline. Expectations of behaviour are high; including those for pupils who present challenging behaviour. The strong leadership and consistent implementation of the school's behaviour policy ensure that the vast majority of pupils behave well and teaching time is not adversely effected by those with behaviour problems.
63. There is an appropriate number of teachers for the number of pupils at the school. They are all suitably qualified and trained to teach junior school pupils the full range of National Curriculum subjects. The number of support assistants is above average. This is entirely appropriate given the number of pupils with learning difficulties and behaviour problems within each class. The support assistants are carefully selected and trained by the school. Their skills and expertise are used very well to support teaching and learning. Teachers liaise well with the assistants allocated to them and provide good guidance for them when working with groups or individual pupils. Consequently, the support assistants make a very significant contribution to pupils' progress, especially in relation to those pupils with special educational needs. Lunchtime supervisors have clear and useful guidelines which enable them to manage and support pupils well at mid-day. They, in turn are supported effectively by the headteacher, deputy headteacher and senior staff. The sensitive way in which pupils are managed at lunchtime contributes to and reflects the caring ethos of the school.
64. The school has adopted a variety of measures which enable it to compare its performance with both the national picture and standards achieved in other similar schools. For example, the school's recent SATs results have been analysed to identify strengths and weaknesses accurately. Outcomes have been used to set

priorities which are appropriate for its circumstances, realistic and achievable. The school has rightly identified literacy, numeracy and information technology as key areas for improvement and these priorities are clearly addressed in the school's well structured school development plan. The governors, headteacher and all staff understand the process used to formulate priorities, actions and tasks set in the school development plan. The honesty and openness of the headteacher, deputy headteacher and senior staff, together with the clarity of information provided by them for the governing body, enables everyone to have a clear understanding of what needs to be done, when and how. The school development plan is a very good working document. It is sufficiently detailed to enable the school to use it as an effective tool for bringing about improvements and managing change effectively.

65. The headteacher, deputy headteacher and key staff understand the importance of supporting, monitoring and evaluating the quality of teaching and learning throughout the school. Subject co-ordinators, particularly for English and mathematics regularly observe colleagues teaching and use outcomes of their observations to provide targeted support and training. The good working relationships and emphasis on bringing about improvement successfully enable the staff to work well together, share expertise and reflect critically on their own work. This aspect of the school's leadership and management represents a significant improvement since the last inspection.
66. The governing body fulfils its roles effectively. All governors are very supportive of the school and are clear about its strengths and areas for development. There is a good balance between those governors who are very experienced and those who are new to the role. However, a significant contributing factor in the success of the governing body lies in the recruitment of the office manager and two support assistants as serving governors. Their dual roles are complementary and they are able to offer invaluable support to both the school and fellow governors. This, in conjunction with the support offered by the headteacher and key staff, ensures that the governing body are well informed and in a good position to judge the progress made by the school in reaching its own priorities.
67. The school is committed to providing equality of opportunity for all its pupils. The management and provision for pupils identified as having special educational needs is good. The needs of more able pupils is rightly identified as an area for improvement. The school is actively seeking ways, such as working with a local 'beacon' school, to improve its provision and challenge for higher attaining pupils. The vast majority of pupils make at least sound progress in relation to their prior attainment. The school's procedures for setting challenging targets and tracking individual pupil progress contribute significantly to this positive position. The procedures themselves are good, being well developed, systematic and based on accurate analysis of all available data. Coverage of the curriculum offered to pupils is monitored carefully by the school. The inspection findings indicate that pupils in parallel classes receive a comparable curriculum and there is a high degree of consistency between teachers who job share. This is due entirely to the emphasis placed on joint planning and the good level of liaison between all staff.
68. Day-to-day routines and procedures are clear and followed consistently. For example, the school day starts in an orderly fashion and lessons begin promptly. The school's office manager is very experienced, committed to the school and skilled in her work. She is welcoming to visitors, parents and pupils alike. She takes an interest in the school and is a key figure in monitoring pupils' attendance. She manages the school's day-to-day financial procedures very well. Her work is carried

out efficiently and effectively in all respects. Consequently, the headteacher, deputy headteacher and other staff are able to concentrate fully on issues related to teaching and learning.

69. Financial planning is very good and the school makes effective use of the services provided by the local education authority. The school's budget is monitored closely and specific grants are used for their intended purposes. The additional funding spent in support of pupils identified as having special educational needs is carefully evaluated in terms of improvements in pupils' behaviour and standards achieved. Reducing the number of incidents where disruptive behaviour affects learning was an issue in the last inspection. The outcomes of this inspection indicate that these incidents have been significantly reduced. Consequently, the school's strategy of employing, training and deploying additional staff is judged to be an effective use of funds.
70. The school consults on major curriculum developments such as improvements to the school's resources for information technology and several sources are compared when making such major purchasing decisions. Staff and governors work closely to ensure that money is spent wisely. Services purchased, for example through the local education authority, are monitored very carefully by the office manager. Queries and concerns are followed up swiftly and if necessary payment is withheld until the school is satisfied that service level agreements have been met fully. Overall, the school is implementing the principles of best value well. Taking account of the context of the school, its unit costs, the sound progress made by its pupils and the good quality of teaching the school provides satisfactory value for money.
71. Arrangements for the professional development of staff are good. The school is in the process of agreeing its policy for implementing performance management and systems are in place to enable teachers to set targets and review progress. The school uses information gained from its monitoring of teaching to support and develop the skills and expertise of staff effectively. Professional development is closely linked to the school's priorities. The recruitment of staff in recent times has been supported adequately by the implementation of new guidelines in relation to newly qualified teachers, where necessary, and the school's own strategies for supporting staff new to the school.
72. The school's accommodation is only just adequate for the number of pupils on roll. It is clean, tidy and well looked after by the conscientious site manager and cleaners. The main part of the building is in reasonably good order but the annex, built shortly after the World War II, is beginning to fall short of the standards required for teaching and learning in the 21st Century. The governing body has worked effectively with the local education authority to secure an improvement scheme. Plans indicate that work is to start in January 2001. The school's hall is used effectively throughout the day. Groups of Year 6 pupils are taught in the hall each morning when classes are split into smaller groups for literacy and numeracy lessons. Physical education lessons and school assemblies take place here and it is used for as a dining hall at lunchtime. Some after-school clubs, such as the dance club, use its facilities and it is big enough to be used as a venue for school productions such as *Joseph and His Technicolour Dream Coat*. The hard standing area is adequate for the number of pupils on role and the school has access to its own playing field and a garden which can be used by pupils in the summer months.
73. The school's library is small and resources are unsatisfactory. Consequently it contributes little to the development of pupils' library and research skills. In contrast,

the newly acquired computers are beginning to impact significantly on pupils' acquisition of knowledge, skills and understanding in information technology. Resources for teaching other subjects vary. The school's resources for teaching literacy, science and art are good, unsatisfactory for music and satisfactory for all other subjects.

74. All statutory requirements are met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. To improve the school's performance further, the headteacher, staff and governors should:

- (1) continue its efforts to improve the quality of teaching and eliminate the tiny percentage of unsatisfactory lessons;
- (2) continue to raise standards in English, mathematics and science by:
 - identifying precisely what is to be taught in lessons;
 - accurately assessing pupils' knowledge and understanding in relation to the learning intentions;
 - using outcomes of assessment to structure future lessons and meet the needs of all ability groups within each class;
- (3) raise standards in information technology and design and technology by building effectively on current provision, new resources and staff enthusiasm;
- (4) continue to agree and implement appropriate strategies for self evaluation so that the school can judge its own work even more effectively.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	39	32	5	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	Y3 - 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	41

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 - Y6
Number of pupils with statements of special educational needs	n/a	7
Number of pupils on the school's special educational needs register	n/a	59

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	12
Pupils who left the school other than at the usual time of leaving	20

Attendance

Satisfactory

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	24
	Girls	19	19	21
	Total	38	39	45
Percentage of pupils at NC level 4 or above	School	74 (67)	76 (64)	88 (71)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	19	18	20
	Total	35	37	41
Percentage of pupils at NC level 4 or above	School	69 (65)	73 (64)	80 (70)
	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	1
Pakistani	0
Bangladeshi	2
Chinese	2
White	241
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	2	2
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: Y3 - Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26.7:1
Average class size	30.8:1

Education support staff: Y3 - Y6

Total number of education support staff	9
Total aggregate hours worked per week	125

Financial information

Financial year	1999-2000
	£
Total income	415,619
Total expenditure	406,609
Expenditure per pupil	1,595
Balance brought forward from previous year	53,193
Balance carried forward to next year	62,203

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	7	0	0
My child is making good progress in school.	42	47	7	0	4
Behaviour in the school is good.	28	53	4	2	12
My child gets the right amount of work to do at home.	26	45	15	12	2
The teaching is good.	41	45	3	0	11
I am kept well informed about how my child is getting on.	22	53	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	41	7	1	0
The school expects my child to work hard and achieve his or her best.	52	46	1	0	1
The school works closely with parents.	28	48	16	1	7
The school is well led and managed.	39	48	4	0	9
The school is helping my child become mature and responsible.	40	48	7	0	5
The school provides an interesting range of activities outside lessons.	52	39	4	0	4

Summary of parents' and carers' responses

Parents are of view that the school has improved considerably over the years. They have no major complaints and feel confident that the school responds well to any constructive feedback. In the main, parents appreciate the help and support offered to them.

Other issues raised by parents

Some parents are disappointed that the school building prohibits access for pupils and adults with disabilities. They recognise that the governing body and staff can do little to alleviate the problem and are hopeful that the local education authority will be able to find solutions to the problems imposed by the current building structures.

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

ENGLISH

76. The results of the 2000 SATs show that attainment in English is below average when compared with all schools nationally, and other similar schools. The school's end of key stage results have been low for a number of years and while pupils have achieved satisfactory results in reading, standards in writing have been below average. The percentage of pupils achieving the higher Level 5 in the tests has been consistently lower than average.
77. The attainment of pupils on entry to the school is below average. Analysis of the SATs results indicate that about 30 per cent or more of pupils attain Level 2C or below. This is a significant proportion but careful tracking of pupils' attainment indicates that the vast majority make at least sound progress as they move up through the school.
78. The inspection findings are that standards attained overall, are broadly average. However, attainment in Year 6 is slightly below average due largely to the high percentage of pupils identified as having special educational needs. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make at least sound progress in relation to their prior attainment. The implementation of the National Literacy Strategy is having a significant impact on improving standards, particularly at the lower end of the key stage. The school's work to monitor and evaluate its own performance is bringing about a more focused and rigorous response to raising standards. The school is now in a firm position to move forward.
79. By the age of 11 years, pupils attain satisfactory standards in speaking and listening, and are able to express their opinions clearly. This is due in large part to the emphasis placed by teachers on the use of correct terminology and the expectation that pupils will do likewise. Furthermore, teachers value the contributions made by all pupils and the vast majority feel comfortable and confident when speaking in front of others. For example, in Year 6, pupils were able to express opinions about famous people linked to autobiographical writing. Pupils in Year 4 gave alternative examples of verbs contained in a given text. When writing and ordering instructions Year 5 pupils were able to offer suitably worded sentences and give reasons for their choices. Across the key stage, pupils take a full part in discussions and talk confidently about their work and every day experiences.
80. Attainment in reading at the end of the key stage is satisfactory. Most pupils are developing their reading skills systematically and enjoy reading a variety of books. Many pupils are able to identify favourite authors and can offer opinions on a range of texts. Year 6 pupils are aware of the differences between biographies and autobiographies and are able to select evidence of emotions when analysing texts. In Year 4, most pupils are able to read the text with accuracy. Pupils have reasonable understanding of how to use contents and index pages of a book to extract information. However, research and higher reading skills such as skimming and scanning text for information are underdeveloped. The school rightly identified the need to improve standards in reading. Targeted pupils, who receive additional support as part of the Additional Literacy Strategy, make at least sound progress and this is having a positive impact on overall standards attained in reading.

81. By the age of 11, pupils' attainment in writing broadly matches the national average. Writing is generally interesting and well presented. Spellings are mainly accurate and there is evidence of a broad range of writing for different audiences. For example, pupils in Year 6 are using the first draft of biographical writing to develop the setting, character and events presented in a story. In Year 3, pupils are able to write poems on shape, incorporating their knowledge of calligrams and how to write to best interest the reader. Pupils are able to use dictionaries and thesauruses reasonably skillfully to support their writing. Improving standards of presentation and handwriting was an issue in the last inspection. Standards are now high and this represents considerable improvement since the last inspection. Pupils successfully use the knowledge and skills gained in literacy lessons to improve their work in other subjects. This is clear, for example, in science and history where pupils not only use punctuation correctly and spell words accurately but also use style, formats and vocabulary effectively.
82. The quality of teaching and learning is good. Lessons are carefully planned using the accepted National Literacy Strategy format. However, learning objectives are not always specific enough to ensure that the needs of all pupils are met effectively. The learning objectives are rarely shared with pupils at the beginning of lessons. Consequently, pupils have limited awareness of what they are going to learn or why they are learning it. In contrast, the school's policy on presentation is consistently implemented and pupils respond well to the school's high expectations. This contributes significantly to pupils' attitudes and the good working atmosphere which is created in most lessons. Relationships are good in all respects. There is mutual respect and the vast majority of pupils wish to please their teachers so they work hard and do their best. Questioning is used skillfully to promote effective discussion, and praise is used well to raise pupils' self-esteem. A range of strategies is used to motivate pupils and keep them on task. Staff try to ensure all pupils are actively involved in lessons and clear explanations are used to support independent learning. Teaching resources are well prepared and where teaching is very good, the pace in lessons is appropriate and has a positive impact on learning. Pupils identified as having special educational needs and lower attaining pupils are well supported by classroom assistants. There is a good balance between individual work and integration into main lessons. The recording of day-to-day assessments of learning does not reflect the emphasis placed by teachers on helping all pupils to make good progress. For example, marking contains positive comments, but does not give pupils an indication of what they need to do to improve their work and evaluation comments made on lesson plans do not focus specifically on pupils' learning.
83. The use of information technology capabilities to support learning in English is weak. Pupils have few opportunities to convey ideas and draft or redraft work using word-processing packages.
84. Improving standards in English has been identified as a priority by the school in its school development plan. The strategies used to track pupils' progress and analyse the outcomes of standardised test results has become increasingly more rigorous each year since the last inspection. The school's procedures for assessing and recording pupils' attainment and progress are good. The monitoring of teaching has been introduced systematically and effectively. Outcomes of these lesson observations are being used to support and improve the quality of teaching throughout the school. The curriculum is monitored effectively to ensure equality of opportunity for pupils in parallel classes and coverage of all aspects of English throughout the school. The co-ordinator is actively involved in supporting the school's work in this respect and has a good overview of the school's current position. This is a significant improvement since the previous inspection. Her strong

leadership is enabling the school to adopt appropriate actions for bringing about change and improving standards. For example, working with a local Beacon school to improve provision and challenge for higher attaining pupils. The school has invested well in extending the resources necessary to teach the National Literacy Strategy. However, library resources are unsatisfactory and this limits the school in its ability to successfully develop pupils' research skills.

MATHEMATICS

85. The results of the 2000 national tests for 11 year olds indicate that standards achieved in mathematics were above national averages and those in similar schools. This reverses a decline in results in the past two years. There has also been a pleasing increase in the number of pupils who achieve the higher Level 5 in the tests. The percentage is close to the national average. Scrutiny of work and monitoring of lessons during the inspection reveal that attainment at the end of the key stage is currently below national expectations but that standards in the rest of the school are about average.
86. The National Numeracy Strategy has been successfully implemented and contributes to the positive attitudes that both teachers and the majority of pupils have towards mathematics. It is also impacting positively on standards especially in Years 3, 4 and 5. Improvements in both medium-term planning and in the setting of pupils into ability groups throughout the school has helped teachers to be more effective in matching work to the needs of the pupils. This is particularly noticeable in Year 6 where pupils are split into three groups and are able to benefit from working in smaller sized classes. However, work set is not always clearly matched to the different abilities of pupils. Therefore, both higher and lower attaining pupils are not sufficiently supported or challenged well enough in some lessons. For example, pupils in a Year 6 middle set spent 17 minutes recording co-ordinates dictated by the teacher. The task placed few intellectual demands on the group and scrutiny of their books showed that many had completed similar work the day before. Their knowledge and understanding were not built on sufficiently well to ensure good progress. In contrast, pupils in the top set were challenged appropriately when asked to find patterns between prime numbers contained in number squares. In the lower ability group pupils were supported and challenged well when asked to use alternative methods to work out the perimeters of various shapes.
87. Teachers are implementing the National Numeracy Strategy effectively and expectations of what pupils can achieve in lessons are becoming higher; especially at the lower end of the key stage. This was particularly noticeable in the top set of Year 3 where pupils achieved highly when they were asked to subtract two digit numbers from three digit numbers in mental mathematics, quickly explaining their methods of working. They read five figure numbers accurately and worked at a rigorous pace throughout the lesson.
88. All pupils know and apply number bonds appropriately and work with numbers confidently. Scrutiny of work reveals that Year 5 and 6 pupils work with percentages, fractions and decimals and often present results in graphical form. Year 3 and 4 pupils concentrate more on number work and learning skills such as measuring accurately. All year groups have recorded a commendable amount of work in the first half of the term and observation of lessons and the performance of pupils confirms that sufficient time is devoted to mental work. However, with the exception of one program used to improve the quick recall of number facts, information technology is not used effectively to support teaching and learning in mathematics.

89. Work in mathematics supports other subjects. Whole-class work in mental mathematics is developing pupils' listening skills and targeted questioning creates many situations where pupils have to respond verbally, for example when they respond to questions such as "What would happen if?" and "Can you explain that?". In geography pupils draw line graphs to show rainfall and in science a Year 4 class were reminded of the x and y axis as they drew block graphs to show the outcomes of experiments in science using Newton meters. In contrast information and communication technology is not used effectively to support attainment and progress in mathematics. Pupils do not have sufficient expertise in using information and communication technology capabilities to enter, store, analyse, compare and contrast statistical information.
90. Overall, pupils enjoy mathematics and work with enthusiasm. This is because teachers know their pupils well and are sensitive to their feelings; especially those with low self-esteem. Teachers offer appropriate support so that pupils' attitudes improve, they learn effectively and do their best. This was particularly noticeable in a Year 6 lower set lesson, where the teacher combined the use of very interesting activities with humour to successfully inspire and motivate her pupils. Relationships between pupils and teachers are good overall. This allows lessons to proceed at a good pace. Behaviour is good in most lessons and in some it is very good.
91. The quality of teaching in the majority of lessons is good. In one lesson it was excellent. This is an improvement since the last inspection. Teachers' knowledge and understanding of the National Numeracy Strategy is good. They know what to teach and how to teach it. Their enthusiasm is infectious and this contributes significantly to the good attitudes of pupils. Teachers manage pupils well, especially those who find it difficult to behave and co-operate with others. This ensures that valuable teaching and learning time is not disrupted or wasted. This is noteworthy feature of all lessons. Non-teaching assistants are briefed carefully by teachers and their skills and expertise are used well to support pupils with special educational needs. Teachers plan lessons carefully and are very knowledgeable about their pupils' progress. However, lesson plans do not always reflect this good practice because daily assessments are not linked closely enough to the learning objectives in lesson plans to show how they are influencing what is taught, when, and to what standard.
92. Detailed summative records are kept of pupils' progress based on the levels in the National Curriculum. Pupils' progress is tracked carefully through analysis of SATs results, administration of half-termly tests, and scrutiny of pupils' work. This work contributes to the informative pupil profiles which are kept for pupils and regularly updated.
93. The co-ordinator is enthusiastic, knowledgeable and has a clear vision of how she thinks the subject should develop. She monitors teaching, scrutinises books, feeds back to teachers and keeps notes. She has for example noted that teachers sometimes spend too long on topics and has been able to raise this through discussion. She has developed good links with the infant and secondary school; especially in the period leading up to transfer. She is also intent on continuing to develop opportunities for relevant staff training in order to raise standards still further.

SCIENCE

94. The results of the 2000 SATs indicate that standards in science are above national averages and well above those of similar schools. These results show an

improvement on previous results and a reversal of falling standards over the last three years. The percentage of pupils attaining the higher Level 5 in the tests is close to the average. The 2000 SATs results reflect the inspection findings which are that standards throughout the school are good. However, the standards at Year 6 are slightly lower due to the high percentage of pupils identified as having special educational needs in this particular cohort. There is no significant difference in achievements of boys and girls. All pupils; including those identified as having special educational needs, are well supported and make at least sound progress in relation to their prior attainment.

95. The curriculum offered to pupils is carefully planned to ensure that all aspects of the National Curriculum for science are taught systematically as pupils move up through the school. Teachers plan well together and share their expertise. There is a high level of consistency and comparability between lessons taught to both classes within each year group. Consequently, all pupils are given equal opportunity to learn how living and non-living things work and to establish links between causes and effect in science. The vast majority of pupils make at least sound progress in relation to their prior attainment. The scrutiny of pupils' written work indicates that Year 3 pupils make good progress in their knowledge, understanding and skills in science.
96. By Year 6 pupils are reasonably skilled in predicting and planning investigations and many are able to evaluate what they have done and suggest improvements. When being introduced to the topic of electricity, Year 6 pupils were set the challenge of adding a switch to a simple electrical circuit. They used their prior knowledge well and quickly identified a number of possibilities. The teacher's use of good questioning, humour and systematic setting of more difficult criteria enabled them to think creatively about the problem, decide what equipment to use, try things out, compare results and increasingly improve on their original solutions. From discussions with pupils and analysing work completed in exercise books, it is clear that every opportunity is taken by teachers to make science relevant to the pupils' lives and help them to understand the part science has played in the development of many useful things. For example, the work in Year 4 on materials and their properties included experiments with chocolate and other food stuffs to show how heating and cooling can result in changes which are reversible or non-reversible.
97. There are two particularly notable features of the work in science. The first is the use of a wide range of recording methods, including diagrams, drawings, tables, bar charts and line graphs to help pupils communicate findings and ideas. The second is the consistent implementation of the school's policy on presentation. Teachers have high expectations in relation to handwriting, layout, positioning of titles and underlining. Pupils know what is expected of them and respond well. Together, these two features enable pupils to organise their thinking and communicate ideas successfully.
98. Pupils enjoy science because their teachers present them with stimulating contexts for lessons and expect high standards of behaviour and work. Pupils are keen to learn and they work productively in shared tasks, discussing what they observe and speculating about why it happens. Behaviour throughout is good.
99. Overall, the quality of teaching is good with very good features. Teachers' subject knowledge is good and they select activities which are appealing to the ages, interests and abilities of their pupils. In Year 5, the teacher's good knowledge of nutrition, circulation and movement together with the appropriate use of a pulse monitor enabled pupils to progress well in their understanding of the need for a healthy diet and the workings of the human body. Class discussions, in the main, are

productive because teachers use open and challenging questions to promote pupils' understanding, challenge them to think and to explain their understanding. Planning frameworks are used well, especially at the lower end of the key stage, to help pupils identify variables and to plan fair tests. In contrast, the use of information technology to support teaching and learning is weak. The equipment needed has only recently been purchased and while the school is now in a firm position to move forward, there is little evidence to show for example, how databases and spreadsheets are being used to analyse data or CD-ROM is being used to research things which cannot be directly observed. Teachers use the medium-term curriculum plans well to guide what is taught in lessons. However, the learning objectives are not always specific enough to clearly show what it is pupils are to learn in each lesson, how less able pupils are to be supported or more able pupils challenged to do their best. Linked to this is the marking of work. Pupils' work is regularly marked and seen by teachers but comments tend to be mainly of praise with little guidance provided on what the pupil did well and what needs to be done to improve.

100. The co-ordinator accurately analyses the outcomes of standardised test results, regularly scrutinises pupils' work and supports colleagues with planning lessons. The outcomes of this work has enabled the school to identify strengths and weaknesses in the quality of teaching and learning and implement appropriate actions to bring about improvements. Recording accurate assessments of pupils' knowledge and understanding in relation to National Curriculum levels, is given appropriate emphasis and tracking pupils' progress is given a high priority. The co-ordinator is aware that pupils in the current Year 6 will need considerable support if their results are to match the standards achieved in 2000. He is helping the school to implement strategies which will enable pupils to make at least sound progress in relation to their prior attainment.
101. Overall, progress made since the last inspection is reasonable. The role of the co-ordinator has improved significantly because all opportunities, which enable the co-ordinator to have a good overview of standards attained in science, are taken and used well. Pupils' attitudes have improved. The vast majority of pupils show interest and lessons are not interrupted by even a small amount of disruptive behaviour. Standards attained by pupils have varied. At the time of the last inspection standards were about average and this is the current position. However, over the last few years there has been a gradual fall and then a rise again. Analysis of all available data indicates that pupils make sound progress in relation to their prior attainment and the school is in a firm position to move forward.

ART AND DESIGN

102. Only two lessons were observed during the inspection. Pupils' work on display and in sketch books was looked at and pupils were questioned on it. Overall, standards are broadly in line with national expectations. Pupils are able to talk knowledgeably about the processes used to make images, such as block printing and collage. The portraits by Year 6 pupils demonstrate a growing awareness of shape and form as well as ability to manipulate different media and work on a large scale.
103. Insufficient lessons were observed to enable a judgement to be made on the quality of teaching overall. However, in the lessons seen, teaching was sound. Teachers plan work carefully and the curriculum offered to pupils covers all aspects of the National Curriculum for art. Pupils are given opportunities to explore different materials and techniques, including clay. The work of well-known artists is used effectively to inspire pupils and help them to understand how ideas and feelings can

be communicated using a variety of artistic elements. For example, Year 3 pupils used the work of Lowry to explore colour, tone, texture and line. Although each pupil produced a small tile based on a section of the same Lowry picture these tiles were then to be joined, thus helping pupils to appreciate size and scale better.

104. At the time of the inspection, the co-ordinator had been in post for only eight weeks. Although she is knowledgeable and has a clear vision for the development of the subject, she has had little opportunity to put her ideas in to practice. However, she has made a good start and is currently working with colleagues on reviewing the school's scheme of work and the way teachers assess pupils' progress. Standards in art at the last inspection were judged to be satisfactory. This positive position has been maintained.

DESIGN AND TECHNOLOGY

105. No lessons were observed and therefore it is not possible to make an overall judgement on teaching and learning. There was little evidence of work recently completed on which to comment, although pupils had made Viking boats to a predetermined plan. Pupils interviewed were unable to describe projects or assignments recently undertaken and were unable to talk knowledgeably about planning, making and evaluating products in relation to fitness for purpose. Therefore, design and technology does not have a firm place in the school's curriculum and standards attained are judged to be unsatisfactory.
106. An interview with the recently-appointed co-ordinator indicates that design and technology is at an early stage of development. She has already carried out an audit to find out what is being taught and as a result is rewriting the scheme of work. She is enthusiastic, knowledgeable and determined to give design and technology a higher profile in the school's curriculum.

GEOGRAPHY

107. During the inspection, no geography lessons were observed. The scrutiny of work shows that pupils make satisfactory progress, and standards attained are in line with national expectations. At the time of the last inspection standards were judged to be average, therefore the school's position has been maintained in relation to geography.
108. Samples of work made available during the inspection are limited because the inspection is taking place relatively early in the school year. In Year 6 there is evidence of work reaching a satisfactory level in relation to the study of contrasting localities, such as Ladakh in India and Leyland. Pupils are beginning to understand the importance of location and how geographical features influence the lives of people living in different areas. Pupils have successfully studied data on contrasting rainfall and presented this as a graph. Pupils are beginning to use geographical skills to understand the world in which they live, for example by using maps to understand what the landscape is like. Pupils in Years 3 and 4 know about the similarities and differences between their own lives and those of children living in parts of Africa. The work done on the study of clothes, language, climate and variation in the types of food eaten demonstrates that pupils are developing their knowledge and understanding to reasonable levels.

109. From scrutiny of pupils' work, analysis of planning and in discussion with pupils and staff it is clear that the school is limited in its ability to carry out much fieldwork. Consequently, it relies heavily on the use of secondary sources of information, such as photographs, posters and maps to develop pupils' inquiry skills. However, the use of information technology in geography is limited. For example, in presenting information or in the use of the Internet to acquire information.
110. The school is carefully adapting the curriculum it offers to pupils in response to the new requirements and the national guidelines recently issued for geography. The newly appointed co-ordinator is beginning to use strategies suggested in her recent training to support staff and manage change effectively, for example through joint planning.
111. The school's scheme of work contains appropriate links with other areas of the curriculum, such as citizenship, and resources are being gathered to match the needs of the new units of work better.

HISTORY

112. Standards achieved at the end of the key stage are in line with national expectations and pupils make satisfactory progress. This was the position at the time of the last inspection, therefore standards have been maintained. Pupils in Year 5 are studying the history unit on Egypt. They are able to talk knowledgeably about artefacts, hieroglyphs and archeologists. They are enthusiastic when handling artefacts and show respect for them. Pupils in Year 6 are studying Britain during World War II, and real artefacts such as ration books, petrol coupons and postcards from that time are used effectively to stimulate discussion and extend historical understanding. Pupils have a good level of knowledge about life during the war and can appreciate the effects it had on people living at that time. For example, the effects of the government's programme to evacuate children from cities and the impact this separation had on parents and families.
113. The overall standard of teaching and learning is satisfactory. Teachers' subject knowledge is at least sound which enables them to convey factual information correctly and address misunderstandings pupils may have in relation to what happened, when and why in different periods in history. For example, they are able to help pupils understand the differences between the World War I and World War II. The majority of teachers show interest and enthusiasm for history. Consequently, pupils are eager to listen and learn well. Where teaching was good, pupils were able to express opinions clearly and confidently. For example, when discussing issues related to the 'phony war' and food shortages. One unsatisfactory lesson was observed during the inspection. In this lesson pupils became over-excited and too noisy making it difficult for the teacher to teach effectively. However, the learning intentions, tasks and activities set for this lesson were appropriate. On this occasion, the organisation of furniture made it difficult to manage group work effectively.
114. The co-ordinator has recently been appointed but has identified areas for development in the subject action plan. She has rightly highlighted the need to adjust the school's curriculum in the light of the new National Curriculum and a start has been made to implement the recommendations put forward by the Qualification and Curriculum Authority. The school's own resources for history are limited but good use is made of local loan services to supplement stocks. This ensures that

expensive resources such as replica Saxon helmets can be used to promote learning in history effectively without draining the school's financial resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information technology are unsatisfactory. The school recognises this and information technology is a main component of the current school development plan. Nine new computers and associated hardware have recently been purchased and advice sought on how to use them to best effect.
116. There are isolated examples of good practice. For example in a Year 3 class pupils designed a poster advertising for Vikings to join a raid on England, Year 5 pupils created an ancient Egyptian design using a recently purchased program called Dazzle and several teachers use a program called Mental Olympics to support teaching and learning in mathematics. Non-teaching assistants use some programs effectively when working with pupils identified as having special educational needs, for example programs relating directly to the reading schemes. However, most of the work observed using computers was unrelated to activities going on in the main lesson and placed too little demand on the pupils' intellectual ability.
117. An interview with the co-ordinator confirmed that the school currently has no scheme of work to ensure continuity and progression in knowledge, skills and understanding in information technology. However, the information technology action plan indicates that this is to be a priority in the coming year. The computer in the library is linked to the Lancashire intranet. Consequently, the school is in a position to start using e-mail and related facilities. Plans have been made for all staff to be trained in the use of information technology. Advice from local education authority advisers has been listened to and plans are appropriate for the needs of the school. For example, the number of software programs to be used initially is to be restricted to six so that all staff can be trained systematically to the same standard. Monitoring and evaluation of standards in information technology and recording pupils' progress are at a very early stage of development.
118. All staff and pupils are enthusiastic and keen to improve their knowledge and skills in the use of information technology. Teachers are willing to use computers and attempt new things. In Year 6 pupils were taught to use the school's digital camera and download the photographs taken into a word processing program. Two staff organise a successful computer club, which is attended by approximately 15 older pupils, both boys and girls. One group has surveyed the intranet to look at school web sites for ideas and are now preparing one for Woodlea. The other group is preparing a newsletter for the site that will be regularly updated.

MUSIC

119. During the inspection music lessons focused on singing. Standards are very high and this is a strength of the school. Standards in singing at the last inspection were judged to be in line with national expectations. Therefore, this represents a significant improvement. Music has a firm place in the school's curriculum and all pupils are actively encouraged to enjoy and participate in music lessons and after school activities. The success of the school is underpinned by two significant factors. Firstly, the scheme of work is sufficiently detailed to enable non-specialists to teach music to a reasonable standard. Secondly, the co-ordinator is a skilled musician who provides a good role model for pupils; especially boys.

120. Pupils confidently and accurately sing in two-part songs and rounds, relating their contribution to that of other performers. Simple tasks such as singing a well known hymn in assembly is performed to a very high musical standard and performances are very expressive, accurate and connect with their audiences effectively.
121. Attitudes to learning in music are good. Pupils demonstrate pride in their singing, especially during whole-school assemblies. In a Year 5 lesson pupils participated particularly well and demonstrated real enjoyment and interest in music. So much so that many were clearly disappointed when the lesson ended because they wanted it to continue.
122. The quality of teaching is good. Lessons are carefully planned and build on pupils' prior learning effectively. The scheme of work is used well and teachers are able to select tasks and activities that are appropriate for the age and abilities of their pupils. Recorded music is played on equipment that has good sound quality. This motivates pupils to listen and do their best because they can hear sounds, tunes and words clearly and know what is expected of them.
123. Activities such as singing which require frequent development take place regularly. Time in whole-school assemblies is used particularly effectively in this respect as all pupils are given the opportunity to practise their skills and older pupils demonstrate their high standards of achievement to younger pupils thus setting expectations for future years.
124. Overall, resources are very limited and are not adequate for the number of pupils on role.

PHYSICAL EDUCATION

125. Physical education is a strength of the school. Teaching is at least good and in one case very good, consequently high standards are achieved. Pupils respond well, listening to instructions and carrying out exercises with enthusiasm. Great emphasis is given to the teaching of basic skills for example pivoting practice and various throws such as underarm, two handed, overhead and shoulder throws. Pupils are given the opportunity to practise these skills in team games and their awareness, control and application of rules are excellent.
126. Teachers have good knowledge and understanding of the subject. Warming up and cooling down exercises are always included in lessons. Demonstration is used effectively to enhance understanding. Pupils are encouraged to do well and when they succeed are selected to demonstrate moves and skills. This motivates pupils and enables teachers to be constantly challenging pupils and helping them to improve. Non-teaching assistants have good relationships with the pupils they support. Their time and skills are used well to ensure pupils with special educational needs are integrated into lessons and their achievements are valued and celebrated. This was particularly noticeable on the playground when a pupil with special educational needs was supported sensitively and with great good humour during a games session.
127. Pupils are given the opportunity to join several clubs, football, dance, and gymnastics, and these are well attended. Although it is only girls who attend the Dance Club, boys were encouraged to do so. Interviews with pupils indicate that boys elected not to take up the option of joining this club. Pupils attending Dance

Club demonstrated excellent co-ordination and enthusiasm. The teacher lead well by example and was constantly challenging the group to raise their standards.

128. The co-ordinator, who is extremely knowledgeable and enthusiastic, ensures a high standard of provision. She is in the process of introducing a new scheme of work, with the intention of raising standards still further. The range of equipment and apparatus is good. Resources are easily accessible and are in good condition. The school's spacious playground and large hall are well used effectively. The curriculum is managed well and provision is made for pupils to use the local leisure centre pool for swimming once a week. Consequently standards in swimming are in line with national expectations.

RELIGIOUS EDUCATION

129. It was possible to observe only one lesson during the inspection. Therefore, it is not possible to make an overall judgement on the quality of teaching and learning. Teacher's planning was analysed, pupils' work was scrutinised and they were questioned on it. Standards achieved are broadly in line with the expectations expressed in the locally agreed syllabus. This was the position in the last inspection. Consequently, standards have been maintained at a satisfactory level. Religious education at Woodlea Junior School is mainly Christian in content but pupils show an appropriate understanding of other world faiths.
130. Scrutiny of displays and evidence of work in books, show that pupils take a pride in their written work because pictures are carefully drawn and coloured while writing is neat and legible. The work undertaken in religious education significantly contributes to the school's provision in relation to moral development and pupils demonstrate sound knowledge of right and wrong. In the lesson observed during the inspection, pupils showed appropriate understanding and awareness of the need for people to adjust to different situations and support one another; especially newcomers. Pupils understand that people can belong to different groups and these groups will have their own identifying characteristics and rules. For example, rules at home may be different to those for clubs or at school. Pupils are developing appropriate understanding of the influence and significance of religion. They are increasingly able to identify why people, places and things are special to different groups of people. For example, in Year 4, pupils are learning about special books such as diaries and have begun to analyse the Bible recognising the role of law, poetry and history in its books.
131. The school uses the local authority agreed syllabus well to guide teaching and learning. The co-ordinator, in consultation with the infant school, has written a scheme of work which ensures continuity and progression in learning as pupils move up through the key stages. The co-ordinator has attended relevant training courses and as a result is enabling the school to address issues related to the teaching of religious education. For example, an audit has been carried out of resources needed to teach each unit of work, appropriate resources and artefacts have been purchased and are stored centrally. Support packs have been produced to accompany each topic to ensure teachers have access to reliable and up-to-date information.