

INSPECTION REPORT

Third Draft following corrections form HT 17/12/2001

POOL HOUSE COMMUNITY

PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119332

Acting Headteacher: Mrs C Feaver

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 5 – 8 November 2001

Inspection number: 230332

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kidsgrove Tanterton Preston Lancashire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C Cole
Date of previous inspection:	1 – 2 December 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Anna Dawson	Registered inspector	Mathematics; information and communication technology; religious education; Foundation Stage; equal opportunities.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; the quality of teaching and learning; key issues for action; leadership and management.
19431	John Holmes	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
27777	Robin Greenall	Team inspector	English; art and design; music; physical education; special educational needs; English as an additional language.	
12908	David Halford	Team inspector	Science; design and technology; geography; history.	Quality and range of opportunities for learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pool House Community Primary School is situated on the northern outskirts of Preston. It is smaller than most other primary schools nationally. It mainly draws its pupils from the housing estate that surrounds the school. It is an area with significant social problems and deprivation. Most pupils in the current reception year have attended the privately run nursery class within the school or a playgroup in the vicinity before they start school in the year they become five. Pupils' enter the reception and Year 1 class with attainments which are overall, very low in social, language, and mathematical skills. There are 99 pupils on roll in full time education; of these 43 are girls and 56 are boys. They are grouped in five classes. The number of pupils on roll has decreased from 118 at the time of the last inspection in 1999. There are 48 pupils on the register for special educational needs, which at 48 per cent is well above the national average of 23.2 per cent. Six pupils have a Statements of Special Educational Need, which is well above average. There are 58 pupils or 57 per cent of the roll eligible for free school meals, which is well above the national average of 19.7 per cent. Most of the pupils are of white European origin. One pupil from a Greek heritage speaks English as an additional language, this number is below average and the pupil is fluent in English. This is below average. The school has a highly mobile population with 53 per cent of the pupils entering or leaving school other than entering the reception and Year 1 class or when leaving at age 11.

HOW GOOD THE SCHOOL IS

This is an effective school which promotes positive attitudes to work and behaviour. Because the quality of teaching is good overall the pupils generally make good progress in English, mathematics and science by the time they reach Year 6. Pupils' attainment is very low when they start school. Most achieve very well to attain the average standards in English, mathematics and science by Year 6. The headteacher with full support from the deputy headteacher, and a hardworking staff gives very good leadership. There is a very good governing body very effectively supporting the priorities of the school through excellent, carefully considered financial management. In the face of severe financial hardship the school is raising standards. The school is well thought of by the parents and the community and gives very good value for money.

What the school does well

- Pupils' achieve very well in English, mathematics and science in Year 6 to attain the nationally expected standards.
- The overall quality of teaching and learning is good.
- There is good provision for pupils with special educational needs. Consequently they make good overall progress.
- The leadership and management of the school are very good.
- The work of the governors is very good there is excellent management of the budget.
- There is very good provision for pupils' spiritual development and good provision for their moral and social development.

What could be improved

- Pupils' attainment in writing and speaking skills is not high enough.
- Pupils' application of the skills of English, mathematics and information and communication technology is not sufficiently well developed in all subjects.
- The expectations of the teachers for pupils' achievement are not high enough where teaching and learning is satisfactory.
- Pupils' attendance is below average which is unsatisfactory.

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 improvement since the last inspection in 1999 in resolving the key issues. Standards are rising and the quality of teaching and learning has improved. There is an appropriate programme in place to evaluate and improve the quality of teaching and learning but this is in an early stage of development. The management responsibilities of the deputy headteacher are demanding but effectively implemented. The teachers are satisfactorily developing their roles and responsibilities. In other areas it is clear that there are improving systems for the assessment of pupils' work and for supporting pupils' positive attitudes.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	D	B
mathematics	D	A	C	A
science	C	A*	C	A

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

The school has improved the standards in English, science and mathematics since the last inspection in 1999. Over the last three years the trend for improvement has been above the national trend. There are relatively small numbers of pupils taking the tests, which diminishes the statistical reliability of the data. The varying number of pupils in each year group and their individual attainments causes fluctuation in the overall standards that pupils attain. The results should be treated with caution. In the 2001 tests, attainment is not as high as it was in 2000 for 11 year-olds. This is because there were a larger number of pupils with special educational needs taking the tests which lowered the overall test results for the 2001 year group.

For the current group of pupils in Year 6, standards match the national expectations in English, mathematics and science. Relative to pupils' attainments on entry to the school, their achievements are very good. In the Foundation Stage, pupils enter with very low skills but despite the good progress made, the majority attain well below average standards by the end of the reception year. By Year 2, pupils make good progress to attain standards that are below those expected nationally in mathematics and science. In reading pupils' attain the expected standards but in writing and speaking and listening skills their attainment remains well below that expected nationally. The school has set challenging targets for 11 year-olds and pupils in Year 6 are on course to meet these targets this year. Pupils are achieving very well. In 2001, the targets were exceeded. Mainly, this was because of the very effective teaching methods and high expectations held in the Year 5/6 class. In other subjects, pupils attain the national expectations in art and design, geography, history and physical education by Year 6. The pupils' attainment matches the expectations of the locally agreed syllabus for religious education. In design and technology and music there was insufficient evidence to make a judgement on the overall standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy coming to school. Most pupils have good attitudes to learning. However a significant minority tend to lose concentration easily and disturb others around them.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well but a few find it difficult to be self disciplined and abide by the code of conduct.
Personal development and relationships	Satisfactory. Most pupils respect the views of others and play and work sociably together. The staff promote the development of positive relationships and help the pupils to become mature and responsible. There is satisfactory

	provision for pupils to take on some small responsibilities and develop their initiative.
Attendance	Pupils' attendance is below average which is unsatisfactory. Most pupils are punctual but a small number consistently arrive late which adversely affects their progress.

The school is taking a positive approach to encouraging good behaviour. Overall the school is a happy community where pupils cooperate with one another and play together well. When pupils are late or absent during term, their learning is hindered. When a few pupils are disruptive in lessons, this interrupts their learning and that of others around them and tends to slow pupils' progress.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall and a strength of the school, helping pupils to learn well. It is good overall in the Reception/Year 1 and the Year 1/2 classes. It is very good in the Year 5/6 class. Teachers generally have good subject knowledge and employ effective teaching methods. The good and very good teaching provides the pupils with clear objectives and demonstrations of what pupils are to learn which helps them, step by step, to progress well. The very good teaching promotes high expectations of pupils' achievement. There are very good relationships which promote pupils' very good progress. Consequently the pupils' learning is rapid. The satisfactory teaching sets lower expectations. The work is not always sufficiently well matched to the attainments of the pupils, especially the higher attaining pupils. The basic skills of reading, writing and mathematics are taught well. Teachers work successfully together, sharing their expertise, using time and resources very effectively. The skilled teaching assistants are well deployed and make a good contribution to pupils' learning. Because the pupils with special educational needs get good support they make good progress. The staff take care to include fully all pupils in lessons and all other aspects of school life. There is good provision for the pupil who speaks English as an additional language. The staff in the reception/Year 1 class plan a wide range of interesting and enjoyable activities for all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for pupils in the reception class is well planned and leads effectively into the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. Appropriate provision is made for teaching the pupils about the misuse of drugs, health and sex education.
Provision for pupils with special educational needs	Good. The teachers identify learning difficulties early. The pupils make good progress in class because they are supported effectively by the skilled teaching assistants.
Provision for pupils with English as an additional language	Good provision is made for the pupil who speaks English as an additional language. The teacher makes sure he fully understands the lessons. His achievement is similar to that of all other pupils. The school takes care to celebrate the cultural heritages of all of its pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' personal development. The school makes very good provision for pupils' spiritual development and good provision for their moral and social development. Provision for pupils' cultural development is satisfactory.
How well the school cares for	Satisfactory. Good procedures promote pupils' good behaviour and good

its pupils	attendance, but these are not yet fully effective for a very small minority of pupils. Procedures for assessment are satisfactory and in an early stage of development. There are satisfactory procedures for pupils' personal support and guidance. Effective procedures are applied for child protection.
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The school has a satisfactory partnership with parents. Most parents have positive views of the school and appreciate the care that is given to their children. However the parent's involvement in supporting the school and their children's learning at home is less than in most schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The acting headteacher with acting deputy headteacher give very good leadership. The headteacher has set a very clear educational direction for the school. The staff work together well with her and are successfully improving standards. There is a shared commitment to succeed.
How well the governors fulfil their responsibilities	The experienced governors are very supportive of the school. They have worked excellently in spite of the severe financial constraints to seek the best value for money in spending and successfully prioritise the initiatives for raising standards. They work very well together to fulfil their statutory duties.
The school's evaluation of its performance	The school is effectively evaluating its performance and its strengths and weaknesses. The role of the subject leaders to evaluate the teaching and learning in their subjects is appropriately planned and in its early stages of development.
The strategic use of resources	The school makes very good use of the building, time, staff and the budget to help children learn. The accommodation is satisfactory for teaching and learning. However, there are some shortages in learning resources that the school cannot afford to address.

The acting headteacher with the deputy headteacher and the staff have successfully put strategies in place to move the school forward. There are sufficient teachers with an appropriate range of expertise to meet the demands of the mixed age groups and a good number of well deployed teaching assistants who make a good contribution to pupils' learning. The school constantly seeks to find best value for money on a very small budget in order to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and the school expects their children to work hard and the school is well managed. • The quality of teaching is good and their children make good progress. • Most parents are pleased that pupils behave well and there are good relationships between pupils and staff. • The majority of parents feel that the school is helping their children to become mature and responsible. • Most feel they can approach the school with questions or problems. 	<ul style="list-style-type: none"> • A minority of parents would like the quantity and quality of homework to be consistent across the school. • A few parents feel that that the pupils' behaviour could be improved.

The inspectors agree with the positive view of the school held by the parents. There is an inconsistent pattern in the amount and quality of homework for pupils between classes. When it is regularly given and reflects pupils' learning in school it helps pupils' progress. However, only a few parents are involved in helping their children

learn at home. There is a minority of pupils with behaviour problems who tend to be disruptive. Generally this is dealt with successfully in a positive manner in accordance with the school's code of conduct.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1. The 2001 National Curriculum test results show that by the end of Year 6 pupils attained:**
 - below average standards in English;
 - average standards in mathematics and science.
- 2. In comparison with pupils with similar backgrounds pupils' performance was well above average in English, mathematic and science.**
- 3. When compared with schools with similar levels of attainment in the 1996 Year 2 tests, Year 6 pupils overall made very good progress.**
- 4. The 2001 National curriculum test results show that by the end of Year 2 pupils attained:**
 - very low standards in reading and writing;
 - well below average standards in mathematics.
- 5. In comparison with pupils with similar backgrounds pupils' performance was**
 - below average in reading and mathematics;
 - well below average in writing.
6. In any analysis of national results caution must be exercised when, as in this case, the numbers of pupils taking the tests are small. In 2001, there were 17 pupils in Years 2 and 6 taking the tests. This means that one pupil counted as much as 6 percentage points. For example, if two more pupils in English had attained the higher levels, the pupils would have attained close to the national averages for level five. In English this would have meant that pupils' attainment for level four and above would have been average. The numbers of pupils taking the tests who have special educational needs varies between year groups and causes fluctuations in the overall percentage scores for the year. In 2001, 47 per cent of the pupils in Years 2 and 6 taking the tests had special educational needs. This year there are 54 per cent of Year 2 pupils and 56 per cent of Year 6 pupils with special educational needs who will take the tests in 2002.
7. The National Curriculum tests in 2001 show that the pupils are achieving very well to reach the expected levels in English, mathematics and science by the end of Year 6. While pupils' attainment in reading in Year 6 was average, their attainment in writing was below average, reflected in the overall below average judgement on standards. By the end of Year 2, pupils achieved well considering their attainment on entry to the reception class was very low but still attained very low standards in reading and writing and well below average standards in mathematics in comparison to all schools nationally. The pupils' attainment was higher in mathematics and science in Year 2 and Year 6, which were less demanding on language skills for most pupils in 2001. In both Year 2 and Year 6, there were a larger proportion of pupils with SEN taking the tests in 2001 than in 2000.
8. Challenging targets were set for 2001 for English, mathematics and science and were exceeded by Year 6 pupils. The school had analysed the strengths and weaknesses within the

subjects well to improve standards and writing became a particular focus for improvement throughout the school. The pupils were taught for additional sessions for writing and a well planned revision programme was put in place for Year 6. There was also well targeted support for groups of pupils in all classes during lessons.

9. Standards are rising in Key Stage 1 and pupils are achieving well. For the pupils who are now in Year 2, the achievements of these pupils are better than the standards attained by Year 2 pupils in 2001. The current Year 6 pupils are achieving very well and are now attaining the standards that match the national expectations in English, mathematics and science. There has been a marked improvement from the last inspection in 1999. The proportion of pupils attaining at the expected levels in Year 6, have risen. This reflects the commitment hard work and drive of the staff to improve standards. However, the development of English in the school remains a priority as many pupils have attainments that are well below the expected levels especially in writing and speaking skills.
10. The school is good at identifying pupils who have SEN, tracking their progress and setting appropriately challenging work that promotes very good achievement by Year 6. The high turnover of pupils leads to a high proportion of pupils coming into school with SEN. Providing for them places a heavy burden on the school.
11. The average attaining and higher attaining pupils generally make good progress in the Year 1/2 class. These pupils are taught well and are given good support when needed by the teaching assistants. The teacher is skilled at matching the work to the individual attainments of the pupils and they are all challenged well to succeed. In Years 3/4 and 4/5 pupils' overall progress is satisfactory. These two classes have a recent unsettled history because of staff changes. The current staff are new to the pupils and are not responsible for the past attainments of the pupils. In the short time that these teachers have been in school they have had insufficient time to make a thorough assessment of pupils' prior attainment. On occasions the higher attaining pupils in these classes do not achieve as well as they should because the work is not well matched to their attainments. When these pupils are not sufficiently challenged they tend to lose concentration. Their attitudes to their work deteriorate and they need to be constantly checked by the staff to stay on task. This slows the progress of the majority which is maintained at an overall satisfactory level because teachers' expectations of work and behaviour are not high enough.
12. In English, for example, pupils enter their reception year with very low skills in language compared to those normally expected for pupils of this age. Despite the good progress made, few are on course to attain the Early Learning Goals by the end of the year. The school has broken down the Early Learning Goals to provide small measurable targets for the pupils to achieve. The individual targets set for pupils for their personal and social development, language and literacy and mathematical development help them to make good progress. When the pupils come into the reception class, many do not know how to hold a pencil correctly and have had little experience of making marks in the shape of letters. By the end of Year 2, the handwriting of most pupils is good and they write simple sentences for themselves, but the punctuation and use of capital letters is often poor. Spelling of simple words is satisfactory but pupils find longer words difficult and pupils attempt to spell them phonetically. By Year 4, the pupils' stories have increased satisfactorily in length. Spelling is improved and the pupils turn to dictionaries to find the meaning and correct spelling of words. Simple punctuation with the use of capital letters and full stops is usually accurate. The pupils reflect on initial drafts to correct spelling errors but soon lose interest in amending and improving the text and the presentation of work is often untidy. In Year 6, many pupils are writing longer coherent

stories. They begin to use paragraphs and chapters which display well the stages in the development of ideas. They are happy to reconsider earlier drafts and recognise clearly the improvements made to help readers understand the themes. Spelling and punctuation are generally accurate.

13. Pupils who have special educational needs (SEN) make good progress through both key stages because the school has developed good systems for assessing and supporting their needs continuously. The exception is in the Year 5/6 class where progress is accelerated and pupils make very good progress. Typically, at least half the pupils in Year 6 are on the school's register for special needs and most are at the more advanced stages of the official Code of Practice. Yet in the national tests in 2000 and 2001, four out of every five pupils reached the national standard in all three subjects. This represents a very good achievement by the school, especially in view of the fact that a large proportion of the special needs pupils who took these tests entered the school during Years 4 to 6. It also represents a significant improvement since the previous inspection, particularly in English. The pace and quality of the learning of pupils with statements of special educational need are consistently good, whether in whole-class, small group or one-to-one situations, because specialised programmes are both well tailored to fit each pupil's needs and very well supported. The school takes care to ensure that all groups of pupils are included in all activities and they have the support they need.
14. In other subjects, pupils work hard to attain standards that match the national expectations by Year 6. The pupils attained the standards expected in religious education. In design and technology and music there was insufficient evidence to make a judgement on the overall standards. Since the previous inspection in 1999, although there was no direct reference to these subjects, it is clear from discussions with staff and pupils and a scrutiny of pupils' past work that the school has made improvements in provision and standards in the curriculum. This is because the staff have worked hard to step up the quality of teaching and learning and the coordinators have improved provision for their subjects. The school has managed very well under extreme financial hardship as the budget has decreased. Because of the fall in pupil numbers there was a claw back from the school budget because the numbers on roll were smaller than expected. Additionally, the school is repaying a substantial debt to the Local Education Authority for the cover of absent teachers.
15. Even though pupils attain the average standards in English, mathematics and Information and communication technology by Year 6, the work in these subjects throughout the school is insufficiently well integrated into other subjects. For example, information and communication technology is not sufficiently used to record pupils' work in data handling in mathematics or science. There are not enough opportunities during the day for pupils to practise and improve their skills in speaking and writing in other subjects. In mathematics, pupils lack the opportunities to develop problem solving skills as they apply their knowledge to solving problems across the curriculum. At present these opportunities arise incidentally rather than as a result of concerted planning to raise standards further.
16. There is no significant difference in the progress of boys and girls who attain equally well in lessons. The pupil who speaks English as an additional language makes similar progress to others in the Year 5/6 class. He has made rapid progress in English and is a fluent English speaker. He has some help every week to help him progress in comprehension skills. There are no pupils identified by the school as being markedly above average and requiring specialist provision.

Pupils' attitudes, values and personal development

17. Pupils enjoy school. Overall, they have satisfactory attitude to learning. This is a similar position to that reported during the last inspection in 1999. The good and better teaching generates attitudes to learning that are good or very good. Where the teaching is satisfactory attitudes deteriorate, when some pupils are unable to concentrate for periods of time. When this happens, the responses of a minority of pupils to the staff is not always satisfactory as some call out and make remarks out of turn. However, most answer questions sensibly and contribute well to discussions and work together appropriately in small groups. The best response is in the Year 5/6 class where relationships are very good. Here there is determination that the pupils will succeed on the part of the teacher who spends much time in raising their confidence and self esteem. Pupils generally enter the classes and prepare for their work in an orderly way. They are willing to take on small responsibilities when they are offered by their teachers and they treat their resources and school equipment with respect. There have been two fixed term exclusions in the past year, both involving the same pupil who is no longer at the school.
18. Behaviour is satisfactory both in class and around school although there is a minority of pupils who find difficulty in maintaining self-discipline and on occasions some immature and inappropriate behaviour occurs. This arises when the lessons are not challenging and the pace is inappropriate. The management of inappropriate behaviour in the school is generally dealt with well using the assertive discipline policy. A significant number of pupils with behaviour problems have difficulty accepting the discipline. There is no oppressive behaviour in the school. The pupils played well together at lunchtime with the midday supervisors helping to organise and play games.
19. Pupils' personal development and relationships throughout the school are satisfactory. There is generally a good level of trust and respect between staff and pupils. Pupils are generally confident, and communicate easily with adults and are aware of their environment both in school and the wider community. Pupils work well together, sharing resources and help within the class with small tasks. The school makes satisfactory provision for pupils' personal development and provision for pupils to take some responsibility has improved since 1999. For example, some responsibility is given to pupils for their own learning with homework assignments, reading, spelling and quizzes to improve investigatory skills. As pupils become older they are more confident in becoming responsible for their work and taking care of others. For example, the computers are made available at lunch times and break times for older pupils to work on research projects or to follow up their lessons in information and communication technology. The oldest pupils read with younger pupils helping them with words they find difficult and interpreting the story. Some Year 6 pupils help with the younger pupils at lunchtime and play games with them particularly on wet days. Pupils are not formally consulted about school; the introduction of a system to allow pupils across the school to be consulted and contribute to the development of the school would improve pupils' personal development. This is planned as a future initiative.
20. Pupils with SEN develop increasingly positive attitudes to learning. This happens because of the quality of the support they get, and the success they enjoy in reaching their achievable targets through activities that are planned to match their needs. They show increasing confidence and involvement because all staff take good care to include them fully in all activities. Other pupils sometimes provide good peer support and help them to develop socially and personally. Pupils who have emotional and behavioural needs benefit from the school's caring culture, feel valued and grow in their ability to build more secure relationships with

adults and classmates. The pupil who speaks English as an additional language is fully integrated into all the school activities and has a good attitude to work.

21. Attendance is below the national average and is unsatisfactory. The pupils' attendance has declined since the last inspection in 1999 when it was satisfactory. The level of unauthorised absence is well above national average and is unsatisfactory. The unpunctuality and non-attendance is concerned with a small number of pupils who arrive late or who are frequently absent which is unsatisfactory. This is because when pupils are late or absent this adversely affects their learning. These pupils find it hard to catch up if they have missed lessons or the essential introductions of literacy and numeracy lessons at the start of the day and their progress tends to be slower than that of other pupils. The registers are taken promptly and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The pupils are taught well overall. There were 35 lessons observed. In one fifth, the quality of teaching was very good. In one third lessons the teaching was good and in just under one half it was satisfactory. There was 1 unsatisfactory lesson taken by a temporary teacher which was not well enough matched to the pupils' attainments and as a result they made too little progress in the lesson. The good and very good quality of teaching and learning mostly occurs in the Year R/1 class, Years 1/2 and in Years 5/6. The major features of why it is so successful are the consistently good management of all pupils; the well deployed teaching assistants; the good quality of their intervention with individual and groups of pupils, the teachers' good subject knowledge and their teaching methods and the drive for improvement. During discussions, teachers' questioning skills are skilful and challenge pupils to think hard about their work. The teachers value the pupils' suggestions and this has a positive effect of raising the pupils' self-esteem and confidence. This results in pupils' learning well and where the interventions, expectations of the teacher in Years 5/6 are higher pupils learn very well. This is good improvement since the last inspection where the quality of teaching was judged to be satisfactory in the Foundation Stage and Key Stage 1. This improvement reflects the hard work of the teaching staff to improve the quality of their work.
23. The best teaching in Year 5/6 was lively and moved along at a rapid pace. The positive relationships between pupils and the teacher promotes learning, as pupils are encouraged to think and work independently or as part of a small group. The pupils worked very well together and respected what others have to say. For example, in a mathematics lesson aimed at learning the properties of three dimensional shapes, the teacher began with a clear exposition of what was to be learned. She demonstrated well the differences in meaning between edges, vertices and faces, making good use of solid shapes and using the overhead projector to show the pupils how to classify and record their findings of different shapes. At each step, the teacher questioned the pupils who showed a sound understanding of what they had been shown. The lower attaining pupils were helped when necessary and the teaching assistant paid close attention to any difficulties they had. When pupils got stuck others were able to give fuller explanations. The pupils were set the task of consolidating their learning by classifying a range of shapes into a table, showing the number of edges, faces and vertices. The teaching assistant took the lower attaining pupils outside to revise the teaching and explain the task in detail. When these pupils resumed their task in class they successfully completed it alongside the other pupils because of the good quality support. The class teacher moved around the class helping and guiding pupils through good questioning, prompting them to think and work out the answers for themselves. As a result, pupils were learning successfully to solve their own difficulties.

24. In the lessons that were satisfactory, the teachers misjudged the pace of the lessons and spent too long introducing their lessons, which did not allow sufficient time for pupils to show the extent of their understanding and skills arising from the teaching through the work set for them. Some work was not matched well enough to the higher attainers. This results in slowing the progress of all the class as a minority of pupils not fully involved in their work tended to disrupt the lesson. In art and design, design and technology, information and communication technology and music there was too little teaching observed on which to base a secure judgement. Teachers' planning and pupils' past work and discussions with staff and pupils were taken into account when making judgements about teaching in other curriculum areas.
25. Teachers planning is satisfactory. The quality of planning has improved as teachers have adopted the national strategy methods in subjects other than English or mathematics. For example, in the lessons which are well planned, the teaching assistants are all aware of the specific objectives to be achieved. At the beginning of most lessons, teachers generally share the learning objectives with the pupils. Similarly at the end of the lesson the teachers refer back to the learning objectives, questioning pupils to check on what has been learnt to ensure that the learning has been secured. Where the planning is satisfactory, the expectations of some higher attaining pupils are set too low and the planned work does not always sufficiently challenge them.
26. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. For example, in a well planned information and communication technology lesson, the pupils in Year 5/6 were set the task of writing and presenting a newspaper. In this instance the meaning and importance of technical term were explained well. The pupils understood the meaning of a 'header' and 'layout' as they work on their newspaper, successfully changing fonts and headlines to capture the interest of the readers. Younger pupils in the Year 1/2 class during a mathematics investigation fully understood the meaning of a 'tally'. They successfully used a tally to construct their graphs of Katie Morag's favourite drinks. In the reception/Year 1 class, pupils learned and understood the meaning of a 'portrait' after studying the features of Picasso's portraits. They then went on to draw portraits of one another. The teachers provide clear explanations of words and terms that the pupils find difficult to understand.
27. The teaching and learning in numeracy is good overall and in literacy it is satisfactory. The National Literacy and Numeracy Strategies have been implemented satisfactorily. The basic skills of reading, writing and mathematics are taught well during the literacy and numeracy hours. For example, pupils progressively learn how to read the most commonly used words, simple number patterns and operations and how to form letters correctly and write legibly. Teachers use the national guidance effectively in planning and teaching and pupils learn and achieve very well by the time they leave school. In English, although the full curriculum is taught, opportunities are often missed for pupils to develop their speaking skills in lessons or to practise and develop their writing skills in other subjects. The school needs to continue to raise standards further, especially from Years 3 – 5. In mathematics, although there are some planned opportunities for pupils to use mathematics in other subjects but they are insufficient. Pupils need further practice to help develop their problem-solving skills by applying their knowledge to solving problems in other subjects. Most aspects of information and communication technology are developing appropriately. However they are not fully embedded in the curriculum to support pupils' learning in other subjects. This has been

hampered recently by the lack of staff training, software and lack of access to the Internet. These issues will be resolved in the near future.

28. The teachers generally set high expectations of the pupils' work and the pupils respond well setting out their work appropriately and demonstrating a good understanding of what they have been told or found out. When expectations are lower because the staff do not know the achievements of the pupils well, the standard of presentation and recorded work are not as high as they should be.
29. Pupils with SEN learn well as a result of effective teaching. This teaching is well organised to create and use good learning opportunities. It is undertaken by teachers and assistants within the class setting, or in small groups taught by a special support assistant. All classroom staff are well versed in the procedures for special needs and make careful use of individual learning plans to match work to each pupil's needs. The good quality of most of the targets in these plans usually means that teaching focuses sharply on specific needs and effectively promotes progress. Good teamwork between teachers, teaching assistants and the co-ordinator for special needs (SENCO) ensures the good use of available expertise to enhance and assess progress. Special support assistants are well informed about planning. They recognise their key role and keep their target pupils focused, interested and productively busy in relevant learning activities.
30. The teaching of the pupils in the Foundation Stage is good overall. Since the previous inspection, a new curriculum has been implemented for the Foundation Stage and there are improved resources and provision. In the good teaching, the well thought out planning takes into account the Early Learning Goals and the initial stages of the National Curriculum. The needs of the pupils are carefully catered for. Learning through structured play is a key feature of the pupils' work. For example, the role play area has been carefully organised as a weather station with the help of the pupils to relate to their weather topic. The weather station is well resourced with a large weather map and accompanying symbols, a presenter's desk and benches for the audience to observe and evaluate others' roles. Pupils are taught well by the staff as they model the roles of a forecaster, a member of the public or a television presenter. Well timed interventions and prompts from the staff promote pupils' speaking and social skills well. They act out their roles confidently, making good use of the well prepared resources. Consequently the children learn well. In the satisfactory teaching, the planning is not detailed enough to challenge all pupils or promote their literacy skills which results in satisfactory learning. Staff work hard to focus their teaching on the development of the pupils' speaking and listening skills and their personal and social development. The detailed observations of the pupils' learning enable accurate assessments to be made, which help to guide the planning of activities. The staff start to build good relationships soon as pupils enter the reception class. Individual help is given to make sure that pupils are helped to adjust quickly to the new routines. The Year 1 pupils in the class help the reception pupils to settle into the school routines quickly. This encourages them to become independent and confident in their learning. The staff are very sensitive towards the needs of all the children and constantly encourage them to develop their social and language skills. The provision for outdoor activities is limited because it is not sufficiently well planned into all areas of learning. The pupils have satisfactory opportunities for physical development but there are few wheeled toys to help to develop their spatial skills and physical coordination.
31. The headteacher and the subject coordinators regularly evaluate teachers' planning and give support and advice to improve its quality. Literacy and numeracy lessons have been evaluated for the effectiveness of the methods on pupils' learning. The advisory staff from the Local

Education Authority (LEA) have observed teaching and learning in the literacy and numeracy hours and given helpful feedback to the staff which has helped them to improve the quality of their planning and presentation. Well-focussed individual targets for improvement of standards have been set. Pupils' work and test results are analysed carefully for weaknesses which are used well to identify areas for improvement. The improvement in literacy is given high priority by the school for development this year.

32. Teachers' day-to-day assessment is satisfactory overall. Their evaluations of pupils' daily progress are recorded weekly and help them to plan their lessons. However, because not all subjects have been evaluated in depth and there have been some recent changes in staff, the planning is not as consistent as it should be for pupils of the same year group in different classes. For example, Year 5 pupils in Year 4/5 and 5/6 classes study a different topics than to the overall plan. To improve the quality of teaching and learning a greater demand should be placed on pupils to attain at higher levels and planning should be consistent for pupils of the same year group working in different classes between Year 3/4 and Year 4/5. The teachers mark the pupils' work in a supportive manner, but sometimes, although the teachers tell the pupils what they have done well, they do not always indicate how they can improve. The best practice was observed in the Year 5/6 class. A satisfactory range of homework overall is provided with pupils working on tasks including reading, writing, mathematics and spellings. However this is not consistently developed across the school for quality or quantity. In the best practice, the eldest pupils get sufficient homework which consolidates or extends pupils' learning in class. Otherwise, homework tends to be sporadic or not well linked to pupils' current learning. Parents make a good contribution to their children's reading when they start school. However this tends to diminish as pupils start to read independently. Overall very few parents support their children's learning at home.

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

33. The curriculum which the school provides for the children under five is broad and balanced and relevant for all the children. It covers all the areas of learning and experience that are expected for this age group and provides a secure foundation for the future demands of the National Curriculum. There is an appropriate emphasis placed on the teaching of literacy and numeracy and also on the children's personal and social development. This enables the children to make good progress towards the Early Learning Goals and to develop increasing confidence as they settle into school routines.
34. The curriculum which the school provides for pupils in Key Stage 1 and Key Stage 2 is also appropriately broad and balanced and enables these pupils to make good progress. This is especially so for the pupils in the Year 5/6 class who are offered a particularly challenging range of opportunities which enables very many of them to make rapid progress to meet the standards expected of them by Year 6.
35. The school has satisfactorily implemented the National Literacy Strategy and the National Numeracy Strategy and the teaching which the strategies have promoted are clearly beginning to raise pupils' attainment and accelerate their progress in English and mathematics. For the older pupils some good links are made between numeracy and literacy and some other subjects, for example, in Year 5/6, where information on Greek legends in history, is successfully linked to literacy when pupils summarise the information they have collected effectively and accurately. However, these cross-curricular links are not well embedded in the overall school planning. The school has worked hard in maintaining the pupils' access to

all areas of the curriculum and is providing a good range of learning opportunities for them. There are, however, some limitations on the provision of planned opportunities for pupils to practise their skills of literacy, numeracy and information and communication technology in all subjects. The good provision results from the individual teachers' planning for their topics rather than the result of an agreed staff strategy to raise pupils' attainment. The school meets the statutory requirements to teach religious education and successfully meets the demands of the locally agreed syllabus. The school effectively supports the pupils' physical and personal and social development. There is also suitable provision for sex education, taught in a sensitive and supportive manner and teaching about the misuse of drugs and health education.

36. The school's planning and assessment arrangements are not yet sufficiently effective to identify the curriculum variations which are found for pupils of the same age, but in different classes. For example, Year 5 pupils in Green class are currently studying healthy eating, in science, whilst Year 5 pupils in Gold Class are studying parts of the eye and the ear, together with differing ways of generating electricity.
37. The school makes good provision for the pupil for whom English is an additional language (EAL). He has been well supported during lessons, and his rapid progress means that he is no longer at an early stage of learning English and is making rapid progress.
38. The school offers a good range of extra-curricular activities for its pupils which enrich the curriculum well. Opportunities are provided for pupils to take part in sporting activities and an art club. There is some music provision in the form of recorder playing and a Fun Club which provides occasions for pupils to extend their social skills. The French club gives pupils a good start to understanding cultural differences and similarities and learn a basic vocabulary. Many staff at the school are involved in this good additional provision. However, few pupils attend.
39. The school has made good links with its local community and these make a positive contribution to the pupils' learning for example with information and communication technology and religious education. There are links with local church groups and community groups, the Fire Service, the Library Service, the National Society for the Prevention of Cruelty to Children (NSPCC) and the University of Central Lancashire. The school has been visited by the Mayor and the local Member of Parliament. These links effectively promote a wide range of curricular opportunities, ranging from work with the arts, drama, aspects of citizenship and helping those in need through the NSPCC collection and the Harvest Collection to assist the local Night Shelter. The school has developed very good links with its partner institutions. The privately run Nursery, which operates in school is of good quality and works well in partnership with the school. There are plans to strengthen this relationship further in the future. Equally, there are very strong links with the secondary school to which most of the pupils transfer. Regular visits are undertaken by staff at the secondary school, substantially through a liaison teacher who works alongside some of the pupils in Year 6. There are also good opportunities offered to pupils to use the information and communication facilities at the secondary school at the nearby Community Centre.
40. Provision for the pupils' spiritual development is very good. The school works extremely hard in promoting the self-esteem of the pupils who are in their care. Many staff are skilled in taking every opportunity to develop the feeling of personal worth in the pupils. For example, where pupils were experiencing difficulty with their work, the teacher very effectively encouraged the pupils by stressing that the child 'owed it to itself to try'. The use of the Prayer of St Francis, illustrated throughout the school in the form of the 'Circle of Days' successfully maintained a very effective theme to attract pupils' attention and highlight the

strength in this aspect of the school's work. Act of worship and the provision for religious education contribute well to pupils' spirituality as they reflect on their own beliefs and those of others.

41. Provision for the pupils' moral development is good. Staff consistently teach the principles of moral behaviour and encourage pupils, from an early stage, to have a clear understanding of right and wrong. Moral themes are promoted well through assemblies, for example during the inspection week, pupils were encouraged to understand the 'you only get out what you put in'. The theme was emphasised through music, stories and active participation in sharing activities. Pupils who found difficulty controlling their behaviour were regularly seen to be asked to consider how their own actions affected others around them.
42. Provision for the pupils' social development is also good. The school takes many opportunities to extend the pupils' awareness of others. Pupils collect for charities and go out into the community to sing. Along with BT Theatre Workshop some of the older pupils have put on performances for the other pupils in school. Groups from school are taken out on visits to other places, for example, the younger pupils have visited the local Garden Centre and older pupils have visited the Museum of Science and Industry. In addition to the curricular enrichment these visits provide, the school also uses them to actively promote social responsibility in the pupils. Pupils' generally respond well to these opportunities.
43. Provision for the pupils' cultural development is satisfactory. Provision for the pupils to develop an understanding of their own culture is good. It is undertaken through the school's Arts Week, which involved a wide range of activities in which the pupils took part and through opportunities to take part in drama and painting. The school works hard in these areas to develop the pupils' awareness of these areas of the curriculum. There are also visits made to school by people who culture is different from the pupils' own. These include a Nigerian church worker who visits the school regularly, access to aspects of African storytelling and African music through another visitor. The involvement of the older pupils in the Heartstone Project helps them understand cultural differences through a series of myths and legends. The stories provoke discussions as pupils examine the events and motives of the characters in the stories. An aim of the project is to promote pupils' reflections on their attitudes and values towards others which contribute well to pupils' personal, social and cultural development. The curriculum activities and the visitors into school make a good contribution to pupils' learning about their own and other cultures. This is satisfactory provision, however, because there is less emphasis than there should be placed on preparing the pupils for life in our multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Teachers know the pupils well, recognise their personal needs and respond well to them. The working environment is safe and secure and pupils of all ages are well supervised at work and play. Child protection procedures are in place with the child protection teacher recently being appointed and trained. The chair of governors acts as the child protection governor.
45. The school has good systems in place to promote good behaviour and to deal with unacceptable behaviour. Each class is involved in devising its own class rules, a positive discipline system is used with rewards for good behaviour, which are given as a part of the celebration assemblies. Letters and certificates are sent home to inform parents. Although there is no formal invitation, parents are welcome to attend the celebration assemblies.

46. The school monitors attendance and works with a home link officer to deal with any problems. This is helping to reduce incidence of unauthorised absence. The school has good systems in place to promote good attendance with certificates for good attendance and celebration at the assemblies twice each week. The few pupils who achieve 100 per cent attendance in the year are given special rewards.
47. The home/school partnership and the Prospectus remind parents about expectations on attendance and behaviour. The prospectus gives clear direction on the rewards for good behaviour and attendance. It also invites parents to become involved at an early stage if there is a problem. Pupils have a clear understanding of bullying and pupils report that few instances occur. But if they do, staff quickly and effectively deal with them.
48. The school has satisfactory procedures for the assessment of pupils' attainment and progress; the information is used satisfactorily to guide curriculum planning. The staff are successfully raising attainment by analysing the results of national tests and identifying strengths and acting upon areas for improvement. There are appropriate systems in place to identify pupils' performance on national tests throughout the school which are used alongside good procedures for identifying special educational needs to recognise and target individual and groups of pupils for improvement. Pupils have set targets for literacy, numeracy and social skills throughout the school. This helps the pupils to improve the quality of their work and the teachers to plan appropriate work for them. However, although teachers keep their own records, there is as yet no detailed whole school tracking system for recording and reporting individual progress each term. This is made difficult because of the large numbers of pupils leaving and entering the school at different times but would enable teachers to gain an accurate picture of where pupils need to be challenged further to raise standards. The monitoring of personal development is good with targets for each pupil in literacy, numeracy and personal and social development which are shared with parents and helping pupils to improve the quality of their work and their response to learning. The provision for monitoring and supporting pupils with special educational needs is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents and carers view of the school is good. Seven parents attended the parents meeting and 25 returned the questionnaires out of 107 sent out. The majority of responses indicated a positive support for the school and they felt that their children were making good progress; teaching was good, the school expected the children to work hard, the school was well lead and managed and the school helped their children become mature. The inspection team agree with all these positive issues raised by parents.
50. The responses also indicated that a few parents felt that their children did not sufficient homework and that the behaviour was not good. There is a homework policy but it is inconsistently applied across the school. Consequently the amount varies from being given sporadically to regularly given each week. In the best quality homework the pupils consolidate and extend their learning in class at home. This is not always reflected in the quality of work given which can sometimes be unrelated to pupils' work. The pupils' behaviour is satisfactory overall; unfortunately there are a minority of pupils who at times display immature and inappropriate behaviour but this is successfully dealt with by the staff who firmly but positively apply the school behaviour policy.
51. The school sends out newsletters on an adhoc basis with information about events and letters sent out on specific items. The school has run courses for parents with a number taking part in

the Parents as Educators course, literacy and numeracy courses. This initiative has met with limited success. However, most parents who have attended feel that the courses are beneficial in assisting them to help their children extend their learning at home.

52. Parents receive a written report each year in which there is a good description of the child's work and a judgement on their achievement but not all reports contains the targets for future development. Parents have the opportunity to discuss progress each year, the majority of parents attend, half seeing the teacher at the time allocated, the teacher accommodates the remainder by seeing them when they bring their child to school.
53. The parents' involvement in the school is less than in most schools. The school has sent out some information on topics being studied in the curriculum but not on a regular basis. This may help parents to have more impact on their child's education which is not as effective as it should be. The school does not have a parent association. Although it has tried to organise events, they were poorly supported. The annual parent meeting was poorly supported with only one parent attending.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school benefits significantly from very good leadership. The acting headteacher has clear vision for the school and is supported very well by a very able acting deputy headteacher and a hardworking staff. The headteacher maintains a clear overview of the work of the school and is sensitive to its standing in the community. There is a high priority given to raising standards in English, mathematics, science and information and communication technology. The school is developing the confidence and achievements of individual pupils by setting personal targets for literacy and numeracy and the development of personal and social skills. The drive and commitment, from the headteacher and the deputy headteacher and the staff is successfully raising standards in spite of a diminished budget, staffing difficulties and few resources. This is good improvement from the previous inspection in 1999 where the quality of leadership was satisfactory. The school has been successful in exceeding its targets for attainment in English, mathematics and science in 2001 and has set challenging targets for the future. Standards have improved at both key stages over the last 3 years. Approximately 20 per cent more of the pupils achieve the expected level 4 in 2001 than in 1999. Pupils are encouraged to work hard and they achieve very well in English, mathematics and science by the time they leave school.
55. The governors have an excellent understanding of the school's strengths and weaknesses and maintain this overview of the school's progress as they work very effectively with the school on a day-to-day basis. Many are regular visitors and because they have particular expertise in education as teachers they are in a good position to monitor curriculum developments. The school development plan is drawn up in consultation with the staff and governors and defines the main strengths and areas for improvement. The priorities have been carefully considered to enable the school to continue to raise the standards with decreasing numbers of pupils while managing to pay back a deficit budget which was incurred due to additional costs of paying for cover of staff absence. This means with interest on the loan from the Local Education Authority that the school functions with very low finances. The staff and the governors ensure that every penny counts before expenditure is committed. The extent to which best value is applied is excellent as the standards are improving in the face of severe financial hardship. Because the pupils' achievement is very good by the time they leave school and in comparison

with similar schools their attainment is well above average, the school gives very good value for money.

56. All other monies designated for specific purposes such as staff training, are spent appropriately. The day-to-day administration of the school is very good. The school secretary has a good understanding of both the school and the Local Education Authority systems. She makes a very good contribution to the smooth running of the school and encourages the pupils to get to school on time. All the points for improvement raised in the latest audit report have been resolved.
57. The management structures have improved significantly since the previous inspection and foster a growing team spirit based on a commitment for further improvement. The staff work together effectively with a common purpose and set a good example to the pupils by modelling the behaviour well that is expected of them. The subject leaders are developing their roles appropriately. They are all involved in making decisions about prioritising curriculum development. They evaluate lesson planning and are beginning to evaluate teaching and learning through classroom observations. Lessons in literacy and numeracy have been evaluated with the help of the local authority advisers. The outcomes, together with results of tests and pupils' work, have been used successfully to identify areas for development which are highlighted in the subject leaders' action plans and given priority for improvement in the school development plan. The National Literacy and Numeracy Strategies have been implemented well along with the Foundation Stage for pupils in the reception class. In other subjects, national guidance has been adopted to provide an effective framework for pupils learning across the curriculum. The staff constantly evaluate the coverage of the curriculum in the light of the fluctuating school roll. However, there are some inconsistencies. There is uneven curriculum provision in science and in the teachers' expectations of pupils' achievement. For example, pupils in Year 5 are not taught the same science curriculum. The expectations for pupils' achievement in Year 5 in the Year 4/5 class are not as high as they are in the Year 5/6 class. Furthermore, the school does not ensure consistently challenging provision for its more able pupils. Too often, especially in Years 3, 4 and 5, learning activities do not stretch these pupils to progress at their best rate or to develop their independent learning skills through enquiry, problem solving tasks and practical investigations.
58. Overall the teachers manage well the mixed age group classes. The relatively small numbers in each class, allows teachers to evaluate and plan personal targets for pupils in literacy, numeracy and social skills. The teachers and the teaching assistants also have more time to spend helping groups and individual pupils. The school has improved its assessment procedures to undertake detailed analyses of its data on pupils' performance in English, mathematics and science. The outcomes are used well to identify strengths and weakness within English, mathematics and science and support the progress of pupils through the school. In other subjects, coordinators regularly coordinate and evaluate teachers' planning and evaluations from their lessons. There is an appropriate cycle in place for evaluation of teaching and learning in all other subjects. However, this is at an early stage of development and it is still too soon to evaluate fully the impact of these procedures.
59. The school is successful in meeting the needs of its pupils. The school is very aware of issues of educational inclusion and provides equality of access and opportunity for all pupils. Care is taken to include all pupils, into all aspects of school life and to help pupils reach their full potential. The headteacher ensures that all pupils have the opportunity to participate in all school activities. There is good management of special educational needs. The good management of provisions for special educational needs pervades the school. The school has

maintained its effectiveness in this area despite severe and continuing financial constraints, and despite radical changes in the local authority's provisions to support SEN in schools. The provisions are capably managed by an experienced and dedicated co-ordinator (SENCO) and carefully overseen by the headteacher and governors. Good arrangements for assessing, recording and reporting each pupil's needs and progress include effective use of the expert help of outside agencies. Good information and liaison enable teachers to plan learning activities that are matched to individual targets. Learning support staff are of high quality. They are well trained and deployed to ensure that pupils gain full benefit from the planned activities and make consistently good progress. In Years 2 and 6, this progress is very good. Two part-time staff offer very good specialist expertise in the assessment and support of pupils who have particular difficulties in literacy, and of pupils with emotional and behavioural difficulties.

60. Teachers have the opportunity to attend courses for their personal professional development. Staff needs for in-service training are carefully ranked according to the priorities of the school as well as their personal needs. The policy for performance management is in place and the targets for the staff to work towards are to be completed this term. Since the previous inspection, teachers have improved their expertise particularly in English and mathematics. They are currently waiting for their training in information and communication technology. There are appropriate induction procedures in place for new staff. The teaching assistants have varying degrees of specialist expertise and training. However, they have all been trained in behaviour management and literacy and numeracy and liaise closely with the teachers to plan lessons. The Foundation Stage has recently been implemented and the staff who work with pupils under six have a good knowledge of the nationally expected Early Learning Goals as well as the beginnings of the National Curriculum.
61. The accommodation is satisfactory and used well for teaching and learning. The school grounds are used appropriately as a teaching resource especially for science. The quality of display and the décor and internal environment are good. The school is kept to a high standard of cleanliness. The support staff are well deployed to help those pupils needing most help and the staff share expertise well making best use of their time to help pupils learn. Learning resources in most subjects are satisfactory overall, both in quantity and quality and used well to support pupils' learning, but are in need of improvement. The teachers supplement resources themselves by making small pieces of equipment and work cards. In physical education there are mats which are old and need replacing which the school has been unable to afford. In art and design the school cannot afford to buy clay for modelling and some of the musical instruments are old and need replacing. The school is unable to subsidise extended swimming instruction or instrumental tuition for pupils. The quality and range of books have improved which are used well in classes. As the library is not used in the timetable to teach pupils library skills, the use made of it by pupils is satisfactory overall. The resources are supplemented satisfactorily by library books that are borrowed from the local education authority loan service.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and staff should:

- (1) raise pupils' attainment in English by:
 - clearly communicating to pupils the skills they need to improve their written work;
 - setting more challenging targets in writing skills for some of the average attaining pupils who are attaining close to the higher levels;
 - providing more opportunities for pupils to speak at length about their work
(Paragraphs 9,70,81,84)

- (2) develop the use and application of key skills of English, mathematics and information and communication technology by:
 - extending and consolidating practice and understanding;
 - ensuring that the planning of topics makes certain that pupils in the same age group but in different classes have the same range of experience;
(Paragraphs 14,27,36,106,120)

- (3) raise the expectations of the staff to challenge the pupils further by:
 - more demanding teaching
 - planning for the higher attaining pupils to extend their learning further;
(Paragraphs 11,25,28,85,94)

- (4) consider further strategies to promote good attendance and punctuality.
(Paragraph 21,46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	11	16	1	0	0
Percentage	0	20	31	46	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	99
Number of full-time pupils known to be eligible for free school meals	57

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	1.0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	11	14
Percentage of pupils at NC level 2 or above	School	71 (60)	64 (45)	82 (60)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	11	12
Percentage of pupils at NC level 2 or above	School	71 (60)	71 (65)	71 (75)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	14	16
Percentage of pupils at NC level 4 or above	School	77 (81)	83 (95)	94 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	89 (76)	89 (76)	94 (95)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Where the number of boys or girls are ten or fewer they are omitted from the tables.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	17
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	322 413
Total expenditure	300 030
Expenditure per pupil	2 728
Balance brought forward from previous year	-55 667
Balance carried forward to next year	-33 284

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 23.4

Number of questionnaires sent out	107
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	40	12	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	40	32	20	4	4
My child gets the right amount of work to do at home.	24	48	16	4	8
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	36	52	8	0	4
I would feel comfortable about approaching the school with questions or a problem.	72	24	0	4	0
The school expects my child to work hard and achieve his or her best.	64	28	0	0	8
The school works closely with parents.	36	60	4	0	0
The school is well led and managed.	64	32	0	0	4
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	30	52	12	0	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The Foundation Stage includes children who are in their reception year. The children start school at the beginning of the year in which they will become five. There are 10 children in their reception year who share the class with 6 Year 1 children. Most children have attended a playgroup in the vicinity or the nursery class within the school. The nursery class, opened this year is run independently from the school and has benefited those pupils in the reception class this year. The majority of the children start school with very low social, language and mathematical skills. Twenty per cent of the reception children and 83 per cent of the Year 1 pupils in the reception and Year 1 class are on the register for special educational needs.
64. Good progress has been made since the last inspection in 1999. Since then, children's progress has improved from unsatisfactory to good, mainly because of the care and good quality teaching by the staff. The appropriately planned activities and resources allow the children to experience a wide range of stimulating activities. However, the staff make insufficient use of the outdoor environment during the daily activities.
65. Parent-school initiatives, even though few attend, are helping to raise pupils' attainments. The early learning programme for the 'Parents as Educators Course' for the reception age children in literacy and numeracy. An aim of these courses is to encourage parents to be successfully involved in their children's learning at home which helps to give the children a good start in early learning. The few parents attending these courses feel they are better equipped to extend their children's learning at home.

Personal, social and emotional development

66. Most children enter with few social skills and make good progress and achieve well because they receive supportive individual teaching. The majority are still well below achieving the Early Learning Goals by the end of the reception year.
67. Children settle quickly into the routines of school life with good individual support from the staff. They are helped by the Year 1 children who show them the established routines. Most soon make friendships and begin to share their resources and toys appropriately as they learn to take turns. All the adults working in the class are consistent in their approach to children. For example, they reinforce the need for good manners, and sharing resources with one another. The children respond positively to the caring support they receive. They follow instructions well to learn new skills. They behave well and are developing appropriate skills of cooperation as they share small equipment for counting or act out roles in the imaginative play area. Children are learning appropriately to become independent in their learning but often find it difficult to work by themselves in a group. Children manage well with some help to get themselves ready for playtimes. The children help to tidy their equipment sensibly at the end of each session.
68. The teaching of personal and social education is good. Members of staff show a great deal of care and concern for the children. Those who find it particularly difficult to join in class discussions are prompted to speak in class discussions and praised for their responses which encouraging them to develop their speaking skills. Particular care is taken to help children with special educational needs to become involved in all activities. The staff are very sensitive to

the needs of all the class and have set individual personal and social targets to help them achieve the appropriate skills. The majority learn well because they feel secure and happy and there are well established routines and expectations of behaviour shared with the children and their parents. The staff teach the children well the difference between right and wrong and promote clear ideas of what is expected of them.

Communication, language and literacy

69. In communication, language and literacy by the time the children reach the end of the reception year most are still well below achieving the expected goals. Overall, they make good progress in their learning because they are taught and supported well in small groups.
70. Most, with some help, talk about themselves and what they have done at home. However, they need lot of prompting to speak in a sentence. The majority of the children listen reasonably well and enjoy stories together such 'What's in the Box?' Their experience of listening to stories in nursery or playgroup has prepared them well to listen with others together as a class when they start school. Most respond well and retell remember the main characters, how they are related to one another and what each of them does in the stories they hear. However their skills of predicting how a story might proceed are poor. Many of the children have immature pronunciation for children of this age. The children handle books carefully, and enjoy taking their reading books home to share with their parents. They are beginning to recognise some letters and simple words. Most recognise their names but few as yet write them correctly. Many have difficulty in remembering letters they have previously been taught and struggle to hold a pencil correctly and write recognisable letters or words.
71. The teaching of language and literacy was satisfactory in the lesson observed. The lesson was well planned and the use of the big book 'What's in the Box?' helped to keep the children focussed on the story. The teacher was successful in extending children's understanding of key words. Further discussion about the text would have offered a good opportunity for the children to practise their speaking skills. The staff all work well to develop the language and communication skills of all the children, when they are involved with small groups of children. For example, in one activity, the use of a tape recorder for pupils to record and listen to their voices helps them to understand the need for speaking clearly. There are good quality reading books and library to help the children learn. However, there are few good quality resources to help the pupils to learn the letter names and sounds or write simple words.

Mathematical development

72. The majority of the children still well below achieving the goals that are expected by the end of the reception year. The children are keen to learn and make good progress in their learning. A minority count accurately to 10 and know their numbers to ten well enough to work out the answers as they solve simple problems of 'one more than' and 'one less'. In their small group activities most sort objects into sets counting five objects correctly. Children successfully sing number rhymes such as 'One Two, Three, Four, Five'. The children are beginning to understand number sequences through adding one on and counting back in rhymes and number games. Most are beginning to identify accurately shapes such as circle, square, triangle and rectangle. Well planned activities help the children to learn mathematical skills. Concepts such as inside and outside, big and little or long and short are developing appropriately as pupils join in discussion of favourite stories such as 'Inside, Outside, Upside Down' or identify long and short sounds in their stories and songs. Children are developing appropriate concepts about capacity as they fill and empty containers in the sand and water trays.

73. The teaching and learning of mathematical understanding was satisfactory in the lesson observed. The practical approach to teaching mathematics motivates the children and they learn well. A wide range of teaching techniques and appropriate resources based on the National Numeracy Strategy effectively supports their learning. The teachers design a variety of interesting activities including games which successfully consolidate and extend the children's learning.

Knowledge and understanding of the world

74. Most children make good progress towards the expected learning goals. However, they have limited knowledge and understanding of the world around them. The majority are still well below achieving the goals expected by the time they finish the reception year. The teachers provide a wide range of activities that effectively extend the children's understanding of science, design and technology, history, geography and information and communication technology. Children use the computers independently and use the mouse with increasing control to access learning programs. For example, they successfully drag and drop the appropriate clothes with the mouse to 'Dress Teddy'. In a well planned topic about the weather, children understand that different clothes are needed for different seasons. They accurately identify beach clothes for the summer and boots, hats, coats and scarves for the winter. Some children accurately match weather symbols for snow, rain, wind and sun to relevant pictures. Others work in the play area set up as a weather station. With the help of a member of staff, the children take turns in acting out the roles of the weather presenter, the broadcaster or evaluating the performance as the audience but need a lot of prompting from eh staff. The children learn well how to select appropriate symbols and place them on a map of the British Isles.
75. The teaching of knowledge and understanding of the world was good in the lesson observed. Staff plan activities well for all children. The activities motivate and interest the children. Because there is always a good number of adults in relation to the number of children in the class, the children receive good support in teaching activities which is a significant factor contributing to the good progress they make. However, there are sometimes missed opportunities to develop children's thinking and speaking skills when questions demand one word answers and do not promote discussion. There are some suitably planned opportunities for children to use the immediate environment surrounding the school. Favourite outings include visits to a garden centre, or the local shops. Visits to the local park help children appreciate the changing seasons.

Physical development

76. The provision for children's physical development is satisfactory overall. The children have good experience of handling small pieces of equipment and their coordination skills are developing well. There is regular access to the hall for dance and some gymnastic activities. However, there is insufficient regular use of the outdoor area for physical activities using large wheeled toys and the use of outside activities in other areas of learning. This limits the children's daily physical activities and development of skills. Because no lessons or planned activities were observed for this area of learning there is insufficient evidence to make a judgement of the quality of teaching and learning.
77. The children use a range of small and large equipment to develop coordination skills indoors and occasionally outdoors. Children have access to a wide range of small bricks, puzzles,

games and counting equipment throughout the day to appropriately develop their coordination skills. Most make a good attempt at cutting out pictures. Although the children make good progress, some still struggle to hold small tools such as scissors correctly. The staff make satisfactory provision for the children to use the hall regularly to develop their physical skills. Children share playtimes with the Year 1 children and have learned to follow instructions well. They play happily and sociably in small groups for most of the time making satisfactory use of the space around them. The staff set good examples of behaviour and social skills to eliminate the aggressive behaviour. There is appropriate provision of play space which has recently been painted with areas marked for games adjacent to their classroom. The resources for outdoor play area are barely satisfactorily. There is a shortage of wheeled toys that cannot be purchased as there are no funds available.

Creative development

78. The children make good progress and achieve well but they have limited experience of working with a range of materials. Most are still well below achieving the goals expected in this area of learning by the end of the reception year.
79. Following a class discussion about the work of Picasso and his portrait style, the children investigated the properties of play dough and find out, for example, they can make a face by rolling, twisting and pinching it. The children investigate appropriately a range of materials and are at the very early stages of exploring their properties and representing their work in their drawings, paintings and models. The children enthusiastically join in singing some well-known songs and rhymes in time and tunefully, such as 'Cows in the Kitchen', and 'John Brown's Tractor has a Puncture in his Tyre'.
80. The quality of teaching and learning in the two lessons observed were good. Staff provided opportunities for the children to develop their creative ideas through modelling and drawing. They stimulated the children's interests with lively questioning and good use of resources which motivated them to learn well. The children express their feelings and thoughts appropriately with some help from the staff. Most activities are well prepared for the children. The staff value the children's work by effectively displaying it for all the children to see.

ENGLISH

81. The standards achieved by pupils early in Year 6 match the nationally expected standards for this age. They match the national expectations in writing and in speaking and listening, and above this in reading. This is much better than at the time of the last inspection, which reported 'unsatisfactory' standards in English. It is also consistent with the performance of eleven-year-olds in the national tests in both 2000 and 2001. The test results since 1998 show standards improving much more sharply than the rising national trend. A higher proportion of pupils are achieving the expected level 4. This represents an impressive achievement by the school, because the attainment of pupils on entry is very low and remains well below average at age seven. The numbers of pupils who have special educational needs are very high. Moreover, the turnover of pupils is large, and the attainment of most of those who join the school late is low. This very good improvement reflects the increasing impact of the school's literacy strategy, its good provision for pupils with special needs, the good teaching in Year 2, and the very good teaching and progress of the oldest pupils in Key Stage 2.
82. In speaking and listening, pupils achieve well overall, but the rate of progress is uneven. It is good towards the end of Key Stage 1 and very good at the end of Key Stage 2, but only satisfactory at other times. Pupils enter the reception class with very low attainment in

language and communication. Early in Year 1, the pronunciation, grammar and vocabulary of most pupils are much less developed than is usual at this age. For example, most pupils' language is immature and answers are often in one word rather than a sentence. Teachers and classroom assistants are alert to pupils' needs, and sensitive and encouraging in supporting them. They provide good models and opportunities to help pupils to grow in confidence and skill in taking turns and speaking clearly and relevantly. However, early in Year 3 many limitations remain. Most pupils have difficulty in listening attentively, understanding what is said, following the development of a discussion, and contributing to it in an orderly and thoughtful way. Their answers to questions are usually brief and sometimes badly phrased. Teachers in the early and middle junior classes appropriately encourage these pupils to participate in shared reading and discussion. They value all contributions and try to use questions in a well-ordered way to develop talk coherently, and to draw pupils towards an understanding of a text or a language feature in relation to the focus of the lesson. However, many pupils, despite the efforts of the staff which help the pupils to make limited progress, continue to find discussion difficult. Boys in particular often do not listen to each other to build on others' ideas. Some tend to call out any ideas that spring to mind. Few pupils show enough verbal skill to reason out their ideas fluently; a significant number, mainly those with special needs, lack the ability to use talk to negotiate solutions to the problems they share in group tasks. When pupils read aloud, they seldom use their voices expressively to bring out a sense of character and situation. Teachers and support assistants work patiently and positively to promote progress and maintain pupils' active interest. However, literacy which focuses on reading and writing, dominates planning so that talk is a means rather than an end in lessons. Strategies for developing speaking and listening skills are limited in the Year 3/4 and 4/5 classes. Few opportunities are provided for pupils to talk in a planned and extended way about things that interest them, or to use role-play to explore character or situation. In the Years 5/6 class, however, the quality of teaching generates rapid progress. The good structuring and quality of questioning drawing on pupils' personal experiences are successful strategies that promote pupils' learning. Questions probe, stimulate and challenge all attainments. The challenge is achievable because it prompts pupils to refer to their own lives and build on their prior knowledge. Discussion is very productive because it is well structured and provides a framework within which the teacher can expect and get thoughtfully reasoned answers. Even here, however, opportunities to use and develop speaking and listening through other subjects are missed. For example, a physical education lesson included a strong emphasis on the evaluation and improvement of performance, but pupils were not involved in the discussion of judging the standards of performance and how it could have been improved. The school should give more attention to this aspect of English, because key learning skills and points of personal and social development are involved which influence progress in all areas of schooling.

83. Given their well below average attainment on entering Year 1, pupils do well to achieve satisfactory standards in reading by the time they leave. The school gives high priority to reading. Teachers work hard to promote good attitudes, habits, skills and tastes in relation to books, promoting an active membership of libraries in order to help pupils research their homework. Improving work within the literacy strategy is raising the proportion of pupils who achieve not only the expected but also the higher levels at both seven and eleven years. Teachers provide daily experience of quality texts in the literacy hour. They promote coherent progress by setting clear learning objectives and focusing activities on these in relation to the needs of different groups. However, there is still work to be done both to develop a consistently effective approach to phonics, and to plan a good range of opportunities for pupils to use reading to learn in other subjects. Pupils research history and geography topics in books or using CD-ROM's on the computers and practise word processing skills by reading and

writing skills as they redraft stories and poems. However, these opportunities are not well embedded in the curriculum. Teachers are also beginning to assess and record each pupil's progress in reading, and to use this information to set targets and move pupils through the reading scheme at their best pace. While setting targets to help pupils improve their work is a successful strategy, this practice is not yet fully agreed and consistently rigorous across the school. The library is well designed and adequately stocked to promote reading both for enjoyment and for learning. Here again, however, there is inconsistency in the frequency and quality of its use.

84. By the age of seven, higher attaining pupils read fluently and accurately with enthusiasm and pace. Their accounts of 'the story so far' shows good awareness of character and the demands of the text. They understand the main differences between fiction and non-fiction and clearly explain the difference between index and contents. Average attaining pupils read fluently, with expression using the punctuation accurately and readily engross themselves in silent reading activity, and follow the story well. Lower attaining pupils use a very basic strategy for sounding out regular short words and refer to pictures to support their reading of the text. By the time they are in Year 6, higher attaining pupils talk knowledgeably about the appeal of authors such as Dahl and King-Smith. They use the local library and read for personal pleasure. Lower attaining pupils show little interest and less initiative. All pupils identify the special features of information books such as a glossary, but the lower attainers cannot explain clearly how to find a certain kind of book in a library and locate information in it. When asked to consider the opening of a story, most pupils offer perceptive observations on the effects it produces, but only the most able show a clear understanding of how the author's use of language constructs these effects and draws the reader into seeing events and characters in a particular way.
85. The school has identified significant weaknesses in writing and has allocated more time to this area in order to raise standards. This extra emphasis is proving effective, particularly in Years 2 and 6, where progress is, respectively, good and very good. However, the additional time spent on writing, once the skills are achieved, could be applied to writing in different subject contexts, making more effective use of the time. The quality of opportunity and the level of expectation need to be raised in several aspects of writing, especially in the middle years. Most pupils present their work untidily, but this is seldom challenged. Pupils in Year 2 begin to practise a joined style of handwriting, but this is not stringently and consistently developed through the school, until Year 6. Most pupils in Year 2 are able to write simple sentences unaided. Their spelling of simple words is generally accurate but longer words pose some difficulty and the spelling of these is usually phonetic rather than accurate. Pupils' work shows clear progress across the various writing skills. Tasks require them to write in different ways, applying their skills to suit the occasion. For example, when writing a guide, the pupils produced a series of instructions and then organised them around sequencing words such as 'firstly' and 'secondly'. The teacher adjusts the level of demand of each task carefully to suit groups of differing attainments. Pupils' progress continues at a satisfactory level in Year 3/4 and Years 4/5. By Year 4, the pupils' stories have increased in length. Spelling is improved as pupils use dictionaries to find the meaning and correct spelling of words. Simple punctuation with the use of capital letters and full stops is usually accurate. The pupils reflect on initial drafts to correct spelling errors but soon lose interest in amending and improving the text and much work is unnecessarily untidy. Teachers' marking of work is also inconsistent in these classes, and sometimes the comments are misspelt. The work completed by pupils in the Years 5/6 class was successfully completed showing very good progress over time, and reflects teaching of very high quality. Marking is analytical and often uses questions to prompt pupils to look critically at their own work and to set their own targets for improvement.

Expectations are consistently high but adjusted to each pupil's known ability. Progress is constantly demanded, but it is also supported well by good use of pupils' reading skills because pupils are increasingly expected to support their own learning by developing the skills of planning, drafting and researching and editing. Punctuation and spelling are generally accurate. They apply these skills well across a range of forms, such as verse, biography, story and summary, but have limited opportunities to write imaginatively and freely at length.

86. The evidence from pupils' recorded work across the school also reveals unacceptably wide variations in the quantity of work produced and the range of opportunities provided. The Year 5 pupils in this class benefit not only from the high quality of the teaching but also from working alongside the Year 6 pupils as they share their ideas in discussion. Across the school, however, this latter advantage entails a serious issue which joint planning by teachers has not satisfactorily resolved. Pupils of the same year group who are placed in different classes do work that differs both in content and in level of demand. Writing opportunities for pupils in the other junior classes are not always equal in relation to age and ability. Overall, they are less frequent, less well developed and less demanding than they are in the Year 5/6 class. In the context of much that is improving, this needs urgent attention.
87. The progress made by pupils who have special educational needs is more consistent than that of other groups, and is good overall until the Year 5/6 class where it is very good. Most of these pupils join the school at different times other than in the reception class with very low attainment. Their individual language needs are identified early and carefully assessed. Class teachers work closely with the SENCO and, where appropriate, external specialists, to plan individual language targets and learning programmes to support these needs. Class teachers heed these targets in their day-to-day teaching of literacy, and a strong team of skilled and dedicated special support assistants work effectively across the school with their target pupils. As a result, these pupils learn well and become steadily more confident because they enjoy well-focused tasks and support in English, whether they work with the whole class or are withdrawn for intensive instruction in small groups.
88. The quality of teaching and learning is satisfactory overall. It is very good in the oldest class and good in Year 2. Of the other three lessons seen, two were satisfactory and one unsatisfactory. Several good qualities are found across the school. All teachers are sensitive to pupils' very different needs. They use consistently positive and patient approaches, and value every well-intended response. Teachers support each other well and work effectively as a team with the teaching assistants to promote the good progress of the many pupils who have special needs. In most lessons, they manage their very diverse classes well, and achieve good working relationships with pupils who find it difficult to function within the ordered society of the classroom. This establishes a secure basis for learning and leads to good progress in attitudes, behaviour, interest in learning, and concentration. In other areas of teaching and learning, quality is much less consistent. In some lessons, methods lack pace, range and vigour; lesson endings lack focus on new learning, and tasks do not challenge the more able pupils consistently enough. Discussion of texts sometimes proceeds rather superficially through questions that limit responses, when pupils need to experience how discussion can search out and unfold new understandings. Across the school, however, there are examples of good practice in all these areas. In two lessons, a good spoken language element showed pupils what it means to share responses and build ideas together creatively through discussion.
89. In one inspirational lesson with the oldest class, rigorously incisive questioning, combined with an infectiously enthusiastic and good-humoured style, kept all pupils involved throughout a

succession of varied activities. The shared learning maintained a clear focus on the lesson's aim. As a result, all pupils were able to work independently on the challenging task of selecting and reorganising information from different texts in order to write a short biography of a famous person. The final plenary required pupils to review their new learning and anticipate the next stage, with a strong emphasis on making their work better. The pupils achieved very well.

90. After only a year in post, the co-ordinator is beginning to make a strong impact. She leads by example and has drawn up a good improvement plan that is sharply focused on standards. The evaluation of teaching by the literacy consultant from the local education authority, the headteacher and the deputy headteacher who is the English coordinator and of pupils' work and test results is informing priorities and initiatives for change. Support for pupils who find reading and writing difficult is good, but this is not yet matched by an effective policy for more able pupils. A good start has been made to raise standards in writing. However, serious inconsistencies remain across this area and, as the preceding paragraphs make clear, much work remains to be done to raise the quality of provision to the level of the best that the school now offers.

MATHEMATICS

91. Pupils make good progress overall and achieve very well by the time they leave school. By Year 6, pupils' do well to attain standards which match those expected nationally. Standards were similar to those reported at the time of the last report in 1999. Standards are beginning to rise in Key Stage 1. These have improved since the last inspection in 1999 when they were well below average. The pupils currently in Year 2 achieve well. Despite the good progress made the pupils are still below average standards in all areas of mathematics.
92. The achievements of the present pupils in Year 6 are consistent with the results of the 2001 National Curriculum tests showing that pupils attained standards that matched those expected nationally by Year 6. In comparison with other pupils in similar schools, attainment was well above average. Since the pupils start in Year 1 with well below average skills and understanding, their achievement is very good by the time they leave school. The results are remarkable considering that approximately half of the pupils have special educational needs.
93. The school's success is mainly due to the good quality teaching and learning in the Foundation Stage and Key Stage 1 and the very good quality teaching in Year 6 which is where pupils make most progress. The successful implementation of the National Numeracy Strategy is having a positive impact on standards especially on pupils' mental mathematics. The trend for improvement has been above average over the past three years.
94. Standards in mathematics are improved in this school year for pupils in Years 1/2, even though pupils are attaining below average standards. In this group there are 54 per cent of the pupils on the register for special educational needs. By Year 2, the majority have a good understanding of the value of two digit numbers. Pupils' mental skills are developing well as they count accurately forwards and backwards to 100. More able pupils recognise the pattern of 5 and 10 when they look at a hundred square. Most are gaining confidence in adding two numbers together quickly to make ten and beyond. The less able pupils still work well with simple numbers single digit numbers and achieve their best when under the direct supervision of a teacher or teaching assistant. The lower attaining pupils achieve the work set with additional support. Pupils have a sound grasp of mathematical vocabulary such as 'tally' and 'graph'. The majority know the names and properties of common two and three-

dimensional shapes and work out accurately simple problems on money and measurement. Information and communication technology is used to support pupils' understanding of mathematics but not as frequently as it should be used for recording data and making graphs as these are done by hand. However, the pupils have recorded successfully a simple graph of their eye colour using information and communication technology. At other times they use listening centres or operate a programmable floor robot to change direction. There is some provision made for pupils to practice their numeracy skills in other subjects. For example, in science, pupils record their work in drawings and measurements as they compare the growth of seedlings grown under a variety of conditions. However, this aspect of mathematics is underdeveloped. There are insufficient opportunities for pupils to apply their knowledge to a range of situations across the curriculum to help them develop their problem-solving skills.

95. Progress is satisfactory in the Year 3/4 and the 4/5 classes for the average and many of the higher attaining pupils. It is no better than this mainly because the teachers are new to the pupils and work is not yet matched well enough to the individual attainments. Consequently the pupils' learning is satisfactory overall because the teachers' expectations of their achievement is lower than it should be. The pupils are developing a sound grasp on number patterns as they complete sequences of numbers going up or down in 1's, 2's, 3's, 4's, 5's or 10's. In these lessons the average attaining pupils are challenged appropriately and those with special educational needs make good progress with individual support. However, some of the higher attainers are insufficiently challenged as the work is often too easy. So pupils quickly lose concentration and their behaviour deteriorates. On these occasions, the management of these pupils is barely satisfactory as some immature behaviour is allowed to continue too long and these pupils become a disruptive influence on others around them. This results in a slower pace of work for the majority.
96. In contrast, pupils learn very well in the Year 5/6 class because the quality of teaching is very good. The pupils make rapid and consistent progress, towards attaining the nationally expected standards and for a minority above average standards. There are no marked differences between the attainment of boys and girls. Most pupils with special educational needs make similar progress to others in the class because they receive very good support in their lessons or when they are withdrawn in small groups. In 2001, despite nearly half of the year group being of the SEN register a very high proportion attained the expected level and a few attained at the higher level. This is an exceptional achievement. Because of the high expectations set for all pupils in the class by the teacher and the very good relationships she has with the pupils, they are confident and accurate in addition, subtraction, multiplication and division. The mental mathematics at the beginning of each lesson as well as additional curricular time given to practise their skills gives pupils valuable practice in quickly recalling and thinking about numbers to enable them to achieve very well in recalling and thinking about numbers quickly. The pupils have a good grasp of the place value of numbers to one thousand and beyond. They understand well the properties of number such as knowing the prime numbers and factors. Most have a good understanding of the relationship between decimals and fractions and percentages and are beginning to solve mental problems accurately. Pupils are gaining confidence in other aspects of mathematics. They describe well the properties of three dimensional shapes and accurately record their edges, vertices and faces graphically. Some pupils use information and communication technology appropriately to represent data in graphs such as interrogating a database. However, the regular use of information and communication technology is not fully developed as there are as yet insufficient resources in school.
97. All pupils are fully included in all learning opportunities. Most pupils with special educational needs make good and in the Year 5/6 class very good progress when they are given support,

either in class or in a small withdrawal group towards the targets set in their individual education plans. All are fully integrated into the curriculum and take a full part in lessons. The pupils have very good attitudes to learning overall, especially the pupil who speaks English as an additional language who excels in this subject. Most enjoy the introduction to the lessons and rise readily to the challenges well presented in the initial mental work. Pupils respond very well to the praise of the staff and incentives such as team points because they are rewarded for their efforts in weekly assemblies. In the Year 5/6 class, pupils' are taught well to overcome their difficulties and are constantly encouraged to persevere and succeed when they make mistakes. There is good improvement in Years 1/2 from the last inspection as a result of the teacher's improved planning and a higher expectation to meet the needs of all the pupils. The guidance provided by the National Numeracy Strategy is successfully helping to raise standards. There is a close relationship between the pupils' progress and the quality of teaching. In the Year 1/2 class, where the learning objectives are matched well to the learning needs of the pupils, their progress is good. In the Year 5/6 class where there is greater attention to their individual needs and very effective small group teaching with the help of the teaching assistants within the context of the lesson, pupils progress is rapid. Where pupils' learning is very good, the teachers have higher expectations of them and use their subject knowledge and time effectively to challenge the pupils in new learning. Most effective is the method presenting step by step demonstrations and modelling of mathematical thinking. This helps the pupils to understand how to work out solutions to problems. This was evident in the lesson on 3 dimensional shapes. The very good questioning established the pupils' understanding as the teacher demonstrated the differences between 'vertices', 'edges' and 'faces' of shapes and then went on to model how to record their investigations. These methods and the very good relationships with the pupils keep pupils interested and motivated. Emphasis is placed upon fostering an enjoyment of mathematics, practical methods and developing pupils' confidence to use number skills and mathematical concepts to address practical tasks and real life problems.

98. Where there is satisfactory teaching, the work is not as well matched to meet the needs of all pupils. Teachers' expectations are not always high enough in the amount of recorded work pupils' are expected to complete during the lessons. The pupils' pace of recorded work is sometimes slower than it should be for some more able pupils, which limits the progress they make. Most staff have good procedures for the assessment of pupils' progress which is consistently and regularly recorded. Teacher's marking is positive but not always informative enough to help pupils understand how to improve their work. The best practice is in Year 5/6. All areas of the curriculum are addressed throughout the school. However there is less emphasis placed on teaching pupils to apply their knowledge to solving problems and on handling data from Years 1 to 4 than is placed on other areas of the curriculum.
99. The subject is well led. All members of staff work together effectively as a team to implement the curriculum. The staff and pupils have benefited during the last few months by a visiting consultant from the Local Education Authority. The help and advice received from observation of lessons have helped to boost staff confidence and expertise and pupils' learning. The subject is well resourced and teachers use the resources well to help pupils learn. In particular there has been good improvement in standards of mental mathematics, the quality of teaching and learning, resources and leadership since the previous inspection.

SCIENCE

100. The results of the 2001 National Curriculum tests for Year 6 pupils show that the percentage of pupils gaining the expected level matched the national average. Almost one-

third of the pupils gained the higher level in the tests. In comparison with similar schools, the percentage of pupils gaining the expected level in the tests was well above average. This indicates that the school has substantially maintained the improvement achieved in the 2000 tests. The attainment of pupils currently in Year 6 matches the standards expected nationally for pupils of this age and it is clear that the pupils are achieving very well in science by Year 6.

101. The teacher's assessments at the end of Key Stage 1 in 2001 indicate that overall attainment in science is below the national average expected for their age and also below average for pupils in similar schools. However, given the very low starting point for pupils when they start school, again there is evidence that the pupils make good progress through the key stage.
102. When pupils enter the Year1/2 class, emphasis is given to ensuring that practical tasks are used to help pupils to develop their knowledge and understanding. This was seen in a lesson with a very effective demonstration of a battery operated toy car. The pupils' attention was held immediately and the pupils related their own experience and knowledge well to the context, knowing that some toys used batteries, whilst other items needed different power sources. A good range of scientific vocabulary was introduced. Pupils were introduced to the terms 'voltage' and 'terminal' and to the differences between 'positive' and 'negative'. In the recent past, pupils have undertaken some work on animals and plants within the school environment. They have studied aspects of seeds and understood well following investigations the conditions required for growth. They have accurately explored the rudiments of how to conduct a fair test, understanding that all the variables must stay the same when testing conditions for growth except for one such as water or light.
103. At start of Key Stage 2, pupils in Year 3 and Year 4 list objects made of different materials. All the pupils successfully completed this task, although there is evidence of a limited understanding of vocabulary. Many, for example, are uncertain of the meaning of the word 'transparent'. They do, however, have a secure understanding of the difference between natural and man-made objects, and some of the pupils accurately identify what makes a particular object suitable for a specific purpose. Pupils in Year 4, working alongside the Year 3 pupils have undertaken some work on teeth and can identify and classify the number and variety of teeth they have. They have a good understanding of what makes a healthy diet. Year 4 pupils working with Year 5 have also accurately drawn, identified and labelled the parts of a flower and they are able to talk about this with a good understanding. Year 5 pupils working alongside pupils in Year 6 are able to identify well and label the parts of a human eye and the major features of an ear. They know which materials transmit sound effectively and explain how the pitch of sounds can be changed. Overall, this represents good subject coverage and inspection evidence indicates that pupils will have covered a wide range of scientific work by the end of Year 6. There is, however, an indication that pupils of the same age do not always cover the same areas of science if they are working in different classes. The school's monitoring arrangements have not clearly identified this weakness.
104. The progress of pupils with special educational needs (SEN), is good in most classes and accelerates into very good in the Year 5/6 class. Their needs are clearly and accurately identified and they are regularly given work which accurately matches their needs. They are well supported and make good progress in relation to their prior learning.
105. In both key stages, pupils make limited use of their literacy and numeracy skills in science lessons. Good use of appropriate scientific vocabulary was seen in a number of

lessons. For example, when younger pupils were considering the different sources of power to move a toy car. Again when the older pupils were engaged in using electrical symbols in the production of a circuit. Their descriptions and explanations made very good use of their developing literacy skills. However, these skills are underrepresented.

106. The quality of teaching is good overall, and is often very good. Teachers show that they have a secure knowledge of the subject in the way they use correct vocabulary and in their effective questioning to find out what pupils know, understand and can do before the pupils embark on practical activities. This was evident in both the Year 1/2 class and in the Year 5/6 class, in which both lessons centred upon aspects of electricity. Teachers prepared lessons well. The planning was good for the Year 1/2 class and very good for the Year 5/6 class. At each step in the lessons the teachers stopped and questioned the pupils who showed a sound understanding of what they had been shown. The lower attaining pupils were given good support and prompts from the teaching assistants when necessary so they could participate effectively. The practical demonstrations captured pupils' attention and motivated them well to carry out their own investigations. The pupils were given good quality support to consolidate and practice what they had learnt.

107. However, there are inconsistencies across the school in the way that teachers use their assessment information to guide planning and to check on the coverage undertaken by groups of pupils. This leads to some uneven subject coverage for the pupils. In general, teachers manage pupils well and make good use of the resources they have at their disposal. There is no doubt that the good quality of the teaching has a positive impact on pupils learning. Pupils are regularly keenly interested in their science work and try hard in most lessons. In the main lessons are quite tightly directed by the teachers and there are relatively few opportunities for pupils to work independently. There is also only limited use made of information technology in science lessons. For example, in organising and displaying data using the computer.

108. There is generally a broad and balanced provision on offer to the pupils, with a good number of opportunities for pupils to be engaged in practical work and investigative activities. The subject is appropriately coordinated, with the pupils' test and assessment results being regularly reviewed. Planning is evaluated by the coordinator, but there are shortcomings in the use of assessment information leading to some unevenness in the teaching of some aspects of science to pupils of similar age who are in different classes.

109. Resources are adequate, well managed, used well and appropriately accessible. The accommodation is adequate for pupils to take part successfully in practical activities. The school is maintaining the improvement noted when last inspected.

ART AND DESIGN

110. There is satisfactory provision for art and design. Very little teaching of art was observed during the inspection and it is not possible to make a secure judgement on the quality of teaching and learning. However, the evidence of pupils' completed work clearly indicates that pupils make good progress over time. Standards are below average by Year 2 but, by the time they are in Year 6, pupils achieve the standards expected nationally. The indications are that the school has maintained the satisfactory provision from the previous inspection in 1999.

111. Pupils in Year 2 worked eagerly and confidently with a range of materials to complete pictorial sequences based on pictures, such as a painting by Monet, provided by the teacher.

Pupils showed the expected awareness of colour for their age as they chose and mixed colours to match the given scene. Most pupils lacked skill in observing shapes, such as boats and buildings, or in using the colour medium to match Monet's tones or to create effective contrasts, for example by applying crayon on black paper to capture the flare of fireworks. Some pupils, however, showed good skill in handling colour and shape with care and effect to produce a balanced composition. From a low starting point in Year 1, the self-portraits drawn by pupils in every class show the steady development of their skills in observational drawing as figures and faces achieve better scale and proportion and become more accurately individualised by Year 6. Sometimes observational work links well with other subjects. Pupils in Year 6, for example, have written poetic pen-portraits of themselves on their individually profiled heads.

112. The outstanding example of what can be achieved through linking other subjects to an art-centred project is the striking work based on the book, 'The Circle of Days'. This book illustrates the text of 'The Canticle of the Sun' by St. Francis of Assisi. Their work with the text and pictures has extended all pupils to link their skills in handling art media to knowledge and understandings related to religious education, geography, science, language and history. The project was planned ambitiously and successfully to include every pupil and to pervade the whole school. Pupils' art techniques are mainly quite basic, but the rich stimulus of the lovely illustrations and the sheer scale of the work produced give great impact to each design. The distribution of the designs makes the school's hall and corridors an enlarged text of thanksgiving, and provides a visible example of how the work of the school reflects its aims and values. The work also provides clear evidence of pupils' good progress through the school in handling a wide range of drawing and painting media, as well as in a variety of printing and collage techniques. Even though pupils begin with low skills in Years 1/2 they make good progress to attain below the nationally expected standards by Year 2. This good progress is continued throughout the junior classes and by Year 6, pupils attain the standards expected nationally. The project has contributed significantly to pupils' spiritual, moral, social and cultural development.
113. Pupils in Year 2 made competent use of a 'paint' program, changing line thickness and colour to draw and 'fill' an abstract pattern based on 'The Snail' by Matisse. However, opportunities to use information and communication technology to support their learning in art are limited. Pupils have worked creatively with textiles, sometimes weaving panels for large projects. Discussions with pupils show that they few opportunities either to work on three-dimensional projects, or to study the work of a range of major artists and apply their learning in their own work. In some areas, such as work with clay, the school cannot afford to provide the full range of resources needed.
114. There is satisfactory management of the subject. The school has planned a major focus for art next term, and a well-written improvement plan identifies good priorities and procedures to develop the subject. The lack of procedures for assessing pupils' attainment and progress hampers efforts to ensure that pupils develop their skills and understandings consistently and at their best rate. In particular, pupils with potential for higher attainment are not challenged consistently well.

DESIGN AND TECHNOLOGY

115. There is satisfactory provision for design and technology. During the course of the inspection it was only possible to observe one lesson, involving the youngest children in the construction of models of homes. The children were supported well and had good

construction kits with which to work. As the inspection was undertaken near the start of the school year there is little evidence of past work in the pupils' books artefacts or photographs of them. There is, therefore, insufficient evidence on which to base judgements on standards of attainment or the overall quality of teaching. Overall indications are that the school has maintained satisfactory standards from the time of the last inspection.

116. In the lesson observed, the quality of teaching was good. The children showed sound concepts of homes and used the models they made purposefully to accommodate small figures. They showed an appropriate understanding of the basic shapes of rectangles, squares and triangles. Pupils in Year 1 developed the work by cutting out window and door shapes, using card. They talked well about their models. The pupils persevered well with the task and were pleased with their results. Opportunities to link into the pupils' developing literacy and numeracy understanding were taken well, and the pupils speaking and listening skills were appropriately used in the plenary session at the end. The quality of the teaching had a positive impact on the pupils' learning in this particular lesson. However, these opportunities are not a consistent feature of teachers' planning.
117. Whilst evidence of the pupils' work is limited, it can be seen that the school has adopted the national guidelines for the teaching of the design and technology curriculum and so the school's coverage of the subject is appropriate and meets statutory requirements. The teachers keep appropriate records of the pupils' knowledge skills and understanding as they make progress through the curriculum. The coordinator evaluates teachers' plans. The monitoring of teaching and learning is planned for the future.

GEOGRAPHY AND HISTORY

118. There is satisfactory provision for geography and history. Pupils' standards of attainment in both geography and history match the nationally expected standards by Year 2 and Year 6. Overall, pupils make good progress in their learning and achieve well in both subjects. Geography and history were not the subject of specific comments in the last report, but improvements have been made to teachers' planning.
119. By the age of seven, pupils make appropriate comparisons between the environments of the Scottish island of Struay and their own local community of Preston. They identify major physical features of the landscape and locate the positions of the places on a map of the British Isles. They know well that boats are of great importance to the islanders who live on Struay and the pupils have a clear picture that items required to sustain life have to be brought to the island, often by boat. Comparisons of cars and shops identify very different features of life from their own immediate locality, and pupils can talk about these differences with appropriate levels of understanding. By the end of Year 2, pupils have developed an appropriate understanding how life and technology has changed since Victorian times. They recognise that people grow older as time passes and they are able to distinguish between what life was like in the past and compare this to life today. For example, pupils understand that in the time of Florence Nightingale soldiers in the Crimean war often died of their wounds from infection because the hospitals were dirty and there were few medicines. They compare the past with hospitals today, observing well that hospitals are kept clean to diminish the risk of infection and more people are cured because there are more advanced technologies, medical knowledge and medicines.
120. By Year 6, pupils show an appropriate understanding of how to locate places on a map. They know that climate changes are related to the position of the earth in relation to the

sun. They know well the major world climates and offer appropriate explanations to describe why different places in the world have differing physical features. Younger pupils in Year 4 have undertaken some good work on aspects of climate. They know how elements of the weather are measured and they describe their work using appropriate measurements and symbols and language in more depth than in Year R/1. For example they correctly identify nimbus and stratus clouds. They describe effectively how people need to dress differently in differing seasons of the year. In history, older pupils study Greek legends with good levels of interest and enthusiasm. The life and times are brought vividly to life for the pupils in the Year 5/6 class, in work which links well to aspects of literacy. In the Year 4/5 class, pupils correctly identify taped music and place songs accurately in different decades. They are very keen to get this right. Similarly they offer good explanations of artefacts from the recent past and make sensible suggestions for their usage.

121. The quality of teaching is satisfactory, overall and is sometimes good, most notably for Year 5/6 pupils. Teachers show good subject knowledge in both history and geography and they question pupils well to secure the pupils' understanding. Occasionally appropriate links are made with aspects of literacy and numeracy, for example in locating places on maps in geographical work, and in the effective summaries written about Greek legends by the older pupils. There are some weaknesses in aspects of assessment and monitoring which lead to pupils of the same age, but in different classes, not always covering the same aspects of these subjects. This is an area in need of development.

122. The subjects are appropriately coordinated and teachers' plans are evaluated regularly by the coordinator. History, particularly, is coordinated by the acting deputy headteacher, who is enthusiastic and keen to see progress made. Her planning is very thorough and is an exemplar for colleagues. There are satisfactory procedures for the assessment of pupils' knowledge, understanding and skills as they become older. The monitoring teaching and learning in classrooms needs to be developed further to ensure that pupils of the same age cover the same ground.

123. The school has very limited scope for improving the quality and range of its resources. Current resources are satisfactory and used well. The staff supplement resources using their own equipment and the school makes good use of learning resources borrowed from the Local Education Authority.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Pupils are achieving well to attain the expected standards throughout the school. Provision for information and communication technology has improved from the last report in 1999. This is largely due to the drive of the teaching staff to improve achievement in information and communication in the school. There are better resources and there is clear school direction provided by the knowledgeable subject leader. This provision will soon be further improved as the delegated funding is being spent on updating the resources. Only one lesson was observed and the quality of the teaching and learning was good. However, this is too little evidence to judge the overall quality of teaching and learning. A scrutiny of pupils' work and teachers' planning indicates that all the aspects of the subject are planned for and taught throughout the year. The good teaching and the access to the computers at the local high school and the community centre enables the pupils to achieve very well by the time they leave school.

125. Pupils make good progress through Years 1/2, especially since most pupils do not have access or use a computer at home to support their learning. When the pupils begin the

National Curriculum, they have few skills on the computer and rely on teacher and adult support to help them to find their way around the keyboard. They gradually gain in confidence in using the mouse and accessing relevant programs in the computer and by the age of seven the pupils' achievement matches the national expectations. As a result of the good teaching and learning opportunities the pupils systematically learn new skills and consolidate their understanding. The teachers have worked successfully to ensure that all the pupils, including those with SEN have opportunities to use the computers. For example, by Year 2, the pupils have learned how to program the floor robot to take a path from one pupil to another. Pupils have created pictures such as those of the 'Rainbow Fish' using an art program. Literacy and numeracy are supported as pupils for example, word process their stories of Hansel and Gretel and amend their stories. Pupils have made a graph of their eye colour, helping them to understand how to represent data graphically.

126. By Year 6 the pupils attain average standards as the result of good teaching and there are satisfactory opportunities to practise and use their skills across the curriculum. They are confident in using the keyboard, mouse and printer. Pupils know the location of the letter keys and are developing their typing skills well. They select the software they need from displays of screen icons to fulfil their tasks and use the menus correctly. In Years 3/4 the pupils use the computer in the class to good effect to research their geography topics about holidays abroad. They have used a database to help them design their favourite healthy sandwich and used a control programme to draw shapes. Discussions with Year 5/6 pupils show that the pupils use CD ROM effectively to research history topics such as the life and times of Queen Elizabeth. These activities positively contribute to pupils' learning in these subjects. However, there is limited access to the Internet as at present only two computers are connected. The pupils have very limited support to be able to work at home but have full access to the computers in Years 5/6 to finish their work other than during lesson times. All the pupils have a file to store their work which enables them to resume unfinished work and to gauge their progress.

127. The teaching and learning was good in the lesson observed for Y5/6 pupils. The school has used the local resources very well to give pupils the opportunity to develop skills that match the national expectations. The school resources have been limited because there was not enough money in the budget to update them. Despite diminished resources, the school has made a concerted effort to find other means of providing the appropriate learning opportunities for the pupils. The school has developed positive relationships to use the local Community Centre and the High School suites. The Year 5/6 pupils make good use of these computer suites. In the lesson observed, the pupils had access to a computer each and an experienced member of staff worked alongside the class teacher to develop the pupils' skills. The pupils created a page layout of their newspaper 'Pool House News'. The effective questioning and help given to pupils helped them succeed in choosing their font, style, and size, paying particular attention to the appropriateness for headings. All made good progress during the lesson in carrying out their tasks, learning well that news is prioritised according to its importance and interest to the readers. This also extends pupils' learning well in English. The good quality resources and additional staffing supplied by the High School successfully contribute to the standards the pupils attain. This also helps pupils to prepare for their transfer to secondary education. The teachers have worked hard since the previous inspection to improve their expertise. They have adopted the national guidelines as an aid to planning their lessons. Because all pupils are supported well in their learning, they all make good progress. The pupils with SEN make similar progress to others with the help of the teaching assistants or other adults who help. The helpful guidelines adopted by the school for adult helpers give useful advice to helpers in order to make the maximum use of their time and skills. Lesson planning meets the requirements of the curriculum and is used to some extent to develop

information and communication technology in other subjects but this is limited by resources within the school. Teachers' regularly assess the pupils' work and keep appropriate records of their progress to guide their planning. A scrutiny of their past work and a school audit shows that pupils' work in word processing and graphics are a strength while their work in data handling and control technology and multimedia presentations are identified for further development in the near future. While there is some evidence of pupils using programs to support their learning in mathematics, science and English and in other subjects for example, the subject is not fully developed across the curriculum so that pupils confidently apply their knowledge and skills in a wider range of applications.

128. The subject is managed well. The enthusiastic and knowledgeable subject leader has given good support to staff and is managing the subject well to develop pupils' skills. The strengths and areas for development has been identified well and effective action plan is in place to develop the subject further. The coordinator has benefited from the liaison with the advisory teacher from the Local Education Authority. This has helped to develop his role and expertise. An effective scheme of work has been developed based on the national guidance and teachers' planning and teachers' evaluations are monitored regularly by the coordinator. The school has very limited resources which will be updated in the near future. The school is spending the delegated resources correctly to network the computers, to improve Internet access and update resources, especially those to help the pupils with SEN. The teachers are due to take part in their national training in the near future and are looking forward to developing their expertise further to apply their skills in developing the subject further. The further use of information and communication technology for data handling, control technology and multimedia presentation are aspects identified for future development. The after school club which is run by the coordinator is successfully extending pupils' skills. Unfortunately only a very small number of Y5/6 pupils take advantage of this activity. The pupils plan to take photographs of the local area with the digital camera to develop a webpage for their school.

MUSIC

129. There is satisfactory provision for music. From the evidence of the one lesson that could be observed during the inspection, standards in music are as expected nationally in Year 2. Not enough evidence was available by which to judge standards in Year 6, or to inform judgements either on progress or on the quality of teaching and learning.
130. The lesson observed was very well taught and enabled pupils in Year 2 to make very good progress in relation to well-focused learning objectives. The teacher managed time, resources and practical activity very well so that all pupils benefited from well-sequenced and challenging musical experiences. Pupils developed their ability to distinguish long and short sounds by systematically exploring an increasing range of instruments. The teacher promoted the skills of active listening particularly well so that pupils were able to develop a concept of vibration by studying its effects. They then applied this understanding by putting sounds of different duration together, as they took turns in changing order to play different instruments. They maintained very positive attitudes, took turns well and handled their instruments carefully. Pupils made good progress in identifying differing lengths of sound in string, wind and percussion instruments. Pupils clearly enjoy music. They sing well-known hymns in assembly with enthusiasm and full voice, but more in time than in tune.
131. The scheme of work and teachers' planning show that the musical elements are covered in a balanced and progressive way. A recorder club offers all pupils the opportunity to learn to play an instrument under expert tuition, but very few take advantage of this. The school's severely restricted budget means that it cannot afford either to provide further

instrumental tuition or to replace some worn out resources. The subject is well managed. A well-written plan for the further improvement of the subject addresses the right priorities, including the development of systems for tracking the progress of different groups through the school.

PHYSICAL EDUCATION

132. Since the last inspection in 1999, the subject has improved significantly and progress over time is now good. As a result, pupils in Year 6, including most of those who have SEN, now reach the expected standard in gymnastics. No lessons could be observed in dance, athletics, swimming or outdoor and adventurous activities. It is clear, however, that the school now provides an adequate range of opportunities in all those branches of the subject except swimming, where the school cannot pay for the extended programme that would enable most pupils to achieve the national standard.
133. Pupils in Year 2 approached warm-up activities in a gymnastics lesson responsibly. They showed good awareness of space and moved round the hall competently at different speeds and with changes of direction. Their efforts to follow the teacher's clear instructions, to jump in different ways into and out of small apparatus such as hoops, showed limited technique and, in some cases, poor balance. Most pupils continued to work hard to improve their skills, but some ran out of ideas and were unsure of how to improve, even when shown good examples by more advanced pupils.
134. The pupils' progress is good overall but seldom rises above satisfactory before pupils enter the upper junior class. In this case lessons lack pace and clarity of focus, expectation, organisation and structured progression. Pupils are not consistently taught how to develop better skills step by step, or how to plan and evaluate their own learning. As a result, pupils do not work to clear targets with an awareness of what to do next to advance a technique.
135. The teaching of the oldest class is very good and leads to rapid progress. In the lesson observed, pace was brisk and expectations high throughout. All pupils enjoyed a range of good opportunities to work responsibly and purposefully with large apparatus. The very good quality of learning was clear throughout as pupils were obliged to focus on specific developments in technique. They advanced their understanding of sequence, fluency and control in movement by thoughtfully exploring practical ideas on different apparatus. Each stage of the lesson emphasised and strengthened the importance of safety, planning and evaluation. The teacher used assessment very well to identify examples of good technique. The teacher shared her evaluation with the class to promote even higher achievement. Even in this lesson, however, pupils had too few opportunities to contribute to the evaluation of their own performance or that of others.
136. The co-ordinator manages the subject well leading from the front in developing the quality of teaching and the curriculum. She has initiated good improvements in recent years, and a clear improvement plan with good priorities prepares for a major focus on subject development in the New Year. There are satisfactory procedures for the assessment of pupils' skills. Continuing financial constraints hamper developments, not only in swimming but also in important resources for learning. For example, although the school is well-equipped with good large apparatus for gymnastics, much of the small apparatus, such as floor mats, are so worn as to be almost unsafe to use.

RELIGIOUS EDUCATION

137. There is good provision for religious education. This is because the subject is planned and resourced and taught well. As a result, pupils in Years 2 and 6 achieve well and meet the expectations of the locally agreed syllabus.
138. In Year 2, pupils are developing a sound awareness of Christianity. They draw appropriately on their own experience of singing carols as a source of ideas as they discuss the meaning of Christmas and the way that Christians worship and give thanks to God at this time of year. They successfully make 'Christingles' with sweets, ribbon and oranges as they reflect positively on their significance. Most know that the Bible tells us about Jesus and they have heard some well known Bible stories.
139. By Year 6, pupils have a clear understanding that different faiths have similar features. For example, pupils understand that there are important rules to live by and know that for example that Jews and Christians keep the Ten Commandments. Pupils in Years 4 and 5 understand well the meaning of concepts of truth, honesty, sorrow and generosity and how they relate to religious themes and religious leaders. Pupils in Years 3 and 4 are currently studying the significance of the theme of light represented in all major world faiths by studying, for example, the festival of Diwali and the story of St Lucia. They understand that light for example, represents goodness. By Year 6, pupils are able to think more deeply about concepts of good and evil as they listen to the story of Adam and Eve. In discussion they give thoughtful answers to questions, considering and accepting others' beliefs. They retell accurately the story in their own words with modern day context, showing they are able to apply their knowledge and understanding in living a Christian life.
140. The quality of teaching and learning is satisfactory overall. In lessons, teachers' explanations were clear and made a good contribution to pupils' understanding. Teachers have sound subject knowledge, maintaining pupils' interest and concentration, enabling them to gain a greater insight into the traditional celebrations of other religions.
141. The curriculum is coordinated and managed well and linked to the school assemblies where topics are broadly based around a liturgical calendar. There is a good range of artefacts to support all the faiths studied which helps to promote a greater understanding of the subject. The staff are working effectively towards raising attainment by developing community links so that pupils have a better understanding of their own and other cultural traditions and beliefs, particularly within our society. For example, there are good links with the Christian Centre near the school and the local minister is a regular visitor and takes some school assemblies. At other times a Nigerian church worker has taken an assembly. In the past the pupils have visited a local temple. There are satisfactory procedures in place for the assessment of pupils' attainment and progress. Overall there is good improvement in the resources and coordination of the subject since the last inspection.

