

# INSPECTION REPORT

## **RIDGE PRIMARY SCHOOL**

Lancaster, Lancashire

LEA area: Lancashire

Unique reference number: 119131

Headteacher: Mrs. S. Fitt

Reporting inspector: C.D. Loizou  
18645

Dates of inspection: 19 – 21 March 2001

Inspection number: 230595

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Keswick Road  
Lancaster  
Lancashire

Postcode: LA1 3LE

Telephone number: 01524 67880

Fax number: 01524 849927

Appropriate authority: Governing body

Name of chair of governors: Rev. P.Hudd

Date of previous inspection: 26 January, 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	Special educational needs Information and communication technology Music Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9907	W. Orr	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22644	B. Hill	Team inspector	Foundation stage Curriculum Science Geography History	
1407	P.J. Scott	Team inspector	Mathematics Design and technology	How good are the curricular and other opportunities offered to pupils?
23262	P. Martin	Team inspector	Equal opportunities English as an additional language English Art Religious education	

The inspection contractor was:

*PkR* Educational Consultants  
6 Sherman Road  
Bromley  
Kent  
BR1 JH

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the Ridge housing estate in the city of Lancaster in Lancashire. Most of the families served by the school live nearby. This is an infant and junior school and there are 215 pupils on roll between the ages of 4 and 11 years. The number on roll is average for schools of this type but has fallen significantly since the last inspection. Since its last inspection in 1998, the school appointed the current headteacher and three part-time teaching staff. Approximately 39 per cent of pupils are eligible for free school meals, which is above the national average. There are 46 pupils on the special educational needs register (37 per cent), which is above average. A higher than average percentage of pupils (7 per cent) has a statement of special educational need. The school accommodates a Local Authority funded unit for pupils who require speech and language support which is called the Speech and Language Specialist Educational Resource Facility (SERF). The unit admits pupils from a large area of Lancashire between the ages of 5 and 7 years and they are included in the school's number on roll. Less than one per cent of pupils are learning English as an additional language and these represent the very small proportion who are from minority ethnic families. Children are admitted full-time to the school in September in the school year in which they will be five years of age. Their overall level of attainment on entry covers a wide range and is well below the standards expected of children this age nationally.

### **HOW GOOD THE SCHOOL IS**

This is an improving school, where the pupils make the expected progress and the teaching is good. The headteacher and staff monitor standards closely. They manage the pupils well, which results in the pupils showing good behaviour and attitudes to their work and to school. Standards throughout the school are below average in English, mathematics and science. National Curriculum test results show well below average attainment, reflecting the high proportion of pupils with special educational needs and the very low attainment on entry to the school, but the pupils' learning is consistent with national expectations and indications are that standards are rising. The school is well led and managed and is providing satisfactory value for money.

#### **What the school does well**

- The pupils with special educational needs make very good progress.
- The teaching is good. A significant amount in the Reception and infant classes is very good.
- The school provides well for the pupils' social and moral development. As a result, the pupils show good attitudes to school and are well behaved.
- The personal and academic development of the pupils is monitored well.
- The school is well led and managed.

#### **What could be improved**

- Standards achieved in English, particularly the development of speaking skills. The school does not provide enough challenging reading and writing activities.
- Attainment in mathematics and science. The school does not provide enough practical investigations and problem solving activities in these subjects.
- The information and communication technology and music curriculum.
- Improve the teaching further so that more lessons in the junior classes are of high quality.

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

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

The school was last inspected in 1998 and has made good progress since then, addressing most of the weaknesses identified in the previous inspection report. The governors successfully addressed the weaknesses of the school through the appointment of the current headteacher. As a result, the school has improved the teaching with particularly good improvements in the Foundation Stage and infant classes. Standards are still too low in English, mathematics, science, information and communication technology and music. There is a higher than average number of pupils on the special educational needs

register and this affects the overall standards in national tests. Teachers' planning has improved and pupils' progress is monitored well. The headteacher and staff have improved the way in which lessons are matched to the abilities of the pupils. However, further improvements are necessary to ensure that those pupils who just fall short of expected standards achieve better results in the National Curriculum tests. There are good monitoring procedures in place, which include the observation of lessons and these provide governors and staff with a clear picture of the strengths and weaknesses of the school.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	E	E	E	C
Mathematics	E*	E	E*	E
Science	E*	E	E*	E*

**Key**

well above average    A

above average        B

Average                C

below average        D

well below average    E

E\* indicates that results are in the lowest five per cent nationally

In the Reception class, the children make good progress in their personal and social development and in language, communication and literacy. They also make good progress in their knowledge and understanding of the world and physical development. However, they still have to catch up when they start in Year 1 in these areas of learning, as they just fall short of the standards expected nationally. The children make very good progress in mathematical and physical development, resulting in their achieving the standards expected by the end of the Reception year in spite of the fact that a significant proportion of the pupils has special educational needs.

The standards achieved by the majority of seven-year-olds in the National Curriculum tests last year were well below average in reading, mathematics and science and below average in writing. Compared with similar schools the pupils performed well in writing, were average in reading and science, but were still well below average in mathematics.

Standards for 11-year-olds in last year's tests indicate that the pupils performed poorly compared with all schools. English, mathematics and science standards were well below average and, in mathematics and science; results were in the lowest five per cent. Compared with similar schools, the improvement in English is a sign of improving standards and reflects the recent focus on the teaching of English. The above average proportion of pupils who have special educational needs affects test results, as does the high number of pupils who leave and start the school part-way through their education. Inspection evidence, using the school's own analysis, shows that the pupils who joined in the Reception year and leave after Year 6 make steady progress in English, mathematics and science. However, this is not enough to help them achieve the standards expected for their age, because the large majority start from a very low baseline when they first join the Reception year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils work hard and show interest in their work.
Behaviour, in and out of classrooms	Good in lessons and most other times. They respond well to visitors and are polite and courteous.
Personal development and relationships	Good relationships exist throughout the school. The pupils respect the feelings and values of others.
Attendance	Satisfactory. It is improving and is in line with the national average.

The pupils are attentive and usually well behaved in lessons and at break-times. The staff supports and values the pupils and this is evident in the positive relationships between pupils and with staff. The pupils are encouraged to take responsibility and to show initiative but these areas should be further developed. For example, some practical lessons are over-directed, leaving little scope for the pupils to make decisions for themselves. Attendance rates are average and effective strategies are used to encourage pupils to attend regularly.

## TEACHING AND LEARNING

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

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

The teaching is good overall, ranging from unsatisfactory to excellent. This is an improvement since the last inspection. The teaching of pupils who have special educational needs is good, enabling them to make good progress in the development of literacy, particularly in speaking and listening skills. Almost all lessons seen (97 per cent) were satisfactory, two thirds of the lessons seen were at least good and nearly one fifth was very good or better. The teaching is having a positive impact on pupils' progress, their behaviour and on attitudes to learning. The best lessons are challenging and in these the teachers are more alert to improving the pupils' work or performance during independent and group work. The teachers plan their lessons carefully, so that the work that the pupils do builds well on previous lessons, resulting in more productive learning. More needs to be done to ensure that the teaching is consistently good or better. There are insufficient opportunities for pupils to improve their speaking skills. Reading and writing is not always focused to extend the range of reading pupils experience or provide enough opportunities for them to write at length. In mathematics and science, the teaching is improving the pupils' numeracy skills but at present pupils are not being provided with sufficient real-life mathematical problems and practical science work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum complies with statutory requirements. The use of computers is limited. In some subjects the breadth of the curriculum is unsatisfactory. The children in the Reception year receive a good and effective curriculum.
Provision for pupils with special educational needs	These pupils make very good progress because their provision is well planned and matched to their learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The pupils' personal, moral and social development is good. Spiritual and cultural development is satisfactory. The school successfully develops the pupils' self-esteem with a strong moral code that encourages them to support each other and do their best.
How well the school cares for its pupils	There are very good procedures to monitor and support the pupils' personal development. Their academic progress is monitored well.

Lessons are well planned with activities that interest and motivate the pupils but computers are not used sufficiently across the curriculum to support learning. Teachers and support staff monitor closely the progress that pupils make using regular tests, enabling them to set learning targets for the pupils. Literacy and numeracy skills are not being sufficiently used in other subjects. Consequently, teachers have to revisit basic skills in lessons too often and this affects the progress that pupils make. There is a satisfactory range of activities and clubs outside normal lessons.

## HOW WELL THE SCHOOL IS LED AND MANAGED



Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provides good, effective leadership. They monitor standards and teachers' planning and provide good support. The pupils are well managed and lessons are well planned.
How well the governors fulfil their responsibilities	The governors provide good support. They make a valuable contribution to the work of the school.
The school's evaluation of its performance	There are good monitoring procedures in place. Lessons are monitored and the observations shared to improve effectiveness.
The strategic use of resources	Good overall. There have been improvements to information and communication technology resources. The use of the library is unsatisfactory.

The governors have improved the leadership and management of the school since the last inspection. The headteacher, staff and governors have worked hard to address the issues related to low standards. This has led to better monitoring of lessons and closer scrutiny of the work that pupils do. Information is kept about pupils' performance and how they are doing. The school has the capacity to improve the effectiveness of the teaching further. Support staff and learning assistants provide good support. The school site is difficult to manage because of the problems caused by having two separate buildings. The library is not sufficiently used to support or enhance pupils' learning. Administrative and financial procedures are managed efficiently. Other Moines available to the school are used well to support pupils who have special educational needs.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school.</li> <li>• The progress their children make.</li> <li>• The teaching is good.</li> <li>• The school expects their children to work hard.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided by the school.</li> <li>• The school to work more closely with parents.</li> <li>• The school to be more approachable.</li> <li>• The range of activities provided outside lessons.</li> <li>• The management of the school.</li> </ul>

There are workshops and parenting sessions. Written information for parents and the management of the school were judged to be good. The quality of links with parents is good and inspection findings indicate that the contribution of parents to children's learning is good. The activities provided outside lessons are mainly for older pupils in junior classes. The range of provision is satisfactory overall.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. When the children first start school, their overall level of attainment on entry is well below that expected of children under five nationally. This is especially so in speech and language development and in their social, emotional and personal development. In the Reception class the children make good progress in their personal and social development and in their development of language, communication and literacy and knowledge and understanding of the world and in their physical development. However, they still have to catch up when they start in Year 1 in these areas of learning, as they just fall short of the standards expected nationally. The children make very good progress in mathematical understanding, physical development and creative development, resulting in their achieving the standards expected by the end of the Reception year. Recent changes to the staffing in the Reception class have resulted in better provision and progress compared with that identified in the last inspection. This is beginning to have an impact on the standards achieved by the children and their progress in all areas of learning. A large proportion of children has been identified as having special educational needs and these pupils make very good progress, because they receive effective support. A larger than average proportion of pupils have statements of special educational need, because the school admits pupils into the Speech and Language Specialist Educational Resource Facility (SERF) which draws pupils from the whole of North Lancashire.
2. The standards achieved by the majority of seven-year-olds in last year's National Curriculum tests were well below average in reading and mathematics and were below average in writing and science. Compared with similar schools, the pupils performed well in writing, average in reading and science, but results were still well below average in mathematics. Compared with the low level of attainment on entry to the school, the pupils have made satisfactory progress and have achieved well in writing. The impact of the good teaching and the implementation of the National Literacy and Numeracy Strategies are having a positive impact on pupils' achievements. However, the very large proportion of pupils identified with special educational needs affects the overall test results by the time they finish Key Stage 1. The recent changes to the teaching in the Reception class appear likely to affect the attainment of pupils moving into Year 1. The poor test results are mainly attributable to the very low baseline from which the pupils began when they first started school and the weaknesses in the teaching of children under five identified in the last inspection. These meant that pupils were not making sufficient progress in the early years to enable them to achieve the standards expected by the time they were 7 years of age.
3. Standards for 11-year-olds in last year's tests indicate that the pupils performed poorly compared with all schools. English, mathematics and science standards were well below average and in mathematics and science; results were in the lowest five per cent. The improvement in English, compared with similar schools, is a sign of improving standards and this reflects the recent focus on the teaching of English. The above average proportion of pupils who have special educational needs affects test results, as does the high number of pupils who leave and start the school part-way through their education. Inspection evidence, using the school's own analysis, shows that the pupils who join in the Reception year and leave after Year 6 make steady progress in English, mathematics and science. However, this is not enough

to help them achieve the standards expected for their age because the large majority started from a very low baseline when they first joined the Reception year. Another contributory factor to poor test results is the pupils' poor use of language and their inability to solve real-life problems presented in different ways. Reading standards are improving as a result of the focus on reading and writing and the implementation of the National Literacy Strategy. However, the large majority of pupils who take the end of key stage tests are unable to interpret information or comprehend the questions posed because of their poor language skills and narrow reading experience. As a result, too few pupils achieve the higher levels in the tests, except in English where there are signs that more pupils are achieving the expected level of attainment as well as the higher level (Level 5). The proportion of pupils that scored the higher level (Level 5) was in line with results in similar schools.

4. Inspection evidence indicates that infant pupils make satisfactory progress and achieve well in English, mathematics and science, because the teaching is good with a significant proportion that is very good. The pupils' speaking skills are limited and they find it difficult to express themselves clearly. As a result, they are reluctant when asked to explain their ideas or to answer questions in whole sentences. They tend to answer in punctuated phrases or wait for adults to intervene and complete what they wish to say. When reading, the pupils know their letter sounds but they use a very limited range of strategies when attempting unfamiliar words. Although standards in reading show improvement, there is insufficient focus on the more advanced skills of inference, deduction and prediction. The pupils are writing with increasing confidence in the infant classes, using correct spelling, punctuation and sentence structure, but their ability to write extended sentences unaided is limited. In mathematics, the pupils develop a good understanding of number facts, measures and shapes, but, when solving simple problems, the pupils need direct support and intervention, so that the problems can be explained to them. This has been identified by the school and is currently part of its numeracy action plan. In science, the pupils tend to be passive and lack the experience of planning their own investigation, resulting in ideas being explained to them rather than their finding out for themselves using the skills they have acquired.
5. Junior pupils' work and inspection evidence shows that standards in English, mathematics and science are below average, although the pupils have made satisfactory progress in English and good progress in mathematics and science. A very high proportion of the pupils are identified as having special educational needs and this is the main reason for the low-test results. Pupils with special educational needs have made very good progress in literacy skills, because the pupils have been provided with an effective programme of support and intervention as part of the school's special educational needs provision. For some pupils, progress in reading is not satisfactory. The pupils use a limited range of reading strategies when attempting unfamiliar words and they find it difficult to interpret or predict outcomes, as they have not read widely enough and do not use a broad enough vocabulary. In mathematics and science, the pupils have made good progress because the teaching is focusing on basic skills. The pupils' poor language and reading skills affect their attainment in the National Curriculum tests because they find it difficult to interpret and comprehend real-life problems set out in the test papers. This is more an indication of their low reading standards than their capabilities in mathematics and science. The poor test results are also an indication that a large proportion of pupils taking the tests are identified as having special educational needs.
6. Standards in information and communication technology (ICT) are below those expected nationally by the ages of 7 and 11. The pupils make satisfactory progress in

some strands of ICT but the lack of sufficient coverage in other strands affects their learning and, consequently, the pupils make unsatisfactory progress overall. There has been some improvement since the last inspection but not enough to enable the majority of pupils to attain the standards they are capable of for their age. The main reason for this is the lack of breadth in the ICT curriculum. The use of the increased ICT resources has improved the effectiveness of the teaching but teachers lack confidence and expertise in some aspects of the ICT curriculum.

7. The pupils make satisfactory progress in religious education and achieve the standards that are expected as set out in the locally agreed syllabus. Standards have improved since the last inspection because the teaching is better and the curriculum is well planned, providing a broad range of topics and subjects, which covers some of the world's major faiths and religions.
8. The pupils with special educational needs are identified early in the infant classes and they are provided with very good support with reading, writing and numeracy. In addition to this the school uses the expertise of the Speech and Language unit (SERF) as well as the special educational needs co-ordinator who monitors very closely the progress the pupils are making. This is helping the pupils who show early signs of difficulty in speech and language to make very good progress by the time they are 7 years of age.
9. The pupils make satisfactory progress in art and design, design and technology and history. In design and technology, all pupils in Key Stage 2 make good progress, enabling them to achieve standards above those expected for their age. The pupils make unsatisfactory progress in music because, other than the expertise of its music co-ordinator, the school lacks the necessary expertise and confidence amongst the rest of the staff to teach music. The pupils make good progress in geography and physical education because the subjects are well managed and taught. Standards are in line with those expected for pupils' ages at the end of both key stages in these subjects, except in music, where they are below expectations, and physical education, where the majority of pupils aged 7 and 11 exceed the standards expected for their age.

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

10. Pupils' attitudes are good. They like coming to school. Children under five in the Reception class show interest in their work and concentrate well on the tasks provided. They listen to teachers and follow instructions to the best of their abilities. In the rest of the school the pupils enjoy learning all subjects. They settle down to work quickly and most listen carefully to instructions and concentrate well throughout lessons. As a result, little time is lost and the rate of progress is improved.
11. Behaviour is good and in all classes from Reception to Year 6 this encourages a calm learning environment. The great majority of pupils move around the school in an orderly way. Play outside is good-natured and non-aggressive. Pupils are pleasant and communicative in manner. They are polite both to adults and to each other. The only time the pupils were observed behaving inappropriately was in an unsatisfactory lesson in the juniors. The same pupils are usually well behaved in other lessons, the difference being the challenge and presentation of the work they are provided with. There were one permanent and three-fixed term exclusions during the past year. This is the first permanent exclusion in recent years. The school's response in each instance was appropriate.

12. Pupils are willing to take responsibility and show initiative when opportunities arise. Year 5 pupils assist Reception and Year 1 pupils when they use computers and also Year 2 pupils with their reading. Other pupils collect litter and help kitchen staff in their own time. Relationships throughout the school are harmonious. Older pupils are well disposed to younger pupils and the great majority of them are confident and articulate. Pupils wait their turn to speak in class and, where pupils openly express their feelings, other pupils listen and share in the experience.
13. Attendance is in line with the national average. Unauthorised absence is above the average. The great majority of pupils attend school regularly and this assists with continuity and progress in learning.

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

14. The teaching is good overall, with a significant proportion that was found to be very good, particularly in the Reception year and infant classes. There was very little unsatisfactory teaching seen and this is a significant improvement since the last inspection. The teaching was good or better in sixty-four per cent of the lessons observed. Nearly one in five lessons was very good and one excellent lesson was observed in the infant department. Ninety-seven per cent of the teaching seen was at least satisfactory and three per cent unsatisfactory. This good standard of teaching is having a positive effect on pupils' learning and achievement as well as their attitudes to school and behaviour.
15. Good teaching was seen in Key Stage 1 and Key Stage 2 classes and there was more teaching of very high quality in the Reception and infant years compared with junior classes. The recent focus on improving literacy standards appears to have an impact on the school's improved test results in English last year. There has been a number of staffing changes since the last inspection and the headteacher has ensured that training for staff is given a high priority. As a result, teachers' subject expertise is improving as well as their confidence in teaching the full range of National Curriculum subjects. Their planning is clear and provides a structured programme of interesting activities and tasks that motivate and interest the pupils. Long-term planning to expand the curriculum is insufficiently developed, especially in information and communication technology and music where standards are too low. The implementation of the National Literacy and Numeracy Strategies is beginning to have an impact on pupils' learning. This is particularly the case in Key Stage 1 and Reception class where the changes in staffing, particularly in the Foundation Stage, have improved the rate of learning so that the school is now better placed to raise standards so that they converge with national averages and those of similar schools.
16. The teaching in the Reception year is very effective; during the inspection it was always good or very good, resulting in the children making good progress in all areas of learning. A key strength in the teaching is the way that the staff questions the children and constantly challenges their thinking. They allow the children to explore, investigate and practise skills. The staff organises the curriculum so that there is a balance of free-choice and directed activities to ensure a good balance of focused activity under adult supervision and self-chosen structured play. The teacher and support staff manages the children well, often directing the work and supporting, leaving scope for the children to explore or change activities. Focused activities, when adults are directly supervising or teaching, are good because the planning involves specific areas of learning and adults prepare these sessions well to match activities to the needs of the children. The teaching is of good quality because it is accelerating the rate of learning of all the children in the areas of learning. Particularly

good progress was seen during the inspection in the way the children are taught to read, write and communicate with each other.

17. In the rest of the school good teaching was seen; the most effective teaching, amounting to nearly two in three lessons in Key Stage 1 and some parts of Key Stage 2, is well organised and challenging. Nearly one in four lessons in the infants was very good because there is more pace and challenge for all pupils, including those with special educational needs. Questioning and class discussions are much sharper and to the point with more purposeful activities that are well matched to the abilities of all pupils. In the junior classes, although the teaching is good with over half the lessons seen being good or better, only one in ten lessons were of high quality. Teaching is satisfactory because there is a balance of strengths and weaknesses. Introductions to satisfactory lessons have less pace than the good lessons seen and teachers often repeat themselves or labour a particular point. The starting point in some lessons, particularly in some Key Stage 2 classes, is too low for more capable pupils, leaving them marking time or waiting for others to catch up before working independently or in groups at their own level. Teachers' planning is good throughout the school but in some lessons the activities do not always challenge the higher attaining pupils. Consequently, time is lost and activities become too laboured with some pupils finishing their work early. The small amount of unsatisfactory teaching seen was characterised by mundane introductions, repetitive explanations and a lack of challenge when demonstrating what the pupils are learning. This results in pupils losing interest, straying off task and led to some unsatisfactory behaviour. The same pupils who exhibit this behaviour also show very good behaviour when they are taught more effectively by other teachers. Good teaching is, therefore, having an impact on attitudes to learning and pupils' behaviour.
18. A significant difference between the good and satisfactory teaching is the attention that teachers pay to improving pupils' achievement or performance. This is particularly evident when the pupils are required to work independently, with a partner or in a group. The teachers are very effective when they circulate and challenge the pupils, ensuring that they stay on task and produce their best work. In the Reception class and in Years 1 and 2, for example, teachers use very good questioning techniques to probe and challenge the pupils' thinking, checking that they understand and work which is well matched to the pupils' capabilities.
19. Very good teaching was also seen in upper Key Stage 2, where teachers work very hard to ensure that all the pupils remain on task and consequently, the large majority of them learn to calculate numbers up to 1000 mentally. Older pupils in Key Stage 2 are grouped by ability for literacy and mathematics and this has been particularly effective in improving the rate of achievement for higher attaining pupils. However, a large number of pupils just fall short of the expected standards and, as a result, have been identified for booster work in English and mathematics. The impact of this is lost when the teaching is unsatisfactory and the school would not be sufficiently addressing this by continuing with current practice. There is a clear link between effective teaching which is more challenging for higher attaining pupils and improving levels of attainment year on year. However, in some lessons seen in the junior classes, the teaching was not always challenging enough for more capable pupils or for those who have the potential to achieve the expected standards for their age. The teaching is good overall because the majority of lessons across a range of subjects were improving the pupils' attitudes to learning and their concentration on tasks.
20. The teaching of pupils with special educational needs is very good. As a result, the pupils achieve well and make very good progress and they gain in confidence and

self-esteem. There are effective assessment procedures in place, which test how well the pupils are doing. Consequently, learning targets in pupils' individual education plans are precise and measurable and these provide a focus for their work. Teachers manage the pupils in a positive way. This helps them to settle into class routines and become more confident learners. Very effective and planned support from learning assistants, in for example the Reception and Year 1 and 2 classes, and in English, mathematics and science in the rest of the school, enables teachers to engage all the pupils in planned class discussions.

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

21. The quality and range of learning opportunities for the children under five are good. They are provided with a wide range of experiences in all areas of learning and these are appropriate and relevant to their age and prior attainment. In Years 1 to 6, the quality and range of learning opportunities are satisfactory and in accordance with the school's aims and the statutory requirements of the National Curriculum. However, in some subjects, curriculum coverage is unsatisfactory because the time allocated for teaching is low, for example in information and communication technology throughout the school and design and technology in Years 3 to 6. Since the last inspection the proportion of time allocated to literacy has been increased to accommodate the introduction of the National Literacy Strategy. There is no evidence that the effects upon learning in other areas of the curriculum have been considered by the governing body in order to maintain balance in the provision. The total curriculum time for pupils in Years 3 to 6 has been increased following a recommendation in the last inspection. Following a further recommendation, all subject curriculum policies and schemes of work have been completed and are now subject to periodic review by the governing body. Schemes of work developed nationally have been adopted for all curriculum subjects, except English and mathematics, for which provision exists within the National Numeracy and Literacy Strategies. There are co-ordinators for all subjects of the curriculum and a co-ordinator for the curriculum for the children under-five in the Foundation Stage. There are also co-ordinators for the Key Stage 1 and Key Stage 2 classes. There is no teacher with responsibility for overall curriculum co-ordination to ensure that curriculum provision is continuous and coherent for all pupils. The provision for religious education meets statutory regulations, but that for collective worship does not because an act of worship does not take place each day for all pupils. No parents have sought to exercise their rights to remove their child from religious education, collective worship or sex education, nor have they made complaints to the governing body about the appropriateness of any part of the curriculum. No pupils are disapplied from taking any part of the statutory curriculum.
22. The curricular provision for pupils with special educational needs is good. The individual needs of all pupils are fully met and co-ordination is very good. The needs of the very few pupils who do not speak English as a first language are met within the efficient and well-organised special educational needs provision. There is very good support provided for pupils with diverse learning difficulties. Support assistants dedicated to individual pupils and others used to attend to small groups of pupils who have similar needs, are used efficiently. They work effectively with teachers with a good level of teamwork and co-operation and these are serving to raise standards, particularly in Years 5 and 6. Individual Education Plans are detailed and include appropriate, well-focused targets. They are linked closely to assessments to measure pupil progress. They are used correctly by the teachers and support assistants to help pupils to become aware of the weaknesses in their progress and to help them improve their work.

23. The wide range of extra-curricular activities reported at the last inspection has been reduced. A management decision was taken to provide teachers with extra time to allow for the successful introduction of the National Literacy and Numeracy Strategies. The provision is now satisfactory and parents were right to draw attention to the perceived diminution in provision. There is good provision for competitive sports and some group activities take place at lunchtime. There is no homework club. There is a low incidence of residential provision because costs are high for the majority of parents. To compensate for this the school takes every opportunity to provide for experiences, which allow pupils' personal and social development. For example, there are some educational visits in all year groups. These are mainly local and wisely use the extensive places richly provided within the city of Lancaster. For example, Year 1 pupils had walked through the city centre identifying places of interest. Teacher's questions and their responses showed how profitable the visit had been and displayed work was evidence of their knowledge of the local environment.
24. Following detailed planning by the co-ordinators and staff, as well as very good support from the local education authority, the National Numeracy and Literacy Strategies have been successfully introduced into the curriculum. All class teachers have been trained. The headteacher and appointed governors have also attended training. The teaching has improved because teachers have a better structure to their work, their methods of teaching have widened, and they have a better understanding of how pupils learn and good resources have enriched the quality of their lessons. Because of these, there is sound evidence that standards are rising. However, information and communication technology is not being fully utilised to raise standards further.
25. A commitment to equality of opportunity and access is made within the aims of the school and this is reflected in policies and practice used. Teachers' lesson plans recognise and provide satisfactorily for the needs of individuals and groups of pupils. Within lessons and around the school, teachers take opportunities to assist pupils with their personal, social and moral development. Personal, social and health education is taught formally within the planned curriculum. In addition, circle time and the visit of one of the local authority Life Education Centres serve to widen the work within the classroom. The school successfully promotes the cultivation of positive attitudes and values and this was observed in lessons through the pupils' good attitudes towards work. Preparations to further introduce citizenship into the personal, social and health course are being made for 2002. At present the personal, social and health education course includes sex education and information about drug abuse, for which policies have been approved by the governing body.
26. The school cultivates pupils' social and moral development well. The school soundly promotes pupils' spiritual and cultural development. During an assembly at the beginning of National Science week, the headteacher encouraged the children to consider the impact that science has on their daily lives. This aspect is also developed effectively through activities in religious education when pupils learn about the meanings of religious practices in Christianity and other major world faiths. Their spiritual development is also nurtured during lessons when they think about the ways in which we are similar and celebrate our differences. However, the school does not consistently provide an act of collective worship.
27. Provision for pupils' moral development is good. A readily understandable Code of Conduct is displayed in each class. The pupils understand these rules and teachers work hard but unobtrusively to ensure they are followed. Pupils are reminded of the



Code at the beginning of each year and many classes make up their own set of rules based on it.

28. The provision for pupils' social development is good. They work together well in lessons when required. Older pupils support younger pupils with reading and information and communications technology. This helps both groups to make progress and develops a sense of responsibility. Many pupils take part in a range of sporting activities, sometimes with other schools in the area. There is a sound range of activities that take place outside normal lesson times. These activities make a good contribution to pupils' awareness of their place in the school community. Pupils also make useful contributions to a range of different charities. Sometimes, the children initiate this support, for example the "Blue Peter" and "Christmas Box" appeals. A number of children gave up some of their own time during a holiday to ensure that the Christmas Boxes were ready to be sent at the right time. In a number of lessons, such as science and information and communications technology, pupils work well together in small groups. This helps them to develop a range of social skills.
29. The provisions for pupils' cultural development is sound. Their cultural development is supported by work in different subjects, for example art and history and the range of literature that pupils experience during literacy lessons. Last year there was a musical production of "David Copperfield". Pupils learn something of the values and traditions of their own and other cultures in religious education. Younger pupils take part in an annual music festival and an Asian Music Project is planned for the summer term in Year 6. Infant pupils visit a city park and older pupils study Lancaster as part of their work in geography, but there are not enough visits to places of cultural interest, nor enough visits to the school from individuals or groups to develop cultural understanding and appreciation.
30. The school has made satisfactory and constructive links with other schools and partner institutions. Relationships with the receiver secondary school, the local colleges of further and higher education and the university are good and these institutions provide well when the school seeks help. There are good links with the local playgroup and leaders of religious groups, including those from the Christian, Jewish and Islamic faiths who sometimes visit the school to widen pupils' experiences of other cultures and religions. The special educational needs department has very good links with parents.
31. Since the previous inspection the school has made good progress. Individual Education Plans for pupils with special educational needs are in place and there is a good balance between withdrawal and classroom support. Policies and subject schemes of work have been completed and an equal opportunities policy has been introduced. However, there are still some issues relating to the balance of time allocations across subjects of the curriculum, which need to be addressed. Since the last inspection the school has introduced role-play for infant pupils, which has improved their language and communication skills.

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

32. Health and safety provision is good and statutory records indicate that accidents are comparatively rare. The school places very high emphasis on pupils' welfare. There is a funded pre-school induction programme for new parents and the reception teacher visits every child at home at the beginning of the autumn term. Pastoral care is very good and teachers and other staff know the pupils well. Exceptionally effective

measures are taken to integrate pupils who have phobias and those with physical disabilities. This inclusive ethos is strength of the school. Provision for personal, social and health care education is good. First aid provision is appropriate. Child Protection procedures comply with statutory requirements.

33. Attendance monitoring procedures are good. The great majority of parents are supportive of the school. Class registers and time keeping is closely monitored by the school secretary and headteacher. The school is addressing unauthorised absences with the regular support of the local authority's Educational Welfare Officer. The code of conduct is prominently displayed throughout the school. Staff are vigilant and respond quickly and effectively to incidents of poor behaviour. There are appropriate policies to counteract racism and bullying and no incidents were observed. There is a progressive merit system, which recognises both effort and achievement with awards celebrated weekly at assemblies. A number of merit trophies are awarded at the end of the school year.
34. Formal and informal monitoring of pupils' academic performance and personal development is good overall. This is especially evident in Reception where the children's physical, emotional, social and educational needs are closely documented and monitored and learning goals established. This provides a firm basis for the ongoing development of children's support. In the rest of the school, lunchtime activity groups aim to improve the pupils' self-esteem and co-operative skills. Annual reports to parents are analytical and constructive and clearly indicate where joint assistance is needed.
35. Procedures for assessing pupils' attainment and progress are satisfactory overall. Classroom records, which include academic attainment and progress, behaviour and attendance, together with other assessment records, are taken into consideration when devising half-termly curriculum plans. Pupils with special educational needs are very effectively guided and assisted, for example through individual education plans, classroom support and, where appropriate, outside agencies such as specialist teachers or an educational psychologist. As a result, they make very good progress. The Special Education Resource Facility (SERF) is now more effectively utilised than at the time of the last inspection and the roles of the SERF teacher and the speech therapist have been extended to include an involvement in mainstream planning.
36. The school's use of assessment to inform planning is satisfactory. Sound use is made of this information. Monitoring of different groups of pupils is good. The School Development Plan includes the use of assessment to inform teachers' planning as a priority. In the Reception class the teacher makes home visits and assesses each child following the guidelines in the "Early Years Stepping Stones". The teacher keeps a working file including a comprehensive list of each child's needs and factors affecting them, for example housing difficulties, serious attendance problems, learning needs. Each half term the co-ordinator tests the children and makes future plans. In September the children have a baseline assessment test, using the Durham Scheme. This test is repeated in July.
37. The assessment co-ordinator keeps a file of the tests used. The co-ordinator worked with the special educational need co-ordinator to produce benchmarks for Year 1. Pupils with special educational needs are assessed using the "PIVAT" tests, which record value added results. Six-year-olds are screened, showing trends over time and comparing genders. Other national tests, including the National Curriculum tests, are used to track how well the pupils are progressing in the infant and junior classes.

38. Teachers' weekly plans and half-termly plans include assessment and evaluation. Personal development is tracked by each class teacher. A file is kept showing the personal and academic development of each child. The assessment co-ordinator has an annual autumn meeting with each class teacher to assess each pupil's attitude and progress. All subject co-ordinators monitor the pupils' books and give a written feedback to the teacher on progress and further plans are made. These procedures are effective, enabling the headteacher and staff to track how well the pupils are doing.
  
39. The headteacher and governors meet with the local authority adviser to set targets for Year 2 and Year 6 in the National Curriculum standardised tests. A file is kept of the potential levels that the pupils are targeted to reach. Pupils needing help in Year 6 to reach the national average in English and mathematics have booster classes, but these are currently not sufficiently effective in quality to help them make the progress necessary for them to achieve the nationally expected levels for their age. A file is kept showing pupils' baseline assessment scores for the last six years. Pupils' achievements are tracked and infant pupils' test results are predicted using the results of the tests. Key Stage 2 test results are predicted in the same way and these are also based on the results the pupils achieved when they took the tests four years ago at Key Stage 1. In this way the school also has a clear picture of its "value-added" measure which shows the progress the pupils have made in relation to their prior level of attainment on entry to the school.

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

40. The school has a satisfactory partnership with its parents with some good links being developed. The effectiveness of the school's links with parents is good, although there is a problem in communicating with some parents. Parents' views of the school are mixed. All concerns raised by parents in the questionnaires were checked thoroughly. Inspectors do not agree with the concerns by and large. Homework, although satisfactory overall, is not always consistently given. Extra-curricular provision is satisfactory. Inspectors are unable to comment on whether all parents feel comfortable to approach the school with questions or problems, as so few turned up to the pre-inspection meeting. Parents feel that pupils like school make good progress and that teaching is good and that the school helps pupils to mature and take responsibility. Inspectors support these positive views.
41. The school invites parents into school at an early stage through pre-school induction courses and home visits by the Reception teacher. Information is of very good quality and includes the school prospectus, the governors' annual report to parents, prominently displayed notices, pre-Reception handouts and magazines such as 'Read and Write Together' and a booklet 'From home to school'. Parents also receive a user-friendly questionnaire to encourage suggestions and comments. Weekly letters to Reception parents are very detailed and cover topics such as food preparation, numeracy, sounds outings and targets. Other parents receive regular termly or half-termly curriculum letters and newsletters. Verbal and written reports to parents about pupils' progress and needs are detailed and constructive and class teachers contact individual parents where concerns arise. All parents have easy access to class teachers for informal discussions and they may attend parents' evenings for formal reports. Parents of pupils with special needs are consulted in the preparation of their Individual Educational Plans. The school is currently reviewing and improving its existing procedures for taking parents' views into account.
42. Parents make a positive contribution to children's learning at school and at home and the school's links with parents are effective. A considerable number of parents assist the school in practical ways such as reading in class, accompanying children on outings or developing pupils' baking skills during food technology lessons. During the early stages of the Reception year parents are welcome to share a morning activity with their child, to talk to the teacher or to help in other ways. There is a parent and toddlers group and a developing programme of parent education such as 'Parents as Educators' which can lead to external accreditation. These courses are well supported. The 'Friends of Ridge' group organise successful fund-raising activities which provides the school with resources such as new reading scheme books and printers. There is a mutually beneficial home-school agreement, which complements the school's ethos.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The headteacher and senior management team provides good leadership. They meet regularly to discuss pupils' work and particular aspects of teaching and learning that will inform future professional development. The school has improved well since the last inspection because the management of the school is much more aware of its strengths and areas for development. There is better monitoring of lessons and pupils' work is looked at regularly. The headteacher, who was appointed after the last inspection, has established good teamwork amongst the staff, who work together to improve the quality of the curriculum and the teaching. Target setting and the close scrutiny of pupils' work inform the staff and help the teachers to plan accordingly.

Regular assessments made by the special educational needs co-ordinator ensure that many of the pupils with special educational needs make enough progress to achieve results in national tests that are expected in relation to their capability and prior attainment. The monitoring of pupils' work is effective but the progress made by older pupils in the English and mathematics booster classes is currently insufficient to enable them to achieve the standards expected for their age in this year's tests. Although the monitoring of the teaching and pupils' learning is satisfactory, some of the work provided for average and higher attaining pupils in Key Stage 2 is not sufficiently challenging to ensure that all pupils are making sufficient progress, including the work being done in the booster classes.

44. Since the last inspection there have been many staffing changes and appointments. There is a good balance of staff who manage different subjects and areas of the curriculum. New appointments and changes in the way that co-ordinators manage their curriculum areas have improved teaching and learning. For example, Key Stage 1 and Key Stage 2 teachers often teach subjects in classes other than their own. As a result, the school is making better use of teachers' specialisms and this is improving standards across the school.
45. Literacy and numeracy have been priorities in the last few years and, together with science, have improved as a result of good leadership and direction by the co-ordinators. The headteacher and senior management team have successfully ensured that the school has moved on from the last inspection, especially in the areas of staff development, teaching and curriculum planning. The school's development plan includes relevant curriculum action plans that have appropriate success criteria. The senior staff lead by their good example and supports other staff well. The expertise of staff is used well in some subjects of the curriculum so that teachers teach classes other than their own, for example design and technology, science and physical education. Information and communication technology has improved, mainly as a result of better facilities and resources, but ICT is not being taught sufficiently to support other subjects due to the lack of expertise amongst some of the staff and some incompatible resource issues related to the range of computers the school uses.
46. There are good informal and formal visits made by the governors. These include those by link governors who are assigned to particular curriculum subjects, for example numeracy and literacy. The governors provide good support. They are knowledgeable and well informed about the school and its community and good relationships exist between governors and the school. There are appropriate committees, which meet every term to discuss curriculum, finance, staffing and appointments as well as buildings and site issues.
47. The management and control of the school's finances are good. Stock controls orders and the systems used to monitor the budget are efficiently managed. The governors' finance committee has appropriate terms of reference and it ensures that funds allocated to the school are monitored closely. Secretarial support is very good with visitors and parents being well received. Given that the Key Stage 1 and Key Stage 2 classes are sited in separate buildings, the secretary and headteacher manage to communicate well with all staff across the school.
48. The school has an appropriate number of qualified teachers to match the demands of the curriculum. The arrangements for the induction of newly appointed teachers are satisfactory. All of the staff has carefully planned opportunities to extend their professional expertise through in-service training. The learning support assistants

work closely with the teachers and make a significant contribution to the pupils' development, particularly those with special educational needs. The site manager and the cleaning staff work hard to maintain good standards of safety, cleanliness and repair.

49. The accommodation is more than adequate for the school's needs. The two separate buildings pose access and security problems but the school has put in place good procedures to overcome these. The school's library has recently been reorganised and is located in the Key Stage 2 building. This restricts its access to Key Stage 1 pupils and there is an insufficient range of books for the size of the school. Recent improvements to the library have helped to make it accessible to older pupils but during the inspection very little use was made of it and there is little evidence that the pupils are improving their library or research skills.
50. There are two good-sized halls providing good facilities and opportunities for physical education, whole school assemblies and a range of social events. There are hard playground areas and some grassed areas, enabling the pupils to enjoy a good range of play and sports activities. The school's learning resources are generally satisfactory and well managed.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In order to improve the quality of education further, the governing body, headteacher and staff should:**

- \* **Raise attainment in English by:**
  - providing more opportunities for the pupils to develop their speaking skills and extend their use of vocabulary in structured discussions, so that they communicate more clearly;
  - teaching reading strategies that will help the pupils to infer, predict and deduce information from a broader range of texts, including fiction and non-fiction books, play-scripts, stories and poetry;
  - providing more time for pupils to engage in independent and extended forms of writing to enable them to write at length using complete sentences with more description.  
(Paragraphs: 3-4; 61-75)
  
- \* **Raise attainment in mathematics and science by:**
  - planning more lessons which challenge and extend pupils' thinking, using real-life problems in mathematics lessons;
  - requiring the pupils to use and experience numeracy skills across a range of subjects in the curriculum;
  - providing more opportunities in science lessons for the pupils to plan and investigate practical problems independently and in groups, using their scientific knowledge and applying this to arrive at reasonable conclusions.  
(Paragraphs: 3-5; 76-90)
  
- \* **Improve the information and communication technology (ICT) and music curriculum to raise standards further:**
  - through ensuring that pupils have more experience of the full range of ICT using computers and other new technology to enhance their learning experiences in other subjects;
  - by providing more opportunities for pupils to hear and appreciate a range of different styles of music, learn to produce their own musical compositions and raise the quality of their singing.  
(Paragraphs: 6; 9; 21;24;111-119)

\* **Improve the quality of teaching and learning further in all lessons to match the good and very good standards seen, by:**

- identifying and agreeing on what is effective teaching;
- improving the quality of teaching in Key Stage 2 further so that more lessons are of high quality and match the better teaching seen in the Key Stage 1 classes, Foundation Stage and some Key Stage 2 classes.  
(Paragraphs: 14-20; 43)

**OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

\* **Ensure that provision is made for a daily act of collective worship which fully complies with statutory requirements:**

- so that recognition of the existence of a deity is reflected in the words used for prayer, reflection or times of contemplation;
- so that each act of worship is clearly in the spirit of the law and mainly of a Christian character, with clear guidance offered to parents who may choose to withdraw their children from worship.  
(Paragraphs: 21; 26)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	46	33	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	215
Number of full-time pupils known to be eligible for free school meals	83

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	16
Number of pupils on the school's special educational needs register	80

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	20
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	12	11	10
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	76 (76)	76 (85)	73 (76)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	16
	Girls	11	12	11
	Total	24	25	27
Percentage of pupils at NC level 2 or above	School	73 (79)	76 (74)	82 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	4	6
	Girls	9	4	6
	Total	16	8	12
Percentage of pupils at NC level 4 or above	School	64 (71)	30 (55)	44 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	7
	Girls	9	6	8
	Total	18	12	15
Percentage of pupils at NC level 4 or above	School	67 (42)	44 (39)	56 (61)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	213
Any other minority ethnic group	1

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	22.2
Average class size	30.7

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

Total number of education support staff	11
Total aggregate hours worked per week	287

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	513,475
Total expenditure	536,490
Expenditure per pupil	2,155
Balance brought forward from previous year	48,799
Balance carried forward to next year	25,785

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	97

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	4	3	0
My child is making good progress in school.	49	42	7	1	0
Behaviour in the school is good.	46	32	14	5	2
My child gets the right amount of work to do at home.	42	41	14	4	0
The teaching is good.	48	40	5	5	1
I am kept well informed about how my child is getting on.	48	36	8	7	0
I would feel comfortable about approaching the school with questions or a problem.	57	24	7	12	0
The school expects my child to work hard and achieve his or her best.	56	34	4	3	3
The school works closely with parents.	31	41	11	12	4
The school is well led and managed.	35	37	13	10	4
The school is helping my child become mature and responsible.	38	49	7	2	3
The school provides an interesting range of activities outside lessons.	34	21	20	14	11

### Other issues raised by parents

Very few parents attended the pre-inspection meeting and those that did commented on the improvements the school is making, especially in trying to involve more parents in the work of the school.

## **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**

51. Overall the provision for children in the Foundation Stage is good, and children make good progress. By the time they enter Year 1, a significant number are still below the standard expected of five-year-olds. Children have varying levels of attainment when they join the school. Almost half of the children are well below the standards expected of children under the age of five on entry to the school. They have poor language skills, well below those usually found in children of this age. The majority of children have poorly developed skills in most aspects of the six areas of learning.
52. Good provision is made for children when they start school. Before starting school, children are invited to pre-Reception classes for two afternoons over three weeks and then for four afternoons for four weeks. The Parent–Toddler group, ‘Rising Stars’, run by the school, meets once a week. Parents are invited to complete a profile of their child’s personal details and interests. They draw on the help of the teacher to complete this form. All families are given the benefit of home visits. On entry children in the Reception class are tested using a local authority baseline scheme. Parents receive a booklet with helpful information on the Early Years Curriculum. There are a number of opportunities for parents to visit the Reception class and take part in workshop sessions.
53. At the previous inspection in 1998, Early Years provision was unsatisfactory. A third of the teaching was unsatisfactory. Curriculum planning, resources and special educational need provisions were unsatisfactory. Improvements seen in the current inspection show that Early Years is now a strength of the school. The breadth, balance and relevance of the whole curriculum are good. Teachers’ planning, use of time, support staff and resources are very good. Provision for children with special educational needs is very good. Overall, teaching is now good with over a third being very good.
54. The good progress seen in Reception is due to good teaching and very good support from the nursery nurse and classroom assistants. Well-organised lessons, with a good mixture of independent and adult-led sessions and the focus on speaking and listening, enable the children to make this progress from a very low level of achievement on entry to the school. Children with special educational needs are fully integrated into the class. With very good support from the teacher and special needs assistants, they make very good progress.

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

55. The majority of children enter Reception with underdeveloped personal, social and emotional skills. Adults are very caring, supportive and encouraging and the children make good progress towards achieving the early learning goals in this area of learning and will achieve these by the end of the Reception year. The staff are very good role models, listening with genuine interest to what the children have to say and being always prepared to spend time in talking to children. This improves the children’s self-esteem and confidence. The children learn to be independent, tidying up and knowing and understanding routines. Social development is good. At snack times the children gather together to share a special time. Good personal development was seen in children making and serving pizzas. Very good relationships between

children and adults develop an atmosphere of trust. Children take turns to look after 'Fluffy Fred', a soft toy, at home. Parents and grandparents keep a diary of Fluffy Fred's adventures. In circle times, children are able to perform to the rest of the class. All children are 'special' in the Reception class.

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

56. The vast majority of children enter Reception with poor speaking and listening skills. Through the use of a structured play-based curriculum, children are encouraged to develop spoken language. Many find it difficult to communicate. The children learn to listen well by enjoying nursery rhymes, stories and music. At carpet times, children play listening games and enjoy 'listen and do' tapes and 'sound lotto'. The teachers encourage the children to share their news. By the time children join Year 1 a significant proportion still have language skills below those typically found in this age group. Elements of the National Literacy Strategy are used well to help children learn about books and the sounds the letters make. A good understanding of letter sounds is developed through effective word, sentence and text level work using well-known stories and rhymes. Children show an understanding of the elements of stories. They enjoy reading the Big Book, 'Hairy Bear', with the teacher. Effective questioning by the teacher enables the children to name the main characters, predict what happens next and know that the book is fiction. There is a good reading corner, which is used well. Children recognise many key words and share guided reading with an adult. The classroom has a writing corner where the children are encouraged to write and draw. A word bank on the wall helps the children in personal writing. They confidently have a go when writing for a purpose. A girl wrote 'I have the chickenpox' and a boy wrote 'I like to play football'. It is clear that the majority of the children have very low levels of speech and language. The improvement in reading, recognising words and letter sounds is largely due to the input and focus by adults on speaking and listening. Good progress is seen from a very low baseline but the majority of children are not likely to reach the early learning goals in this area of learning by the end of the Reception year.

### **Mathematical development**

57. Standards on entry to Reception are well below those expected for children of this age. This area of learning is particularly well taught. Children make very good progress in acquiring the language needed to talk about numbers and shape. Carefully planned activities, skilful explanations and questioning by adults enable the children to learn effectively and the majority reaches the early learning goals. They can count from a small number to a large number, count back from 20, count in 10s to 100 and put sets of objects in order of size. The children can describe objects as big, small, tall, and short. They understand 'biggest' and 'smallest' and 'one less'. The teacher challenges the children when the number line is incorrect; "Can you see what is wrong?" The children can solve problems, for example by using construction blocks to measure the height of a teddy and then recording the answer on a Toy Tower worksheet. They learn how to partition the number 5, using string to divide 5 toys. The majority of children are likely to reach the early learning goals in their mathematical development because the teaching is very good in this area of learning.

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

58. Children generally enter the school with poor general knowledge. They make good progress in Reception. At the previous inspection in 1998, this area of learning was unsatisfactory. Good teaching enables the children to build on their knowledge, to help them understand more about the place where they live and what has happened to them since they were babies. They learn to explore the world around them, both within the school environment and outside. There are photographs on the wall showing the children 'getting there and back' going on a bus. They begin to observe carefully and to handle materials. The children play with wet sand and use dough to make pizzas. They keep a Weather Chart and understand the characteristics of the seasons of the year. The teachers support the children in making their own musical instruments and noting the different sounds the instruments make. Good design and technology work is seen in the models of trucks. The children use the two computers and know how to move the mouse. They can insert the letter sounds in the program 'Letterland'. There is a good selection of software, including 'In Grandma's Attic: a Magic Place where children love to learn.' The majority of children are not likely to achieve the early learning goal for this area of learning because they have limited experiences outside their immediate environment but are making good progress.

## **Physical development**

59. Physical development is below that expected for children of this age when they start school. They are not used to playing in large open spaces and find it difficult to control body movements when running and jumping into a space. During their time in Reception the children make very good progress and achieve the early learning goals. The provision for outdoor play is good. The playground is marked imaginatively and there is a good supply of large outdoor equipment. The children particularly enjoy the wooden 'jet'. They learn to move around their environment with increasing safety and regard for others. The children ride the bikes with due care. They can handle small games equipment with increasing control. The teacher and classroom assistants make very good use of the hall in music and movement. Some children need help in changing into pumps and they find hopping difficult. Children make good progress in manipulating and controlling simple tools such as scissors and brushes. They develop fine motor skills in joining constructional toys and in painting, drawing, cutting, sticking and rolling.

## **Creative development**

60. Most children enter school with poorly developed creative skills. They make very good progress in Reception and only a few children do not reach the goals expected. They can paint pictures and draw, using pencils, crayons, pastels and chalk. They draw pictures to represent special people in their lives. 'My mummy is nice' is the title of one drawing on the wall. Very effective planning covers all the areas of learning and recommended stepping-stones. The children have made a collage of a bus journey and can use a wide range of materials to decorate objects. The children enjoy music and dancing. They know many nursery rhymes and songs. They can sing 'Twinkle, Twinkle Little Star' with good rhythm, dynamics and pitch. Imaginative play is good in the Foundation Stage. The children enjoy performing a puppet play, serving tea in the Teddy Bears' café and taking part in drama with the classroom assistants.

## **ENGLISH**

61. Standards in English are below those expected for seven and eleven-year-olds. There has been a steady improvement in standards since the last inspection. The rising proportion of pupils with special educational needs has adversely affected the overall attainment in national tests. The percentage of pupils attaining the higher levels expected for their age in the tests last year was in line with the national average.
62. The results for seven-year-olds in the 2000 national tests compared with similar schools show that they reached the expected levels in reading and above average levels in writing. However, results were below the national average in writing and well below the national average in reading. Inspection findings are that standards in both reading and writing are below average for seven-year-olds and standards are improving because there is good teaching in the Key Stage 1 classes.
63. Results of national tests at the age of eleven were in line with the average for schools with similar intakes because the pupils made satisfactory progress in relation to their attainment four years ago in the Key Stage 1 tests. However, Key Stage 2 results for English were well below the national average. There are a high number of pupils leaving and starting the school at other than normal times. A significant number of pupils who start school have some degree of special educational need. This makes it difficult to compare test results of seven and eleven year old pupils. Inspection findings are that, although standards are below those that might be expected from eleven-year-olds, they are higher than national test results suggest. There are some good elements of teaching and older pupils in Key Stage 2 make good progress. There are also a very high number of pupils with special educational needs. This affects the overall attainment score in national tests. All pupils are making good progress in relation to their prior levels of attainment.
64. When children start school, most of them have poor English skills. By the end of the Reception year, they have made good progress but these skills are still below what can be expected from pupils at the beginning of Year 1. Because of good teaching and the successful implementation of the National Literacy Strategy, pupils continue to make good progress and by the age of seven, although standards remain below those typical of their age, they are close to them. Key Stage 2 pupils make satisfactory progress as they consolidate and develop their skills. However, the benefits of the school's successful introduction of the National Literacy Strategy have not yet worked through to reflect the rise in standards. There is a high proportion of pupils with special educational needs and the current arrangements for improving the performance of pupils who are just below the expected level of attainment are not fully effective. The school has rightly set up a booster class for older pupils in Key Stage 2 but the teaching is not having the intended effect of accelerating these pupils' progress. Consequently, Year 5 and 6 pupils in the booster class make only sound progress in relation to their prior attainment. Boys do better than girls in English at both seven and eleven years of age in the national test. During the inspection, no significant differences were noted in the standards reached by either gender.
65. Pupils with special educational needs make good progress. They are supported well by teachers and support assistants. A classroom assistant effectively guided a group discussion about what sort of information should be included in a newsletter about a school trip. This helped the pupils to organise their ideas when producing the finished newsletter. They achieve well, even though their standards of attainment are well below those typical of pupils of that age. Currently, only one pupil does not speak English at home. School records show that these pupils make similar progress to their classmates.



66. The vocabulary of many Key Stage 1 pupils is limited. A number speak in single words or short phrases. They listen carefully to teachers but respond to their questions briefly and do not elaborate or develop their ideas orally. Sometimes, pupils display an ability to be more vocally forthcoming, for example when encouraged to use words associated with texture in an art lesson. Much the same situation is found in the Key Stage 2 department. Pupils listen carefully to teachers' introductions and explanations. They are clear about their tasks and their answers to questions are usually accurate. However, they do not develop their ideas or answer in detail. Teachers do not always ask questions in a way that encourages more extended replies. Since the last inspection, the school has used role-play; particularly in Key Stage 1, to evoke spoken language and this is having a positive effect on the pupils' development of language.
67. By the time pupils are seven years old, they do not read as well as pupils of this age nationally. Higher attaining pupils reach the expected levels but a significant proportion do not. Most pupils recognise a reasonable number of words on sight or remember the words associated with a particular page of their reading book. They have a basic understanding of the sounds that letters and groups of letters make, but cannot always use this to read unfamiliar words. They forget to use strategies and attempt to sound out words letter-by-letter. Not many remember the details of many stories they have read or heard in enough detail.
68. Standards in reading are below the national average by the time pupils are eleven. Key Stage 2 pupils continue to make sound progress and increase the range of words and sounds they recognise. They read for different purposes including finding information and for pleasure. Year 3 pupils hone their reading skills as they examine the features of the information given on cereal packets. Those in Year 6 develop their skills of finding information well when reading promotional leaflets to plan a newsletter. However, the pupils' ability to read between the lines or infer, predict and deduce information from clues in the text is limited. This is one of the key factors in standards of attainment being below average in English.
69. All pupils know how to find their way around a book and know book-related vocabulary appropriate to their age. They know the difference between contents and index pages and use a sound understanding of alphabetical order to find a particular word.
70. Standards in writing are below those typical for pupils of seven and eleven years of age. Pupils in Key Stage 1 make sound progress as they extend their writing skills during literacy and writing lessons. Pupils write for a satisfactory range of purposes, for example in stories, poems and descriptions. They use their writing skills appropriately in lessons in other subjects, for example when writing about the festival of Raksha Bandhan in religious education. By the age of seven, pupils write in sentences, correctly punctuated with capital letters and full stops. A few higher attaining pupils use exclamation marks and are beginning to understand that speech marks go around the words spoken. They spell common words reasonably accurately but pupils misspell because of the narrow range of their vocabulary and reading experience. Pupils continue to make sound progress in Key Stage 2, as they build on and extend their writing skills. A group of Year 6 pupils select appropriate information from leaflets and write their own newsletter. However, a group of lower attaining pupils struggle to identify the important features of a description of a school. Although pupils write interesting beginnings and ends of stories, they seldom have enough opportunities to write longer pieces of work. Pupils write in well-formed simple sentences but few constructs more complex sentences. By the time pupils are

eleven, handwriting is usually clear, legible and often joined. Pupils use a wider range of punctuation, including a more accurate use of speech marks. Some older pupils use word processing programs on computers to present a good final copy of their work. However, they do not make enough use of information and communications technology for editing their work or communicating with others.

71. The quality of teaching is satisfactory across the school, although it ranges from unsatisfactory in one case to very good in another. Over half of the teaching seen was at least good. In Key Stage 2, teachers stimulate pupils' interest by providing real resources such as cereal packets when looking at features of text and leaflets matched to their reading ability when producing newsletters. In Year 2, the teacher constantly reminded the class what they were learning which greatly helped their progress. Teachers usually manage pupils' behaviour well through humour and patience. Year 1 pupils made very good progress in a lesson where the teacher had high expectations and provided work that was well matched to pupils' abilities. However, the teaching seen in a Key Stage 2 lesson was unsatisfactory because the work set was not well matched to the pupils' abilities and as a result, the pupils became restless. In this case, a number switch off, and a few misbehave, preventing others from learning effectively.
72. Teachers' use questioning to draw out pupils' ideas and they explain ideas clearly, thus setting good models for pupils' own speaking. However, they do not give enough opportunities for individuals to answer at suitable length. Often questions require only single words or short phrases to be answered accurately. As a result, pupils do not get enough practice in developing their thoughts and expressing themselves in a more extended manner. For example, when asked why parents might need to provide a contact number, the pupil answered 'In an emergency'. The teacher then went on to elaborate and develops the answer instead of giving the pupil a chance to do so.
73. The teaching of reading is sound overall. Younger pupils learn the sounds that letter and group of letters make. However, they do not consistently use their knowledge to attempt unfamiliar words. Teachers work hard to teach skills such as working out what words may be from the meaning of the text. Pupils are encouraged to read to find information, which they do quite successfully. However, they have fewer opportunities to read between the lines and make inferences from the text they read. This holds back their progress. Pupils are taught how to find information in a book and book-related vocabulary such as author and illustrator. However, the library is underused as a teaching resource and many pupils do not know how to find a book on a particular subject. This has a negative impact on their capacity for personal study.

74. The teaching of writing has improved since the last inspection and is having a positive effect on pupils' learning and the quality of written work. All teachers understand the importance of providing opportunities for pupils to write for a range of purposes and are successful in this. As a result, pupils' quality of learning is enhanced. However, teachers do not give pupils enough opportunities to write longer pieces, such as stories in which they can develop plot, settings and character, or longer pieces of descriptive writing. The recent introduction of joined up handwriting from the Reception year is paying dividends. Pupils are developing a clear and legible style. Spelling is taught well, with pupils being encouraged to learn the words that they will meet and need most often; and they are taught how common word patterns are formed. Consequently, most pupils spell accurately.
75. The subject is soundly managed. The co-ordinator has observed teaching as part of the school's successful introduction of the National Literacy Strategy. She has produced useful additions to the guidelines for teaching, in the form of ideas for developing literacy across the curriculum and where there might be opportunities to develop speaking and listening skills. These have not yet been fully implemented and formalised as part of the English curriculum. The school has plans to introduce ways of finding out each pupil's ability in English on a regular basis. This is not yet done well enough to identify pupils' strengths and weaknesses. Consequently, although teachers know those pupils who need to be encouraged to increase their knowledge and understanding, they do not know in detail how this can be done or set individuals their own targets for improvement. For example, teachers' reading records keep track of where each pupil has reached in the reading schemes used by the school, but do not always identify strengths and weaknesses in the pupils' reading progress.

## **MATHEMATICS**

76. After a period of decline following the last inspection in 1998, standards in mathematics are now improving throughout the school. Evidence from the inspection shows that seven year-old pupils are reaching standards which are below, yet close to, those expected of pupils of similar ages in numeracy and all areas of mathematics in the National Curriculum. At the age of eleven, pupils are achieving standards below those expected nationally. These standards are similar to those reported at the time of the last inspection. The 2000 national test results show a different picture when seven year-old pupils achieved standards in mathematics which were well below the national average for pupils of the same age in similar primary schools. Approximately seven pupils in ten reached national standards, whilst less than one pupil in twenty reached the highest standards. The performance of eleven year-old pupils was very low, with only three pupils in ten reaching national standards. There are no marked differences between the performance of boys and girls. The introduction of the National Numeracy Strategy throughout the school, the focused use of extra national standard funds to reduce group sizes in Year 6, the effective provision for learning for the above-average number of pupils with special educational needs, and provision of experienced teachers well-matched to the needs of pupils in smaller teaching groups in the Reception and Years 1 and 2 classes are contributing to raise standards in mathematics. Early indications suggest that results in national tests this year should improve on those of last year, particularly for 7 year-old pupils.
77. Pupils entering the school have knowledge, understanding and skills in the use of numbers, which are well below expected levels. However, tests on entry show that standards are rising steadily because more children under five are having some pre-school experience. All pupils, including those with special educational needs, make good progress until they reach the age of seven. They make satisfactory progress up

to the age of eleven. Pupils' progress in Years 5 and 6 is satisfactory and improving as smaller groups benefit from closer attention to their specific needs. The small number of higher-attaining pupils in lower Key Stage 2 to make unsatisfactory progress because teachers do not expect enough of them, especially in providing practical and real-life problem solving work, although in Year 6 there is sufficient work provided for higher attaining pupils to extend their thinking in lessons.

78. By the age of seven, pupils carry out a range of tasks to develop their knowledge and understanding of the use of numbers. They add in tens and units and explain the methods by which they arrived at the correct answer. They count fluently both forwards and backwards in twos, threes, fours, fives and tens. The pupils use comparators such as large and small and above and below appropriately, when describing relationships between numbers. Higher-attaining pupils begin to estimate, predict and solve simple problems. They can obtain, classify and express data correctly and pictorially in bar charts, using technical language correctly and appropriately. In Year 1, pupils know the division of time into days, months and years but, for example, when being taught to read a clock, most pupils are unsure of stating the correct time when the hands move forward or backwards by one or more hours. At the age of seven most pupils are reaching levels very close to national expectations.
79. By the age of eleven, pupils are developing skills in mental calculations. Whilst standards are below national expectations, pupils are making satisfactory progress, mainly because the teachers place a strong emphasis on the development of number relationships, sometimes to the disadvantage of extended work in algebra, space, shape and data handling. Most pupils know and understand the correct use of fractions, decimals and percentages and can make conversions between them. They know the names of geometric figures and the geometric relationships within lines, circles and simple two-dimensional figures. However, average and lower-attaining pupils are less secure when attempting to solve differences between numbers mentally using different methods. For example, very few pupils could correctly subtract 98 from 247 speedily without prompting or resorting to pencil and paper methods. Similarly only higher-attaining pupils could speedily and accurately calculate 88 multiplied by eight using mental processes. Higher-attaining pupils show good skills in drawing, understanding and interpreting straight line and curved graphs, whilst all pupils understand and calculate the mean of a series of numbers and perimeters and areas of two-dimensional surfaces. Throughout the school, pupils' attainment in mathematics is significantly dependent upon their skills in literacy. Teachers of Year 1 and Year 2 classes seek every opportunity to rehearse and extend pupils' skills in literacy and this is helping pupils to develop their mathematical skills and make good progress. Weaker literacy skills amongst the older pupils inhibit their learning. For example, pupils in Year 6 are held back because they have difficulty in interpreting questions from national test papers or real life problems because their reading with understanding skills are weak. Throughout the junior years the setting of homework tasks to further raise standards lacks consistency.
80. The quality of teaching and learning throughout the school is never less than satisfactory. In Years 1 and 2 the quality of teaching is very good and pupils' learning is good. This is because teachers pay close attention to each individual pupil's learning needs. They make the lessons interesting and they keep the pupils firmly on task. In Years 3 to 6, the teaching is good. Teachers have to work hard to ensure that many pupils who have low thresholds of attention apply themselves satisfactorily to make sound progress in learning. Teachers have been trained to meet the requirements of the National Numeracy Strategy and this is having an impact upon

teaching and learning. Pupils enjoy the mental activities, which are used effectively to stimulate their thinking. Planned activities are carefully matched to pupils' prior attainment. Overall pupils' attitudes towards learning are positive but for the most their application for sustained periods is poor and their retention is weak. This means that teachers have to provide regular interludes for refresher exercises, which include repetition and recapitulation, before finally consolidating the learning. These necessary techniques used in Years 3 to 6, slow the pace of learning. However, in Years 1 and 2 the pace of learning is better. In a Year 2 lesson the teaching was excellent, because the planning was meticulous. The teacher's experience and expertise was used to very good effect to generate pupils' enthusiasm and to adjust the pace of teaching, from moderate to fast, to meet the accurately assessed understanding of the wide range of pupils' attainments. In the one in two lessons in which the teaching was judged good or better, teachers shared the lesson objectives with the class and used them to check and gauge understanding using skilled questioning technique matched closely to the level of attainment of each pupil. Pupils' learning is helped by the use of appropriate resources including the support assistants whose attention to the needs of lower-attaining and special educational need pupils contributes to their good learning. In the junior classes, the learning of a significant minority of pupils is weakened by their lack of confidence in their mathematical capabilities and their poor reading skills.

81. In all classes the use of information and communication technology as a tool for learning and teaching is poorly developed. This is because there is insufficient quality appropriate software to extend the pupils' mathematical understanding and skills. Whilst there is a numeracy policy to extend the use of mathematics to other subjects in the curriculum, it is not sufficiently practised to provide opportunities for pupils to transfer and apply their knowledge in other areas of learning. However, in science, pupils were observed to successfully plot and interpret a graph using results obtained in a practical lesson.
82. In Years 1 and 2, teachers use assessment techniques effectively to monitor the progress of individual pupils and to plan further learning experiences. Inconsistencies in the recording and use of marking and the setting of homework in Years 1 to 6 means that assessment is less useful as a tool for planning. However, the mathematics co-ordinator, who provides sound leadership, keeps detailed records of national test and school test results which are used to monitor the progress of some pupils, in particular those who may underachieve. The school has recognised the need to be more rigorous in its use and interpretation of assessment data and is soon to introduce further non-statutory testing for the older pupils. The planning and teaching of mathematics meets fully the requirements of the National Curriculum.

83. There have been satisfactory improvements in mathematics since the last inspection. Throughout the school, curriculum planning and teaching has improved overall although the needs of the small but significant number of higher-attaining pupils have yet to be addressed fully. Some improvements have arisen directly from the changes brought about by the introduction of the National Numeracy Strategy; teachers have undergone training to improve and extend their professional skills and this has had a marked effect on widening the methods used in teaching. There is a greater awareness of the need for and use of assessment and, as a result, pupils' attitudes towards learning have improved. There has been a significant improvement in the management and teaching in Years 1 and 2 and, throughout the school, pupils' written work and presentation has improved. The curriculum is broad but not well balanced in all aspects of the subject, partly because there is a need to make pupils' use of number secure. However, in some classes there is an over emphasis on the teaching of number with a reduction in other areas of mathematics, in particular investigation work. The use of information and communication technology to extend learning remains unsatisfactory.

## SCIENCE

84. Standards in science have improved since the last inspection, but overall continue to be below the standards typical for seven and eleven-year-olds. In 1999 the Key Stage 1 results were above the national average. In the 2000 National Curriculum tests the school's performance for pupils aged seven was well below the national average, but average when compared with similar schools. The pupils' performance at the age of eleven was very low in comparison with the national average and when compared with similar schools. No pupils reached the higher levels, which was very low in comparison with the national average. Test results over the last four years are below the national average.
85. When pupils enter the school they have very under-developed speaking and listening skills. Through effective science teaching, as seen in the inspection, pupils achieve well and by the ages of seven and eleven they are attaining standards just below the national average but close to the standards expected of pupils of the same age. Boys do slightly better than girls, but the difference is small. Pupils with special educational needs have very good support and they make very good progress. Overall, standards have improved since the last inspection because of good teaching.
86. In the current Year 2, the teacher challenges the pupils well, so that in investigations most pupils can describe simple facts of objects, living things and events they observe. Pupils understand the importance of food in promoting a healthy lifestyle. They can make a chart and record what makes a healthy lunch box. The teacher encourages the pupils through effective questioning to express their own ideas about finding solutions. They know that heat melts materials, such as ice and margarine, and say whether happenings were to be expected. Older pupils in Key Stage 2 understand the use of symbols in an electrical circuit diagram and with some assistance they can carry out a test. Teachers relate science to everyday situations, so that pupils know that cars are moved through forces. They observe events such as air being let out of balloons. However, the teaching seen was too teacher-directed. Pupils watched while the teacher did the experiment. Low language skills prevent some pupils from joining in the discussions and expressing ideas. The pupils also struggle when reading and interpreting information on worksheets or when reading questions in a test. This results in unsatisfactory performance in the National Curriculum tests.

87. Lively and enthusiastic teaching in Year 3 challenges the pupils to experiment in changing materials. In working with sand and sugar they tried different methods of dissolving the materials in water. They predicted what would happen when using hot water instead of cold and the differences that stirring the mixture would make. Year 4 pupils know that the length of wire in a circuit influences the brightness of the bulb. They can understand and describe switches, linking cause and effect. Through high quality teaching in Year 5, the pupils can draw conclusions when investigating the effects of exercise on heartbeat and pulse rates. Good use of resources, such as pulse-meters and stopwatches, enable the pupils to record these rates. Numeracy is developed through the pupils recording their classmates' pulses on a bar chart. Challenging teaching results in the pupils working at the appropriate level. Sound knowledge of the subject enables teachers to plan the lessons and to match the group work to the ability of the pupils. Some pupils with special educational need struggle because reading and interpreting are difficult. They are very well supported by special assistants and they make good progress. However, the high proportion of special needs pupils in the school affects overall attainment in tests, which is below average.
88. Pupils' progress is good throughout the school and sometimes very good in the infant classes and older junior classes. Most pupils develop and consolidate knowledge, skills and understanding relating to living things, materials and physical processes. Some very good progress was made in the infants on 'where does light come from?' Good literacy development is seen in the captions 'snow makes the world bright', 'sparkling fireworks.' Pupils in Year 6 showed very good progress in their work in changing materials and substances. They demonstrated how to simulate the effects of a volcano, using baking powder, colouring and white vinegar.
89. The overall quality of both teaching and learning is good. During the inspection seven lessons were observed. A third of the lessons seen were satisfactory; a third were good and a third very good. Where the teaching is very good, teachers question well to probe pupils' existing knowledge and to develop their thinking. The best lessons have a rapid pace, set high expectations and assess what pupils have learnt. In less effective, yet satisfactory lessons, the pace is slower and the pupils take a long time to complete work and lose interest.
90. The co-ordinator is hard working and provides good leadership. She shares her expertise by taking other classes. Teachers' plans are monitored half-termly and books are also monitored every term. The co-ordinator writes an assessment form, which is fed back to teachers. Targets are set and work is checked to ensure that the targets are being met. The co-ordinator is responsible for resources, which are satisfactory. Visits contribute well to learning in science. The pupils visited the 'Springfields Uranium Plant' and attended the Science Day for Primary Schools at the Lancaster and Morecambe College.

## **ART AND DESIGN**

91. Two art lessons, both in Key Stage 1, were observed during the inspection. Judgements are also based on a scrutiny of pupils' work and display, an examination of teachers' planning and discussions with teachers.
92. By the time pupils are seven and eleven years of age they reach the expected standards. This is an improvement since the last inspection when standards were below national expectations.

93. Key Stage 1 pupils make sound progress because of the effective teaching at this key stage. Year 1 pupils made good progress in the lesson observed, as they made a model hand using paper in a number of different ways. Their progress is enhanced because they have previously practised some of the skills needed, including paper rolling. They worked enthusiastically, one boy being disappointed when the session was ending and he had not done as much as he wanted. These pupils talked well about the work that they had done and made sensible suggestions about how to develop their work, for example by using nail varnish. Older Key Stage 1 pupils explore texture and linked vocabulary when they make clay tiles. A strong feature of art in Key Stage 1 is the way in which a theme is developed. Their work on hands is part of a series of lessons on sculpture. This enhances pupils' progress because they are able to place their learning in context, to see how their ideas are developing and where they might go next.
94. Pupils with special educational needs are supported well and they make similar progress to their classmates.
95. Juniors make sound progress as they develop their understanding and competence in a range of techniques. Displays of art around the school underline the satisfactory range of techniques learned. Year 6 pupils look at features of Peruvian art and produce pleasing designs of their own, as they examine the features of different styles. Pupils develop a range of skills in drawing. Year 4 pupils create meticulous drawings of chairs that demonstrate they look carefully at what they are drawing. The recent introduction of sketchbooks is having a positive impact on standards as pupils try out different ideas.
96. Teaching is sound in Key Stage 1 with some good features. The better lessons are thoroughly planned and prepared. Pupils have been taught the skills needed to complete tasks successfully. The teachers' clear explanations and demonstrations mean that pupils start work quickly and know exactly what they have to do. There is a ready supply of resources. Because of the teaching, pupils are able to make good use of the time and the quality of learning is also good. In a Year 2 lesson, the teacher and specialist language support team worked effectively and usefully taught some of the vocabulary of texture using spoken and written words when making textured clay tiles. This was a good example of educational inclusion, using the skills of speech therapists, teachers and support staff to evoke good spoken language in an art lesson. It is not possible to make a judgement on teaching for pupils in Key Stage 2.
97. The school is usefully adopting and adapting the government's suggested guidelines for teaching art with the support of the knowledgeable co-ordinator. This is having a positive impact on standards. The co-ordinator is encouraging the use of the Internet as a resource for teaching but information and communications technology is underused in art and design. Resources are adequate, but tightly stretched. This limits the range of experiences that can be offered to pupils. However, the subject makes a satisfactory contribution to pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

98. Standards are in line with those expected by Year 2 and above expectations in Year 6. In Years 1 and 2 they are better now than at the time of the previous inspection in 1998. This is because the curriculum is monitored better, the planning has improved and assessment is used more effectively to support learning. Overall improvement since the previous inspection has been satisfactory. However, a reduction in time



available in junior classes in order to accommodate the increased demands following the introduction and development of the National Literacy and Numeracy Strategies has meant that only two projects each year are now carried out in some classes instead of three projects at the time of the last inspection. The range of skills now being taught has been reduced and this has consequences for the design, making and range of models produced. Standards in the restricted range of work remain above expectations. Pupils with special educational needs reach expected standards and make satisfactory progress. There are no differences in the standards being achieved by girls and boys.

99. No lessons in Years 1 and 2 were observed during the inspection but a wide range of evidence was obtained by talking to teachers, analysing pupils' work and surveying classroom displays. Pupils had made, for example, movable skeletons and model houses. The standards reached were as expected of pupils of these ages. An emphasis had been placed upon making, improving and presentation. There was less evidence of the use of design. In junior classes, pupils had designed, made, evaluated and modified a range of models and artefacts including buggies, musical instruments, biscuits, flower pots and building structures. There was good evidence of the effective use of the design process. In Year 3, photograph frames of a high standard showed the effective and correct use of the design process to create a range of original designs.
100. Teaching is satisfactory throughout the school. Teachers use support staff well and sufficient resources are used correctly to give pupils experiences of working with a wide range of materials. In Years 3 and 4, teachers' knowledge, understanding and skills are good and, in the lessons observed, teachers' classroom management was effective, with an emphasis being placed on pupils using tools and materials safely. In a lesson in which a small group of Year 3 pupils were making a sewing bag, good progress was being made in eye-to-hand co-ordination and the widening of skills associated with producing different stitches. In another group, pupils used computers and control technology to programme designs for different letters in the alphabet. In both groups the teacher made effective use of a support teacher and a teacher trainee. A Year 4 lesson was used to extend pupils' knowledge of the design process. Having previously designed a model for a children's playground, pupils made their designs using a good range of skills. They used tools and equipment confidently. They measured accurately using a T-square, rule and pencil. They used a vice correctly, a saw accurately and a drill safely. After an hour of intense activity, in which enthusiasm and maturity were evident, the pupils had produced a range of swings, slides and climbing frames. They began to evaluate the effectiveness of the product and a few proceeded to modify the design, taking account of their own constructive criticism and that of others.
101. Improvement since the last inspection has been satisfactory. In Years 1 and 2, the curriculum has been improved and assessment is used more effectively. Procedures for monitoring are in place but these have yet to be strengthened across the school. The effective subject co-ordinator is aware of the shortcomings and moves towards increasing the time allocation in Key Stage 2 are to be discussed by the senior management team.

## **GEOGRAPHY**

102. The governors and headteacher have, as a priority, raised standards in English and mathematics. As a result, a small amount of time is allocated to geography. Aspects were not addressed till September 2000, when the co-ordinator began to monitor and

evaluate the geography curriculum. The local authority scheme has been adopted for Key Stage 2 pupils. The staff are reviewing the scheme for Key Stage 1 pupils. Geography is blocked each term with history and blocked half-termly in the summer term. At the last inspection in 1998, standards were in line with those expected at age 7 and below expectations by 11. This has improved in the junior classes because standards are now in line with those expected for pupils aged 7 and 11.

103. During the inspection only three lessons were observed, two in Key Stage 2 and one in Key Stage 1. Scrutiny of the work in books, on the walls and in displays, shows that pupils throughout the school attain standards in line with expectations for their age. Overall, teaching and learning are good and progress is satisfactory.
104. Infant pupils develop an understanding of their school, home and local environment. They can make simple maps showing their walks round Lancaster. A display in Year 2 shows the work the pupils have been doing on Cities. A project poster shows "The Parade, Leamington Spa". There are books on "All around the City" and "The British Isles". The work shows satisfactory progress and good coverage across the geography curriculum.
105. Key Stage 2 pupils explore all the relevant topics in the geography curriculum. Teachers are secure in their subject knowledge. Through excellent planning and good control of a large class with a wide range of abilities, pupils investigated how human activity affects and pollutes river systems. Effective questioning motivated the pupils to discuss and write about ways that could help to protect the environment. Good literacy development was seen in the letters the pupils wrote to the "Lancaster Guardian" newspaper, giving their concerns about pollution in the River Lune. Teachers choose topics that are of interest to the pupils. Folders on Lancaster, titled "The Port" and "Shipbuilding", encourage independent learning. There are good resources of books, maps, atlases, globes and Ordnance surveys. A dice game about rivers shows hazards: "water polluted by oil spillage" and positives: "quality of beach and water improved". Pupils aged eleven are learning about South America and studying a rural settlement in Peru. Praise and encouragement from the teacher helps the pupils to research topics such as "how long a journey takes" and "compare a day in the life of a Peruvian boy with a day in your own life". Numeracy is developed well in making "day lines".
106. The quality of teaching is good. Lessons are well organised and managed. Pupils are encouraged to discuss issues. Their attitudes to geography in both key stages are good. They have a good rapport with the teachers and behaviour is good. Resources are satisfactory. The teachers' planning and work in books is monitored by the co-ordinator. Future plans include the levelling of pupils' recorded work and setting up a review on work related to Citizenship. Work in geography is enhanced by a range of field trips to water treatment works, topics about river cycles, visits to reservoirs and to "Brockholes", the Lake District Education Centre.

## **HISTORY**

107. At the last inspection in 1998, standards were below those expected from pupils aged 7 and 11. Standards have now improved and pupils' attainment is in line with that expected. Teaching and learning are both satisfactory and pupils' attitudes to work are good.
108. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past. Pupils are helped through effective teaching to realise how

people's lives have changed. They can draw pictures of "Mum and me when I was a baby. Now I am 4". With help they can make a family tree. In the one lesson seen, pupils were able to distinguish between different modes of transport used in the past and compare them with modern transport. Skilful teaching reminded the pupils about the video they had watched, which showed pictures of a carriage horse and a blacksmith. Good use was made out of a horseshoe artefact, which was passed round the pupils. Resources were well used to hold the pupils' interest. The pupils made a time line showing changes in transport from 1800 to 1950 and beyond. Good worksheets enabled the pupils to understand that wooden wheels were old and rubber tyres are modern.

109. The scrutiny of the work of pupils in junior classes, and work on the walls and in displays, show that pupils understand the way of life, beliefs and achievements of the people of Ancient Egypt. Good planning of information sources enables the pupils to answer questions about the past. Teachers choose topics, which are of interest to the pupils, for example Tutankamun's tomb, hieroglyphics and a "job description for the post of Pharaoh". Good teaching of subject specific language written on a word-wall develops literacy skills well. Pupils with poor speaking and listening skills are motivated to learn about Egypt through artwork, for example when stencilling in the style of Egyptian art.
110. The recently appointed co-ordinator has reviewed the local authority scheme of work and prepared a curriculum map for history. The school development plan includes plans to monitor the work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Attainment in information and communication technology (ICT) is below the standards expected by the ages of 7 and 11. Although improvements have been made to resources since the last inspection, which found the provision for ICT to be unsatisfactory, the curriculum lacks sufficient breadth. Consequently, the school has introduced some key programs and additional hardware for ICT and this is largely related to word processing. Other aspects of the ICT curriculum are lacking or covered in piecemeal fashion and this is largely influenced by the individual competence of staff and the confidence in using ICT as an additional learning aid in lessons across a range of subjects. By the end of Key Stage 1 standards are below those expected for pupils aged 7 and the pupils have made satisfactory progress in relation to their low level of attainment on entry to the school. They continue to make satisfactory progress in word processing and some graphics work throughout Key Stage 2 as a result of the increasing competence of the teaching and the gradual introduction of new computer programs but standards remain below those expected by the end of the junior years because the pupils have not experienced enough of the ICT curriculum.
112. Key Stage 1 pupils use simple word processing and graphics programs to produce text and pictures. They can save and print their work with support and understand that the computer can be used to change text and reorganise information. The pupils in Years 1 and 2 can control a pointing device and manoeuvre a cursor or prompt around the computer screen, sometimes searching for symbols or words with increasing confidence and skill. The pupils can print but not save their work independently and computers are not always used sufficiently during independent or group work to help them improve in confidence or familiarise themselves with basic skills.

113. In Key Stage 2, the pupils are making satisfactory progress in word processing and some simple graphics programs but the lack of regular access to ICT affects their level of attainment and, as a result, their progress is unsatisfactory in other areas of the ICT curriculum. The pupils have some understanding of turtle graphics, word processing, data handling and desktop publishing but this is largely related to the teachers' own confidence and competence in the skills required to teach these important areas of the ICT curriculum. In Year 3 the pupils are beginning to use a range of word processing and graphics skills using the computer and the teacher regularly make computers available during lessons. Year 4 pupils have produced some interesting and varied writing using word processing and have printed their work using colour and different fonts to produce some imaginative writing. Older pupils in Years 5 and 6 are starting to use simple data handling programs to support their mathematics and science work. Although the ICT curriculum has improved since the last inspection, there is still some way to go before the pupils are working at the levels expected for their age.
114. The teaching is just satisfactory with some shortcomings. Teachers and support staff are developing an increasing understanding of how computers can be used to enhance the work that pupils do across a range of subjects and activities, but this is currently insufficient to have an impact on accelerating pupils' progress. Regular access to computers is improving but the school is using a mixture of systems, which makes it difficult for staff and pupils to improve the skills and confidence due to the lack of continuity. For example, in some parts of the school, the word processing and graphics programs are different from other classes. This does not help the pupils to build on their previous learning if they have to relearn new programs using different systems. There is willingness from all the staff to improve their own knowledge and understanding of ICT and its capability. As a result, the school is well placed to use new technology but a more co-ordinated approach to staff development is needed which secures a consistent ICT curriculum across the school, using resources which are better suited to improving continuity for the pupils and consistency for the staff.
115. The school has made satisfactory progress since the last inspection and the co-ordinator provides good support to colleagues, ensuring that the staff and pupils have access to new software and experiment with new ideas. However, this support is currently remedial rather than developmental. That is to say, the co-ordinator helps the staff and pupils to cope with problems or computer breakdowns, but, owing to the limited range of software and the different systems, there is no consistency or developmental curriculum in place to help pupils and staff to follow a structured programme in each strand of the ICT curriculum.

## **MUSIC**

116. Standards in music are below those expected by the ages of 7 and 11. With the exception of the music co-ordinator, there is a lack of musical expertise amongst the staff and to redress this a peripatetic music teacher is employed to teach music on a part-time basis. This is arranged so that each year group has one term of specialised support, with the exception of Years 2 and 6, who are taught by the school's music co-ordinator. A national scheme of work has been adopted and is used along with commercial schemes to support the staff. The teaching seen during the inspection was good, resulting in the pupils making good progress.
117. The quality of singing in assemblies is variable and in the assembly seen during the inspection when singing took place it was unsatisfactory because many pupils were

unable to sing in tune. The pupils are taught new songs and manage to sing in unison but their singing lacks range, pitch and timing. Some pupils find it difficult to listen to others when singing to help them distinguish between hard and soft tones. The music co-ordinator and music specialists are helping to raise the profile of singing and introduce musical instruments to whole classes. However, the majority of pupils have difficulty keeping time and rhythm because they are not always listening to others while singing.

118. The teaching seen was good because the lessons were led by the specialist peripatetic music teacher and the music co-ordinator. Good use was made of untuned percussion instruments to help the pupils distinguish between different beats and sounds. The teaching used good techniques that enabled the pupils to use percussion to accompany their singing. The pupils made good progress using graphic score flash cards to identify rhythm, beat and pitch in songs and were beginning to compose their own tunes as a result. Skilful intervention and good use of recorded music enabled the pupils to develop their understanding of musical composition, timing and the use of percussion. These lessons enabled the pupils to make good progress, because they were well structured and based on the teachers' secure subject knowledge.
119. In the lessons observed the pupils enjoyed the lessons very much; they tried hard and persevered, especially when working in groups or with a partner. The teaching uses skilful questioning, a good range of music resources and the staff praise and value the efforts of the pupils. The school arranges for specialist tuition for some pupils using brass instruments. Visiting musicians are invited to support music teaching from time to time. The co-ordinator also organises choirs and musical ensembles and productions for local music festivals, and music is used well to support the school's annual summer production. Good use is made of the part-time specialist but the school must improve the overall expertise of music amongst the staff in order to have an impact on standards across the school.

## **PHYSICAL EDUCATION**

120. The school provides a good programme of physical education and, as a result, standards are above those expected by the time pupils are 11 years of age. Standards in swimming are in line with those expected of Year 6 pupils, as most are able to swim 25 metres unaided. During the inspection it was only possible to see two physical education lessons, one in each in key stage.
121. In Year 2 the pupils can throw and catch a ball with increasing accuracy. The pupils try hard and persevere, co-operating with a partner, aiming the ball and passing to each other. In Year 6 the pupils have refined their movement and ball skills, showing good accuracy and adaptability as they pass to each other using basketball skills. The pupils displayed good all-round ball skills and skilfully moved into spaces to receive the ball with some very effective passing movements.
122. The teaching was satisfactory in Year 2 and good in the Year 6 lesson seen. Overall, the pupils make good progress in relation to their attainment on entry to the school. The school organises a number of clubs and sporting activities; these include games such as football and netball as well as cross-country running. Good use is made of resources and the school has just adopted the Qualifications and Curriculum Authority's recommended scheme of work.

123. The co-ordinator monitors teachers' planning. The school's action plan, which is of good quality, sets out the need for future training to improve staff confidence and competence in teaching the subject. Good use is made of teachers who have particular interest or expertise in different aspects of physical education. They teach other classes apart from their own and this is helping the pupils to make good progress, particularly pupils who benefit from good quality teaching.

## **RELIGIOUS EDUCATION**

124. No religious education lessons were seen during the inspection. Judgements are based on a scrutiny of pupils' work, an examination of policy and planning documents and discussions with the subject's co-ordinator.
125. By the time the pupils are eleven, they reach standards of attainment that match those expected by the local authority's agreed syllabus for religious education for pupils of that age. This is a good improvement since the previous inspection when attainment was below these expectations. Seven-year-old pupils still reach the expected standards for their age.
126. Although no judgement of the overall quality of teaching could be made because no religious lessons were seen, it is clear that the pupils experience a sound quality of learning and make satisfactory progress as they take part in an effectively planned series of lessons. Infants are encouraged to think carefully about those issues that relate to their daily lives, such as those things that are special to them. They explore these ideas more deeply in order to develop a wider understanding about religious ideas. For example, Year 1 pupils wrote about the gifts they received at Christmas and then compared these to God's gifts to people. Pupils learning about the idea that the one Hindu god takes many forms and about a family festival, find out about the customs and beliefs of another religion. In this way, pupils develop a satisfactory understanding of religious ideas at more than a superficial level.
127. The quality of learning continues to be sound for juniors. They make satisfactory progress as their exploration of the deeper meaning of religious ideas continues. Pupils in the final two years of school learn about the importance of keeping promises and of God's promise to humanity during their work on Noah's flood. They find out not only that Moses received the Ten Commandments, but also that these form the basis of our own laws. They devise and consider rules for their own lives. In their studies of the lives of famous benefactors from the past, such as Elizabeth Fry and Martin Luther King, they learn not only the facts about their lives, but also about the personal qualities that made them special people. As well as learning about the Christian faith, pupils find out about a suitably wide range of other world faiths. The local vicar leads assemblies that contribute well to pupils' understanding of Christianity and visits classes in relation to specific Christian issues. He also takes groups to visit the church. Another useful contribution to pupils' understanding comes from representatives of different faiths, including Judaism and Islam. They have led assemblies and conducted workshops so that children can learn about those faiths. The subject makes a sound contribution to pupils' spiritual, moral and cultural development.
128. The knowledgeable subject co-ordinator recognises that, although resources are adequate, there is a need to increase those for teaching about Christianity and has secured a grant from the local church to do this.