

# INSPECTION REPORT

## **CHRIST CHURCH CHURCH OF ENGLAND PRIMARY SCHOOL**

Carnforth

LEA area: Lancashire

Unique reference number: 119522

Headteacher: Mrs Pam Nisbet

Reporting inspector: Paul Bamber  
15064

Dates of inspection: 10<sup>th</sup>-13<sup>th</sup> June 2002

Inspection number: 244729

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	North Road Carnforth Lancashire
Postcode:	LA5 9LJ
Telephone number:	01524 732536
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Robinson
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
15064	Paul Bamber Registered Inspector	Mathematics Physical education	What sort of school is it? The school's results and achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
19343	Marion Howel 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?
22380	Penny Parrish Team Inspector	Science Art and design Design and technology Music Provision for children in the foundation stage English as an additional language	
18344	David Earley Team Inspector	English Information and communication technology Geography History Equality of opportunities Special educational needs	How good are curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Carnforth Church of England Primary is a Voluntary Aided Church of England school set in the heart of a small town. Pupils come from the village and the surrounding area. Over the last few years, the area has had a declining number of four-year-old pupils entering the school. As a result, like other schools in the area, numbers on roll are falling steadily. There are now 151 pupils on roll, including 23 aged under six, compared with a roll of 203 pupils at the time of the last inspection. Pupils enter the school with average attainment.

Around a quarter of the pupils have special educational needs, which is slightly above average, and very few have a Statement of special educational need. There are no pupils with English as an additional language, which is below average, and very few pupils have an ethnic background which is not white United Kingdom. Just over eight per cent of pupils have a free school meal which is below average.

Since the last inspection, there are two teachers new to the school. However, declining numbers on roll have necessitated some reduction in staffing level, and pupils taught in mixed age classes.

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

Overall, the school is effective. Standards are above or well above average in English, mathematics and science and have improved considerably since the last inspection. Teaching is good. Pupils behave well and have positive attitudes. Their spiritual, moral, social and cultural development is good overall. Although aspects of leadership and management are effective, there are some weaknesses in the running of the school. The school offers good value for money.

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

- Standards are at least above average in English, mathematics and science, in both Year 2 and in Year 6.
- The quality of teaching is good throughout the school.
- Pupils enjoy school, relate well to each other, have positive attitudes to their work and behave sensibly.
- Pupils with special educational needs make good progress because the school provides well for them.
- The wide range of out-of-class activities offered to older pupils contributes well to their physical, personal, social, moral and cultural development.

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

- Assessment in subjects other than English, mathematics and science.
- Communications within the school and the relationship between some governors and the headteacher.

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

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

The school has made satisfactory improvement since its last inspection in November 1997. Of the five key issues identified at that time, four have been appropriately addressed. Standards have improved in English, mathematics, science, design and technology and information and communication technology. Teaching and behaviour are better. However, assessment in many

subjects could still be improved and aspects of leadership and management are less good than at the time of the last inspection. The school's capacity to improve further depends upon continued improvement both in the quality of communications within the school and relationships between some governors and the headteacher. Governors still do not have an agreed strategy for evaluating the effect of their spending.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	C	C	well above average A above average B average C below average D well below average E
mathematics	C	A	B	B	
science	E	B	B	B	

The table indicates that standards in all three subjects have generally improved over the last three years and that, in 2001, they were average in English and above average in mathematics and science. Compared with similar schools, standards were above average in mathematics and science and average in English. On average over the last three years, boys and girls have performed better than their peers nationally, in English and mathematics. The school has set very challenging targets for improvement in its results in this year's national tests, in English and mathematics and evidence indicates that they will be met.

Standards in the present Year 6 are above average in English and well above average in mathematics and science. Higher standards this year are the result of more focussed teaching of writing and mathematics. In all other subjects of the National Curriculum pupils attain average standards.

In the 2001 national tests for Year 2 pupils, standards were well above average in reading and mathematics and above average in writing. When compared with similar schools, standards were high in mathematics, well above average in reading and above average in writing. At present, Year 2 pupils are attaining well above average standards in mathematics and above average standards in reading and writing. Over the last three years standards have risen consistently. Girls have done much better than boys in reading but the boys have done better in mathematics. Presently, standards in all other subjects of the National Curriculum are average.

Pupils achieve very well in Years 3 to 6. Year 6 pupils have made very good progress in their standards compared with those they attained in their Year 2 national tests in 1998. Pupils with special educational needs achieve well. They are expertly supported in their endeavours to meet these expectations and many attain standards in line with those expected for their age.

Children aged under six make good progress in their communication, language and literacy, mathematics and personal development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, work hard and participate enthusiastically in all activities that are provided.

Behaviour, in and out of classrooms	Good. The vast majority of pupils behaves sensibly in lessons and in the playground.
Personal development and relationships	Good. Relationships between pupils and between pupils and staff are positive, and contribute well to standards and achievements. Pupils are sensitive to their classmates' feelings and values, take responsibility willingly and look after each other.
Attendance	Satisfactory. Attendance is around the national average. There is less unauthorised absence than found nationally.

Pupils participate sensitively in lessons designed to promote their personal and social development. As a result, those pupils with lower self-esteem learn to share their feelings more openly and develop more self-confidence.

## TEACHING AND LEARNING

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

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

Throughout the school, teachers plan lessons carefully, make good use of resources to make lessons interesting and to clarify new concepts, and manage pupils' behaviour well. As a result, pupils enjoy lessons, make good progress and behave sensibly. Teachers use the National Literacy Strategy and National Numeracy Strategy well to provide pupils with a firm grounding in reading, writing and mathematics. They promote pupils' literacy and numeracy skills well in lessons throughout the curriculum. Teachers' use of information and communication technology to support learning is good, particularly to reinforce pupils' skills in reading, writing and mathematics and also to find information. Teachers successfully meet the needs of all pupils.

The quality of teaching of pupils with special educational needs is effective in helping them to overcome specific learning difficulties, in English and mathematics, and to enable those who find it more difficult to behave well, to participate fully in lessons and to make good progress. Relative weaknesses in teaching are linked to some lack of subject expertise in art and design and physical education.

Strengths in pupils' learning include the ability to work independently, a pride in presenting their work well and being able to overcome difficulties through perseverance. Many apply their previous knowledge well to solve problems.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The wide range of out of class activities available to pupils in Years 3 to 6 particularly, broadens opportunities for their personal, social and cultural development.
Provision for pupils with special educational needs	Good. Their individual education plans are detailed and appropriate. Targets are regularly reviewed with parents and pupils. They are supported ably, both in and out of the classroom, which enables them to achieve well.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and social development is very good. Their spiritual development is good and cultural development is satisfactory.
How well the school cares for its pupils	Pupils are cared for well. Procedures for promoting pupils' good behaviour, academic progress and their personal development are all effective. Assessment procedures in subjects other than English, mathematics and science are underdeveloped.

Parents feel that the school cares well for their children. Many work in the school to support learning. Parents support their children's learning well at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the deputy, key stage managers and subject co-ordinators, provides effective leadership in the pursuit of higher standards. However, until recently communication in the school was unsatisfactory. Communication is now better as a result of action taken jointly by governors and the school's senior management team.
How well the governors fulfil their responsibilities	Satisfactory overall. They meet their statutory duties competently but have insufficient strategies for evaluating the impact of spending. Relationships between some governors and the headteacher are not good which means that the governing body's ability to be a helpful critical friend is compromised.
The school's evaluation of its performance	Good. Test data is analysed rigorously and the information used well to help improve standards. Priorities in the school development plan are appropriately focussed on areas for improvement. Teaching and pupils' work are monitored and evaluated effectively.
The strategic use of resources	Satisfactory. Funds available for improving standards and to support pupils with special educational needs, are used well. The induction of newly trained teachers and the school's use of new technologies are satisfactory.

The school satisfactorily applies the principles of best value. It rigorously challenges itself to do better in national tests, comparing its performance with schools locally, nationally and of similar type. Good value for money is sought for services and equipment. Accommodation, staffing and learning resources all support pupils' learning satisfactorily. Resources are used well in this aspect.

## 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 child is expected to work hard and achieve his or her best.</li> <li>• Teaching is good.</li> <li>• Their child(ren) likes school and make good progress.</li> <li>• The school helps their child (ren) to</li> </ul>	<ul style="list-style-type: none"> <li>• The leadership and management of the school.</li> <li>• The school work more closely with them.</li> <li>• The information about their child(ren)'s progress.</li> </ul>

become mature and sensible.	
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Inspectors agree with the positive views of parents. Arrangements for informing parents, both informal and formal, are good. Three occasions each year are provided for parents to discuss their children's progress. Parents of pupils with special educational needs are kept up-to-date about targets and are invited to review meetings. There is a weekly opportunity for parents to meet with teachers. There have been some weaknesses in the leadership and management of the school. Inspection evidence does not indicate that the pupils' standards have been affected as a result. Procedures for managing pupils who do not always behave well are effective and parents' concerns about this aspect of management are unfounded. Governors and the school's senior management team have responded positively to the outcomes of a recent management review, carried out jointly by the local education authority and the Diocese. As a result, some of the weaknesses in communications, relationships and the governors' monitoring role, identified in that review, are presently being rectified.

## **PART B: COMMENTARY**

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

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

1. In the 2001 National Curriculum tests for Year 2 pupils, standards were well above average in reading and mathematics and above average in writing. When compared with similar schools', standards were very high in mathematics, well above average in reading and above average in writing.
2. Over the last three years, girls have done better than boys in reading and writing, but boys have outperformed girls in mathematics. There are no significant differences to the national trends. However, in science, over the last two years, the percentage of pupils attaining above average standards has been well below average. The school has recognised this and is presently providing pupils with more opportunities to design their own scientific investigations, which is helping to improve their level of attainment.
3. In the national tests taken by pupils in Year 6 last year, standards were average in English and above average in mathematics and science, when compared with all schools and similar schools. Girls tend to do better than boys in all three subjects, reflecting national trends.
4. Targets for improvements in pupils' performance in the national tests this year are very challenging and if met, which seems likely, will represent a 20 per cent improvement in English and 16 per cent in mathematics.
5. Children enter the reception class with average attainment. They achieve well. By the end of the reception year, most children reach the nationally set early learning goals in knowledge and understanding of the world, creative and physical development and exceed them in personal, social and emotional development, in communication, language and literacy, and in mathematical development because the school places extra emphasis on these areas of learning to meet the children's specific needs. Standards have improved on those reported for five-year-olds at the time of the last inspection. Children are doing considerably better in literacy and numeracy because the present structure of lessons and good teaching helps them to achieve well.
6. In the present Year 2, standards are well above average in mathematics and above average in reading and writing. Standards in reading are comparatively lower this year than last, because more pupils have specific learning difficulties in aspects of literacy. In all other National Curriculum subjects, standards are in line with those expected for their age.
7. Standards in the present Year 6 are well above average in mathematics and science and above average in English. This represents a good improvement on the standards indicated by last year's national test results and reflects the effective action taken by the school to improve pupils' writing and their problem solving skills.
8. In all other National Curriculum subjects, Year 6 pupils attain standards expected for their age.
9. Since the last inspection, there have been good improvements in pupils' standards in English, mathematics and science. In design and technology and information and communication technology, subjects in which standards were judged then to be unsatisfactory, pupils now attain standards in line with the national expectation. This is because the quality of teaching is now better and the curriculum better structured in these subjects.
10. Pupils in Years 1 and 2 make good progress in their learning and achieve well, particularly in mathematics. In Years 3 to 6, pupils achieve very well and make very good progress, especially in

mathematics and science. These good achievements are the combined result of close analysis of standards, well-focused teaching and pupils' positive attitudes to learning. The school's very good implementation of the National Numeracy Strategy together with good teaching has resulted in pupils attaining well above average standards.

11. Pupils with special educational needs also achieve well overall. In some instances they achieve very well. Because teachers and learning support assistants have high expectations of these pupils' and provide them with very good support in those areas of their learning in which they have difficulties, many attain standards expected of them for their age.

12. Pupils with emotional and behavioural difficulties are well managed and encouraged and achieve well in most subjects.

13. The school recognises that some pupils in Year 3 to Year 6 are particularly able in English and/or mathematics. As a result, they are given more challenging tasks in lessons than most other pupils, and have been entered at higher levels in national tests. As a result, these pupils achieve well and make very good progress in their learning.

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

14. Pupils have good attitudes to their work. Their behaviour is good, and their relationships throughout the school are also good. These factors have a positive influence on the pupils' learning and development. The concerns raised in the previous report have been tackled, and the behaviour in all year groups is now good. The attendance rates have dropped slightly in recent years, but are still at a satisfactory level.

15. Pupils enjoy school and take an active and enthusiastic interest in their lessons. They are keen to enter into discussions and to suggest answers or offer opinions. They are confident and articulate. They enjoy their lessons and show real interest in their work. This was seen, for example, in the reception class, when children had picked a daisy, and after using a magnifying glass to see the details, took great pride in making finger paintings of the flower. During time set aside for discussion about friendship and falling out, pupils took full advantage of the chance to share their experiences and to listen sensitively to the fellow pupils. Such opportunities play a significant part in their personal development. The extra curricular activities, which the school organises, are well supported. Clubs are run by staff members, parents and local authority services, and are so popular that they are sometimes over subscribed.

16. Children in the reception class show great interest in all activities made available and develop an enthusiastic approach to learning. They concentrate increasingly well and listen carefully to staff. The children's behaviour is good due to their good relationships with their teacher and support staff, who manage them very well. The children relate increasingly well to each other, playing alongside friends in a companionable manner. They showed that they were willing to give any necessary help to new children visiting the class in preparation for September and gave kind consideration to their feelings.

17. Pupils' behaviour is good, both inside and outside lessons. They know and understand the school's behaviour policy and feel it is used fairly by all the teachers. The majority lives up to the high expectations that the teachers have of them, and very little learning time is wasted on dealing with poor behaviour. Pupils respect school property, including the play area, where they make sure no litter is dropped during break times. There are very few incidents of oppressive behaviour in the school, but pupils are confident they will be listened to if any concerns should arise. An example of this was observed during the inspection, and the teacher handled the matter well, with sensitivity and tact.

18. Pupils work well together in groups or pairs and show consideration for the views of others. Amongst other duties, pupils in Year 6 help with the reception class children. They go into school with them and also help them at lunchtime. This gives the older pupils an opportunity to take

responsibility, and for the younger ones to gain confidence. During lunchtime, pupils from all year groups mix well together and making very good use of the large field. There are good opportunities for independent learning and for pupils to show initiative. The annual residential visit for Year 6 pupils is greatly enjoyed, and gives the pupils an opportunity to spend more time together and to be with their teacher in a less formal atmosphere. All these factors help the pupils to develop and become more mature.

19. The attendance levels at the school are satisfactory, with below average rates of unauthorised absences. Lessons start and finish on time and few pupils arrive late to school. Registration meets statutory requirements.

20. Most pupils with special educational needs are eager to improve. They work hard, behave well and co-operate well with each other. This is because teachers and support staff know them well and establish good relationships with them. Where necessary they help pupils to improve their behaviour by providing firm and positive support. Pupils are presented with work suited to their abilities so that they are challenged to improve at their own levels of skill and understanding.

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

21. The quality of teaching is good throughout the school, of the 38 lessons observed, four-fifths were good or better, with around one sixth very good in all subjects. No unsatisfactory teaching was observed. All the very good teaching took place in classes containing pupils in Years 3 to 6. As a result, pupils in these years make very good progress, especially in English, mathematics and science. Teaching is now much better than at the time of the last inspection.

22. The quality of teaching in the reception class is good, providing children with a good start to their education. The teaching of literacy and numeracy is particularly good. Planning is effective, and identifies the questions to be asked and key vocabulary to be used with children during lessons. The teacher has very high expectations of children's learning and shows great patience and persistence in achieving learning goals. Assessment procedures are comprehensive and used effectively to check the children's progress and to make appropriate future teaching plans. The learning support assistants make a good contribution to the children's progress through their interest in their work, their commitment to the children and their good understanding of the age-group. Good relationships with the children encourage maximum effort from them.

23. A strength in the teaching of pupils in Year 1 and Year 2 is good behaviour management, which ensures that lessons proceed positively and purposefully. Teachers use questions well to challenge pupils' thinking and use resources creatively to interest them in lessons and to learn new concepts. In a Year 2 numeracy lesson, for instance, the teacher enthused pupils by the use of a computer game which required the class to find a better strategy than hers for combining coins to make a money total. Pupils were excited by the game and delighted when they won. The activity promoted pupils' strategic thinking and problem solving skills well. In a Year 1 literacy lesson, the teacher used effective methods to involve pupils in identifying correct punctuation and descriptive words in sentences. As a result, pupils made good progress in their understanding of the correct use of capital letters, full stops and adjectives.

24. In very good lessons for pupils in Years 3 to 6, teachers use language very well to attract pupils' interest and provide them with a wide range of descriptive and technical vocabulary. For instance, in a very good Year 4 literacy lesson, which involved pupils in compiling an advert, the teacher's own enthusiastic modelling of descriptive language helped pupils create persuasive and humorous phrases and jingles. Similarly, in a Year 5 mathematics lesson about reflective symmetry, the teacher's use of appropriate and detailed mathematical terms, ensured that pupils used words such as axes, translation, equilateral, isosceles, and scalene, confidently and correctly.

25. Other strengths in the good, and the very good quality teaching, include well-structured lessons, reminders to pupils about previous learning to help provide a context for new work, good subject knowledge, which enabled teachers to confidently explain difficult concepts in ways that helped pupils understand fully, and the use of interesting methods and resources to engage pupils fully in activities and learning.

26. Throughout the school, teachers provide pupils with opportunities to apply their literacy and numeracy skills. In a Year 2 gymnastics lesson, the teacher encouraged pupils to apply their knowledge of symmetry to mirror the movements of their partner. In a well-taught lesson for pupils in the Year 5 /6 class, pupils were required to use their knowledge of Imperial measure and 'old money' to work out the costs of items in the 1930's. In the same lesson, pupils' ability to find information using the contents, index and glossaries of books were fully tested.

27. Any relative weaknesses in teaching are linked to some lack of subject expertise in art and design and physical education.

28. The overall quality of teaching of pupils with special educational needs is good. Teachers and non-teaching support staff teach basic skills well. They provide good individual support, which is closely linked to the pupils' targets for improvement in their individual education plans. Staff make good use of assessment and record keeping procedures in order to ensure that pupils build securely on previous work. The school achieves a good balance between those occasions when it is suitable to provide specialist support in class, to enable pupils to take full part in class activities, and those where it is more appropriate to provide more specialised help for groups withdrawn from class.

29. Teachers use information and communication technology effectively to support pupils' learning in lessons. Apart from reinforcing basic literacy and numeracy skills, through the use of specifically designed programs, teachers require pupils to edit their writing, store mathematical and scientific data and use the Internet to research for historical and geographical facts. In design and technology and art and design lessons, pupils are encouraged to use programs to help modify designs and combine colours.

30. Homework is used regularly and effectively to both reinforce basic literacy and numeracy skills and to promote pupils' research skills.

31. Overall, the quality of learning is good. In the best lessons pupils apply their previous knowledge creatively. Even younger pupils are capable of sustained concentration and working independently. Many of these qualities were observed in a Year 3 mathematics lesson about data sorting. Pupils listened attentively to the teacher's explanations and instructions, volunteered their own ideas and applied their previous knowledge of sets to help solve more complex tasks. When required, they worked in small groups diligently, striving to meet teachers' expectations of the amount of work they should complete in a given time. During the summary of the lessons, pupils also stated confidently what they felt they had learned.

32. Older pupils use their own initiative well in lessons. They recognise what they need to do, take responsibility for doing it and have the confidence to question statements or answers they feel might be mistaken.

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

33. The school provides a good range of learning opportunities to meet the needs of all pupils, including those with special educational needs. It meets all the statutory requirements of the National Curriculum. It has successfully addressed weaknesses highlighted by the last inspection by ensuring that the teaching of design technology and information communication technology meet

statutory requirements. There are now effective systems to ensure that plans identify how pupils will build on previous learning in order to improve their knowledge, skills and understanding in English, mathematics and science. This is enhanced by the good use the school makes of the national guidance for schemes of work and the National Literacy Numeracy Strategies.

34. The curriculum for children in the foundation stage is satisfactory. It is well planned and carefully based on the early learning goals for children up to the time they leave reception class and the early stages of the National Curriculum. Greater emphasis is placed upon children's learning in literacy and numeracy and in their personal and social development and as a result, they make good progress in these areas.

35. The school is successful in ensuring that all children have equal access to all areas of the curriculum and opportunity to succeed. This is enhanced by the school's Christian ethos, where each individual is valued and respected. However, fall in numbers on the school roll means that in Year 3 to Year 6 teaching groups are now single aged in the mornings, when literacy and numeracy are taught, and larger mixed age groups in the afternoon for all other subjects. Apart from in science, much less time is allocated to other subjects. As a result, standards in these subjects tend to be in line with national expectations rather than above or well above average.

36. The school makes good use of literacy in other subjects of the curriculum. This helps to extend pupils' literacy skills and their work in the other subjects. For example, pupils in Year 3 produced well-organised accounts of the life of a gunner on board a Tudor warship. In Year 5, pupils used persuasive writing when considering the effects of a new housing estate in work in geography. Pupils in Year 4 listened attentively and clearly explained how to use different stitches in design technology work on money containers.

37. The school makes good use of pupils' mathematical skills in other subjects. For example, pupils in Year 6 extended their mathematical skills when they used 6 figure map references in work in geography. In Year 4, pupils increased their understanding of data when they used computers to create charts and graphs. Pupils in Year 2 increased their understanding of chronology in history.

38. The use of information communication technology in other subjects of the curriculum is good. For example, pupils in Year 4 used a graphics programme as part of their work in art. Year 3 pupils increased their recognition of pronouns when they worked on the computer in English. In Year 2, pupils studied plant habitats using a CD-ROM in scientific work.

39. Provision for pupils with special educational needs is good and this helps them to make good progress. As a result of the good support these pupils receive they achieve well and many attain standards in line with expectations for their age. The school is working effectively towards the implementation of the new code of practice for special educational needs. All pupils with special educational needs have full access to the curriculum and equal opportunity to succeed.

40. The school makes very good provision for personal, social, health and citizenship education. Teachers work hard to develop co-operation, self-esteem and responsibility. Pupils help with the smooth running of the school in positions such as prefects, house captains and monitors. In Year 4, they take the initiative in helping to keep the school grounds litter free. Older pupils read with younger pupils. The ethos of the school helps to promote a very caring community where pupils care for and help each other in their daily lives. Personal development and citizenship are planned in the work of other subjects. For example, in history, pupils learn how laws are made and appreciate that racism is harmful to society. In geography, pupils study environmental issues such as recycling and take part in debates and discussions. Pupils are appropriately taught about the uses and misuses of drugs. Sex education is taught throughout the school as part of the science curriculum, and also separately with the help of the school nurse, to pupils in Years 5 and 6. In science and physical education children learn about the benefits of healthy diets and exercise. The school makes effective use of the expertise provided by local health promotion services.

41. The school provides a good range of extra curricular sports and musical activities in order to support its work in the curriculum. Pupils go on a range of visits outside school. They have visited

the Millenium Dome and in Year 6 take part in a residential visit to such places as Borwick Hall, where they learn to live together, develop skills in team building and participate in a range of outdoor activities. The curriculum is further enriched by visitors into school such as storytellers, theatre groups, the secondary school orchestra and road safety officers. Such a wide range of experiences contributes significantly to pupils' personal, moral, social and cultural development.

42. The school has good links with the local community. Local clergy visit the school to talk to children and lead worship. Pupils visit the church to take part in services and pupils in Year 2 produced well-finished sketches of the church. Such events contribute well to pupils' spiritual development. Pupils take part in many events around Carnforth. For example, the choir performed at the Christmas fair and the school participated in the Church community concert. Pupils took part in the Home Safety Quiz and the Library inter-schools quiz. The school is involved with such activities as the Church community concert and the 'Spring Into Music' week. The school provides articles for the parish magazine. Year 4 pupils make use of the High Street as part of their work in history. In their work in geography, Year 2 pupils produced and clearly evaluated a census of local traffic.

43. The school has good links with partner institutions. There is effective liaison with a local pre school group and with other primary and secondary schools locally. Pupils in Year 5, for example, meet other primary and secondary pupils when they join together at a local secondary school. The school takes part in a citizenship project and a 'Valued Youth' scheme with a nearby secondary school. It also makes very effective use of the computer suite at this local school. There are secure arrangements in place to ensure that the transfer to secondary education is usually a smooth one.

44. Overall, provision for spiritual, moral, social and cultural education is good. This is an improvement on the findings of the previous inspection. Provision for these aspects is further enhanced by their inclusion in the planning for the subjects of the curriculum and by the policy document, which clearly outlines how spiritual, moral, social and cultural education is included in the life and work of the school.

45. Provision for pupils' spiritual development is very good. This is an improvement on the findings of the last inspection. The school is very successful in providing pupils with knowledge and insights into values and beliefs. Pupils have well planned opportunities to take part in moments of reflection. They write their own prayers and have opportunities to pray during the school day. Religious artefacts are prominently displayed in the school. In assemblies, pupils recognise that worship is a spiritual occasion and they join in sensitively with prayers and hymns. Teachers provide opportunities for pupils to share moments of excitement. For example, in a Year 2 science lesson, pupils looked with fascination at plants through magnifying glasses and in a Year 5 English lesson shared their fascination with the images evoked by a poem about the sea.

46. Provision for pupils' moral development is very good. This is an improvement on the findings of the last inspection. Principles, which distinguish between right and wrong, are very actively promoted through the school's clear behaviour policy. Adults in the school provide very good role models in their relationships with pupils. Staff expect pupils to behave well, to respect others and to be truthful. Most pupils respond positively. The staff take time to deal with any issues which may arise and pupils are given ample opportunities to reflect on the consequences of their actions.

47. Provision for social development is very good. Pupils are given a good range of opportunities to take positions of responsibility, as prefects and house captains. Relationships between pupils and pupils and staff are good. Pupils co-operate well together and work collaboratively. For example in Year 6 pupils willingly shared computers and discussed how web sites might be improved. Pupils care for the elderly and those less fortunate than themselves and contribute to national and local charities. Pupils are given good opportunities to become involved in the life of the church, for example, as altar servers or choir members.

48. Provision for cultural development is satisfactory. The school provides interesting opportunities for pupils to appreciate their own culture. For example, they celebrate such festivals as Christmas and Harvest Festival and follow the church's liturgical year. In music and physical



education pupils sing and perform traditional songs and dances. In English they read and rewrite folk stories. In history pupils learn about aspects of Carnforth's past and visit such places as the Lancaster Museum of Childhood. They take part in the church pantomime and read books by authors such as Stevenson and Dickens. The school provides satisfactory opportunities for pupils to appreciate the richness and diversity of other cultures. For example, pupils hear visiting steel bands and African drummers. In literature in Year 5, for example, pupils read Kenyan and Indian poetry. They experience Irish, Greek and Indian dances performed by fellow pupils and visitors. Within the taught curriculum, pupils have opportunities to study art, poetry, news stories and myths and legends from different eras and continents.

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

49. The school cares well for its pupils. It provides a friendly and relaxed learning environment, where pupils know they can turn to their teachers for help and support.

50. There are effective procedures in place relating to child protection matters and health and safety. The delegated person has received training and the staff are aware of the relevant policies. Minor health and safety matters were brought to the attention of the headteacher and governors. There are policies in place relating to behaviour and anti bullying, and the good behaviour seen during the inspection is evidence of their effectiveness. All staff responsible for supervising pupils use a consistent approach to a system of rewards and sanctions and this provides pupils with a consistency in the standards of behaviour expected. The small size of the hard surfaced playground area was commented upon in the last inspection report. It is still the same size and restricts the range of activities in which pupils can participate at break and lunchtime.

51. The attendance rates have dropped slightly since the last inspection. The school works hard to remind parents of the need for regular attendance, and discourages the taking of holidays during term time, a factor, which has contributed significantly to the lower attendance rates.

52. The class teacher plays an important role in the personal development of the pupils. There is no formal recording of personal development, but teachers know their pupils well, work closely together and share relevant information. This happens particularly when pupils move into the next year group. The good relationships, between the pupils and teachers, demonstrates the effectiveness of the support the school provides for its pupils.

53. The school carefully monitors the academic performance and personal development of pupils with special educational needs. It uses effective assessment procedures and ensures that these are well used to help with planning and set clear and manageable targets for improvement. It is aware of the need to develop clear criteria in order to assist in the identification of pupils with special educational needs. The school works closely with outside agencies such as the psychological service, speech therapy and health services to ensure that all pupils have equal access to the work of the school. All the statutory requirements for the implementation of Statements of special educational need are met by the school.

54. The teacher in the reception class has established a good system to assess the children's progress and to record their attainment. These records are diligently used to support plans for further learning, particularly within literacy and numeracy. As a result, these skills are significant strengths by the end of the reception year.

55. The school takes effective action to help pupils attain their highest possible standards. By tracking their individual progress through regular testing, teachers set challenging targets to help pupils achieve well. Pupils in Years 2 to 6 are tested annually in English and mathematics either statutorily in Year 2 and Year 6 or through non-statutory tests in Year 3 to Year 5. In addition, much more frequent testing of reading, spelling and mental mathematics provides teachers with detailed information about pupils' progress. The detailed information gained from pupils' test results is used

to accurately predict pupils' performance in the Year 6 tests.

56. Procedures for assessing pupils' attainment and progress in English, mathematics and science are good. However, in other subjects, although teachers individual assess pupils' work, there is no whole-school approach to assessment in these subjects. Teachers tend to choose their own criteria rather than linking assessment to National Curriculum key objectives and skills. As a result, teachers do not systematically develop pupils' skills, particularly in subjects such as art and design and physical education. As a result, pupils do not always achieve the highest standards of which they are capable.

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

57. The parents, who returned the questionnaires or attended the meeting, had mixed views of the school and the education it provides for their children. There was good support for the teaching in the school, and the amount of work the children are expected to do. The majority of parents said their children liked school, and were helped to mature and take responsibilities. Some parents were concerned about the leadership and management of the school, and how closely the school works with the parents. They also felt that they received insufficient information about the progress being made by their children. The inspection team supports the parents' positive views. The inspection found that the school's leadership and management is satisfactory and that good information is supplied about pupils' progress. The school works closely with the parents and encourages their involvement in the education of their children.

58. At the start of each term the school provides parents with information about the topics to be studied during the following weeks. Parents report this to be useful to them in supporting their child's learning. It also tells of them of staff news and forthcoming events. There is an active Parent/Teacher Association, which organises a variety of social and fundraising events. The significant funds are raised at these events, which are well supported by both parents and staff, and are used to purchase extra resources for the school, especially library books and information and communication technology equipment. As a result, pupils' research skills have been enhanced and they have access to more computers. There are three formal parents' evenings each year, when teachers and parents discuss the children's progress and the targets for the next term. In addition, each Thursday afternoon when school closes, teachers are available for any parent to talk to them about worries or concerns. This is a useful opportunity for parents and teachers to meet, and has good support. Parents are regularly invited to attend school events, such as assemblies, celebration church services and school productions.

59. The school encourages parents to be involved in their children's education and has a teacher with specific responsibility for this area. Partly as a result, parents make a good contribution to supporting their children's learning. There is a significant number of parents who regularly help in the classroom, with clubs, sporting activities, transport and trips, enabling pupils especially in Year 3 to Year 6 to be involved in a wide range of activities. To celebrate the Millennium, parents worked with the teachers and pupils to produce a colourful banner, which is now proudly displayed in the school hall. This is a good example of the close co-operation between parents and the school. There is an effective induction programme prior to children joining the reception class. The school has recently improved the support offered, and now provides parents and children with the chance to visit on a number of occasions. During these visits, parents spend time with the teacher and are given the opportunity to ask questions and receive advice about helping prepare their children for their first experience of school.

60. The co-operation and support the parents provide make a significant contribution to the learning and development of the pupils and is a strength of the school. Parents are involved from an early stage in discussions concerning pupils needs, targets for improvement, individual educational plans, statements and reviews. The co-ordinator and class teachers respond readily to concerns expressed by parents and are usually available to discuss issues as they might arise.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Overall, the quality of leadership and management is satisfactory. There are strengths in the way in which the school evaluates its own performance in order to identify ways of raising standards. However, since the last inspection, relationships between some governors and the headteacher have deteriorated and a lack of communication within the school has affected staff morale.

62. Recently, the situation has improved. As a result of a positive partnership between the local education authority, the Diocese, governors and the school's senior management team, a management audit was carried out, in January of this year, which identified areas of leadership and management, which needed improving. A subsequent action plan is presently being implemented and there have been improvements in relationships, communications and in identifying a much clearer shared vision for the school. There was no evidence during the inspection that either the quality of pupils' education or the standards they attain have been negatively affected by the issues mentioned.

63. The headteacher has a determination to raise standards in the school. For instance, the weaknesses in teaching in Year 5, identified at the last inspection, were dealt with speedily and effectively. She is well supported by the deputy headteacher and other staff with managerial responsibilities. For instance, successful action has been taken to improve pupils' writing, to standardise the teaching of mathematical calculations and to raise standards of pupils' behaviour. Subject co-ordinators have worked diligently to support colleagues, to monitor standards and improve resources.

64. Governors satisfactorily fulfil their statutory duties. Some are actively involved in and support the work of the school. All governors are attached to a subject area and have responsibilities for reporting on their visits to the school. However, until the recent appointment of a new Chair of governors, governors committees had no terms of reference, there was no formal structure for governors' visits to the school or for reporting back on these visits. Neither was there a timetable for co-ordinators to report on developments in their subjects. These factors meant that governors' ability to monitor the work of the school was very limited. There have been improvements in this academic year with some governors now aware of the school's standards. However, governors still do not have an agreed strategy for evaluating the impact of its spending, which was noted in the last inspection report.

65. The school analyses its test data thoroughly and uses the information gained to take effective action to remedy weaknesses. Notably, governors and the senior management team recently met for a day to discuss and determine the way forward for the school and the priorities for development and improvement. The newly formed school development plan contains priorities well matched to areas that need to be improved. Apart from those already mentioned, further improvements in pupils' information and communication technology skills and in the number of pupils in Year 2 attaining higher levels in science, are appropriately identified.

66. The school has taken effective action to meet its targets for improvements in National Curriculum tests. Extra classes are organised to help those pupils in Year 6, who need further support to enable them to reach the expected standards for their age in English and mathematics.

67. Financial control and management are secure. A local education authority financial audit, carried out in May 2001, highlighted weaknesses in some financial procedures. The school has fully addressed these. Governors and the headteacher have managed the impact of falling rolls well. The need to decrease the number of teaching staff and to move towards mixed age classes has been handled sensitively and well-planned. Governors have, over recent years, built up a contingency fund to cushion the effect of falling rolls, and this year, as an interim between single aged classes and mixed age classes, pupils have been taught in single age classes in the morning but in mixed age classes in the afternoons.

68. Governors monitor spending regularly. They are provided with up-to-date financial information, each half term, which enables them to determine whether expenditure is as planned. The school is rigorous in its pursuit of value for money when buying services and equipment.

69. Although the school has consulted with parents about specific issues, for instance, homework, it does not consult with parents routinely, nor with pupils in any formal way. It does not at present send educational needs questionnaires to parents to canvass their views of the school. Neither is there a school council, which would provide formal opportunities for pupils to air their views and make suggestions about aspects of the school's provision which particularly affects them.

70. The co-ordinator for special educational needs is very knowledgeable and experienced and is working hard to ensure that the new Code of Practice for Special Educational Needs will be securely implemented. There is a clear understanding of how the provision for special educational needs is to be improved, including the development of the use of information from throughout the school in order to gain an overview of learning and teaching. Pupils, parents and staff are supported well, and there are close links between the co-ordinator, class teachers and learning support assistants so that the continuity and consistency of pupils' learning is enhanced. The school liaises effectively with outside agencies such as the psychological service, speech therapy and health authority in order to support the school's provision. The school makes good use of specific grants, for example, in its provision of learning support assistants.

71. Provision for pupils aged under six is well managed and as a result they make good progress in many aspects of their learning.

72. The school has an adequate number of suitably qualified teachers. The concerns raised in the previous report regarding information technology and design technology have been resolved, and the teachers now have the necessary knowledge to teach the subjects competently. The school has a satisfactory staff development policy and the individual needs of staff are reviewed annually. As a result, aspects of teacher's behaviour management and the teaching of design and technology and information and communication technology have improved. There is an adequate number of support staff and they are used effectively. The school enjoys good support from all staff, and this includes the contributions made by secretarial, welfare and maintenance personnel.

73. The school occupies a large site, which is clean, tidy and well maintained. The previous report mentioned the need to provide a secure play for the reception class, and this has been provided. There was also concern about the lack of size of the hard play area available for use at lunchtime, and this is still the situation. The school does, however, have a large grassed area and this is very well used when the weather allows. There is very little space available for the non-fiction library for Years 3 to 6, but the school tries to compensate for this by making good use of the individual class resources. However, pupils' skills in finding the books they want quickly are limited because there is no dedicated library.

74. Resources in the school are satisfactory, overall. The resources in English, however, are good, despite the lack of adequate library facilities. Where the school lacks specific items, for example, artefacts relating to history and geography topics, it brings in material from outside providers, including parents and museums.

75. There are secure systems for managing the performance of staff. Targets for improvement in the performance of all teaching and learning support assistants have been set, monitored and met. As a result there have been improvements in pupils' behaviour and in the quality of teaching of design and technology and information and communication technology.

76. **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**[i] Improve assessment procedures in subjects other than English, mathematics and science by:**

- Linking assessment to the key objectives and skills identified in National Curriculum documents and guidelines.

(Paragraph numbers 56, 149, 157, 162, 170, 196)

**[ii] Improve the quality of aspects of the leadership and management by:**

- Continuing to rigorously implement the action plan which was drawn up as a result of the recent management review in order to:

Improve communication within the school;

Develop the role of governors in monitoring aspects of the school's work and acting as a critical friend;

Promote better relationships between the headteacher and some governors.

(Paragraph numbers 61, 62, 64)

**Minor Issues:**

- Pupils' library skills are under-developed.

(Paragraph numbers 73, 101)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

63

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	24	8	0	0	0
Percentage	0	16	63	21	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		151
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	6	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (84)	94 (76)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 ( 84)	100 (100)	100 (100)
	National	85 ( 84)	89 ( 88)	89 ( 88)

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

\* Because the number of girls in the Year group is less than 10 the table only shows the total number of pupils achieving level 2 and above

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	10	9	12
	Total	17	16	21
Percentage of pupils at NC level 4 or above	School	74 ( 79)	70 ( 82)	91 ( 88)
	National	75 ( 75)	71 ( 72)	87 ( 85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	11	11	11
	Total	18	19	20
Percentage of pupils at NC level 4 or above	School	78( 79)	83 ( 76)	87 ( 82)

	National	7 (70)	74 (72)	82 (79)
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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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	131
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	22

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

Total number of education support staff	6
Total aggregate hours worked per week	56

### **Financial information**

Financial year	2000-2001
	£
Total income	381,028
Total expenditure	384,877
Expenditure per pupil	2,500
Balance brought forward from previous year	17,534
Balance carried forward to next year	13,685

### **Recruitment of teachers**

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



*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

Number of questionnaires sent out	151
Number of questionnaires returned	84
Percentage response rate	56

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	52	8	0	0
My child is making good progress in school.	37	52	7	2	1
Behaviour in the school is good.	26	56	15	0	2
My child gets the right amount of work to do at home.	20	63	11	4	2
The teaching is good.	46	48	2	0	4
I am kept well informed about how my child is getting on.	27	48	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	44	43	13	0	0
The school expects my child to work hard and achieve his or her best.	51	49	0	0	0
The school works closely with parents.	24	50	23	2	1
The school is well led and managed.	23	40	21	7	9
The school is helping my child become mature and responsible.	31	58	7	0	4
The school provides an interesting range of activities outside lessons.	27	52	10	7	4

## **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**

77. Children enter school in the September after their fourth birthday and spend a year in the reception class. Most have experienced part-time attendance at local playgroups. Assessments conducted soon after entry to school show that the attainments of most children meet the levels usual for four-year-olds. There are no children in the class this year who have special educational needs. Children make good progress due to consistently good teaching. The teacher and children are supported well by a nursery nurse and classroom assistant, both part-time. A wide range of well-planned activities and regular, effective assessments are used as a basis for teaching, enable all children to make good progress and to achieve as well as they can. At the end of the reception year, most children are on course to meet the early learning goals set nationally in knowledge and understanding of the world, creative development and physical development. In personal, social and emotional development, communication, language and literacy, and mathematical development, most children are on course to exceed the levels set for the age group. Because the school has assessed that children's greatest needs are in developing their literacy, numeracy skills and their personal and social development, more time is devoted to those areas of their learning. As a result, despite good teaching throughout, children are on course to attain rather than exceed the early learning goals in knowledge and understanding, creative development and personal development. Some lack of resources and accommodation for children's safe outdoor play, also limit their progress in aspects of the physical development.

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

78. Children make good progress in the reception class through the good establishment of routines, clear rules, such as that of working sensibly and listening politely, and through positive reinforcement given consistently by the teacher. They develop a good attitude to learning and want to achieve well. Children are encouraged to develop independence by, for example, getting themselves changed for physical education and by putting on their own aprons for painting or for working in the 'garden centre'. They develop a sense of responsibility through taking their turn on the daily rota of 'helping' activities, and they are expected to tidy up after each activity. Good habits are established early and encouraged consistently by the teacher and support staff. There is a good working atmosphere in which children develop a good level of confidence and an increasing desire to learn.

79. Good manners are expected as, for example, each child responds to his or her name by wishing the teacher 'good morning' or 'good afternoon'. The children learn to share equipment and to take turns, for example, to water the plants. Through good use of stories, such as *The Bad Tempered Ladybird*, children are encouraged to think about their own behaviour and how it affects others. Bible stories, prayers and school assembly times develop their spiritual awareness. Good opportunities are found for them to learn to help others, such as when new children visit school before admission. On these occasions, children take their responsibilities seriously, proudly wearing their 'helper' badges, and show pleasure in helping the visitors to feel welcome and to enjoy their stay.

80. When given the opportunity, children choose sensibly what they want to do and become very involved, generally completing the task satisfactorily before moving on.

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

81. The children make good progress in listening, speaking, reading and writing through consistently good teaching and well-chosen activities. Each session starts with the class coming together to listen carefully to what they have to do. Frequent questions require children to think carefully about tasks and to provide logical answers. The children are delighted to explain their activities to visitors. But, due to the teacher's preference for class teaching, there are too few opportunities to work in small groups with an adult, to take part in discussions over an extended period in order to extend their thinking and communication skills further.

82. The teaching of early reading skills is very good and the teacher is diligent in providing many opportunities during each day for children to read. Very good use is made of books to involve the children in reading stories and poems linked to the current topic, and to introduce them to information books, such as about how plants grow. By the end of the year, all children can identify the title, know where on the page to start reading and make sensible suggestions as to what might happen next in the story and why. Higher attaining children fluently read simple books and share with an adult the reading of quite complex storybooks. The majority recognises familiar words in their books and around the class. Records indicate that most children learn to recognise the sounds of letters rapidly, helped by a carefully planned programme in school, reinforced by practise at home. The children take books home to share with their families and are developing a love of stories.

83. Most children form their letters correctly. Almost all the children write their first names without help and many write both of their names. Over the year, the higher attaining children practise and improve their writing by progressing from writing over or copying the teacher's words, to recognising and writing familiar words and using their good knowledge of letter sounds to build unfamiliar words. By the time they leave the reception class, these children are writing three or four sentences and beginning to remember punctuation. For all children, the teacher establishes a good balance between support and independent effort, backed by very good knowledge of letter sounds and blending. She shows inexhaustible patience and pleasure in helping the children develop their literacy skills, and this ensures children make good progress and enjoy their work. Frequent use is made of whiteboards and felt pens, which interest the children and encourage them to attempt writing, safe in the knowledge that first attempts can be very easily adapted. A variety of reasons for writing is devised by the teacher to help maintain the children's interest, such as plans for a barbecue that include listing guests and writing invitations. By the end of the year, most children know the sounds of all single letters, hear them in words and are well on the way to learning to blend them within written words.

### **Mathematical development**

84. The children make good progress because the teacher and support staff take every opportunity to encourage the children to count and to talk about numbers. Children know a range of number rhymes, all recognise the numbers to 10 in sequence and many recognise numbers to 24. Higher attaining children count and recognise numbers to 100. The teacher devises imaginative reasons for practising counting which encourage the children to take part with interest. When the children returned from school assembly and found that Hedgehog, a class toy, 'had removed' cards from a line of numbers, most could return the cards to their rightful places. Many could volunteer when the teacher asked, 'Who could put up the even number after eight?'

85. Although the quality of teaching in this aspect is good overall, there are occasions when children spend too long in whole class counting sessions and some lose concentration. Nevertheless, many imaginative ways are found to interest the children in developing their mathematical understanding. Toys are wrapped, making sure the paper is a suitable size for the toy; teddy bears' picnics are arranged where the correct numbers of equipment must be counted; a 'toy shop' and a 'garden centre' provide practise in using money; the story of *The Hungry Caterpillar* provides a basis for counting and comparison; natural objects are found, counted and sorted into sets. By the time they leave the reception class, in addition to being able to count well, most children can add and subtract one or two from numbers to 10 and beyond and are enthusiastic about their work and eager to learn.

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

86. The children are on course to achieve the early learning goals set nationally as a result of good teaching and the provision of an interesting range of topics, which develop fully their knowledge and understanding of the world.

87. Over the year, the children think about themselves and their family. Staff organise a stimulating range of activities to promote their understanding of the world around them. They compare themselves to how they were as babies and note how they have changed over time. They develop a sense of place and community through recording their journey from home to school and visiting local amenities, such as the supermarket and the garden centre. The children write and post letters at the local post box and watch them being collected by the mail van. They then travel to the sorting office to watch their letters being processed before being delivered to the correct address. Imaginary journeys are taken to the Arctic and on Safari. They learn about animals by matching them to their homes and to their food, by discovering small creatures in the school grounds and by observing the class's pet snails. The children plant seeds and learn how to carefully nurture them and to watch for change as they grow. The 'garden centre' includes a range of plants, which the children are excited to discuss, such as the peanuts that grew and the special plant that can catch insects. When using a hand lens to view a daisy, children were very pleased with the close-up provided, not only of the daisies but also of their own fingers. Children enjoy and develop confidence using the computer and the majority accesses a program and click and drag the computer mouse to make things happen on screen. They have made colourful pictures of fruit using a computer graphics program. Children enjoy these activities and participate in them happily and enthusiastically.

## **Physical development**

88. Given clear guidance from the teacher and support staff, the children develop control of their finer muscles through frequent opportunities to handle a suitable range of tools and writing implements. Paint brushes, writing implements, and jigsaw pieces are handled with precision. Children move around the classroom with care and few show any difficulty in handling small pieces of equipment such as the computer mouse or in dressing themselves after physical education lessons. The quality of teaching is good in this aspect of children's learning. For instance, in a physical education lesson observed, as a result of clear instructions and goods demonstration by the teacher, children showed suitable control of their movements to hop, skip and jump, and a sensible awareness of the space available in the hall. Music was used well to help children replicate animal movements, for example, slithering, sliding and wriggling like a snake, using their legs, arms and elbows to propel themselves along the floor. The teacher used descriptive language well to inspire and motivate the children's learning.

89. Since the last inspection, a safe outdoor area for the use of the children in the reception class has been established but it is of very small size and of limited use for the development of physical skills. A small number of wheeled vehicles are available for their use but movement is very restricted. Children do not have access to climbing apparatus indoors or outside to extend their physical skills further and to develop the full range of their muscles.

## **Creative development**

90. The children make sound progress in their creative development and are on course to meet the early learning goals set nationally by the end of the reception year. They develop an understanding of different styles of music through hearing musical pieces linked to topic work such as selections from the Nutcracker. They move to music in the hall and most develop a suitable awareness of rhythm, although lower attaining children find it difficult to synchronise their own movements to the music. The children listened with considerable fascination to sounds made by percussion instruments that were used to represent rainfall, and tried to reproduce similar sounds

themselves. They sing a range of songs and most join in well with the singing, both in class and in school assembly times.

91. The quality of teaching is good. Children are given the chance to use their imagination in the role play area, which changes with the topics for learning, in turn for instance, becoming a beach café, a toyshop or a garden centre. Paint is made available each afternoon and children were observed painting the beautiful sunflowers that they hoped would grow from the seeds planted in the 'garden centre'. Their pictures showed good control of form and a lively use of paint. Children use paint to make prints and malleable material for modelling. Finger-painted daisy heads competed by one group of children were arranged with paper leaves torn by another, to form attractive pictures which gave pleasure and a good sense of satisfaction to the children involved. There is a limited range and quantity of bricks and other construction materials but teachers ensure that models that are made are displayed well and valued, which encourages individual children to greater efforts to improve their own work.

## **ENGLISH**

92. Standards in Year 2 and Year 6, in speaking and listening, reading and writing are above average. In Year 2, pupils' average attainment reflects the results of the 2001 national tests. Fewer pupils this year are attaining higher levels in reading and writing because there are more pupils with learning difficulties in literacy than last Year. Average attainment in Year 6 is higher than that indicated by the 2001 national tests. Present attainment confirms a trend of rising standards in the subject, particularly in Years 3 to 6.

93. A significant factor in the high achievement of pupils and the improving trend is the quality of teaching, which is good and sometimes very good. This is enhanced by the good use the school makes of its thorough assessment procedures. For example, following an analysis of assessments the school identified the need to focus on aspects of pupils' writing, such as the structure of their fiction writing, in order to raise standards. Teachers also make effective use of assessment to set targets for improvement for individuals and groups. This gives pupils a clear idea of what they need to do in order to improve and helps them to develop a sound knowledge of their own learning. Teachers' planning is good. This ensures that pupils build securely on previous work.

94. The teachers implement the guidelines of the National Literacy Strategy effectively. This is one of the reasons why standards are high by the time the pupils leave the school. This is reinforced by the many well-considered opportunities the school provides for pupils to use their literacy skills in other subjects. This helps to extend their literacy skills and their understanding of the other subjects. For example, in Year 6, pupils produced thoughtful evaluations of their geographical field study visit to Borwick Hall. In Year 2, pupils wrote clear comparisons between old and new toys and produced detailed accounts of the lives of such people in history as Mary Seacole. In Year 5, pupils organised their ideas carefully and spoke confidently when they explained differences between modern and Tudor voyages of exploration. Pupils in Year 4 used a computer programme well in extending their use of verbs.

95. One of the reasons why the standard of pupils' speaking and listening skills are above average is because the relationships between teachers and pupils are good. Teachers value and respect pupils' contributions, so that they are eager to take part in discussions and generally speak with confidence and assurance. For example, in Year 2, pupils were eager to join in with the repetition of 'tongue twister' poems because the teacher made the lesson interesting and praised their efforts. This gave the pupils confidence to give clear explanations of their ideas on the effectiveness of alliteration in this work.

96. Because teachers expect high standards pupils listen attentively. In Year 4, for example, pupils listened carefully to the teacher's explanation of how in advertising, exaggerated descriptions

are often used, so that they clearly understand how to produce eye catching posters.

97. Most pupils begin to understand when the use of formal language is appropriate. For example, when they are answering questions in assembly or discussing their reading with visitors, they use some of the conventions of standard English. Pupils read confidently and listen to other pupils' book reviews and offer and receive constructive criticism. Lower attaining pupils speak confidently but tend to organise their ideas less clearly and to speak more briefly. Speaking and listening skills are further enhanced by the opportunities the school provides for pupils to take part in drama and to successfully compete in competitions.

98. Because teachers have a good understanding of how to teach basic skills most pupils make good progress, related to their ability, in reading. For example, in Year 1, most pupils use a range of strategies, such as letter sounds and picture cues to read new or unfamiliar words. In guided reading sessions in Year 2, the teacher's high expectations challenged higher achieving pupils to read their poems accurately and with expression and her skilful use of questions helped them to deepen their understanding.

99. Teachers ensure pupils use information books for research in such subjects as history and geography and as a result by Year 2 most pupils know how to use index and contents in finding information. The school has a good range of reading books and teachers use their day to day assessments and record keeping systems carefully in order to help pupils, including those with special educational needs, to make good progress.

100. Most older pupils read increasingly independently and by Year 6 lower achieving pupils describe the ideas, events and characters in their stories clearly. Higher achieving pupils compare books and authors such as Rowling and Wilson and justify their views by referring to details in text. A significant factor in the above average standards achieved by most pupils is the wide range of reading materials teachers present them with. In the very good teaching in Year 4, for example, pupils were challenged to use their inferential and deductive skills in interpreting the messages inherent in advertisements. In Year 5, because the teacher has good subject knowledge and makes good use of her own enthusiasm for reading, pupils understood how the structure and rhythm of poems from India, Kenya and Guyana help to give deeper meaning and dramatic effect. By the time they are in Year 6, because teachers provide good opportunities in the classroom and by visiting the local library, so that pupils are able to use their research skills in such subjects as history and geography.

101. Although pupils in Years 3 and 4 visit the local library, in general pupils' skills in using a library system are underdeveloped. This is because pupils do not have sufficient opportunities to use the school's library area on a regular basis.

102. A significant factor in the high standards of pupils' writing is the quality of teachers' marking of their work. They generally provide pupils with comments which are supportive and help them to improve. For example, in Year 6, the teacher advised a pupil that in order to create the atmosphere and tension needed in a story, a rich and wide vocabulary should be used. In Year 2, the teacher informed a pupil that the presentation of work needed to be improved and later praised the subsequent improvement.

103. In Years 1 and 2, teachers ensure that most pupils progress to using capital letters and full stops accurately in sentences. In Year 6, most pupils confidently use speech marks, commas and apostrophes. Because teachers generally have high expectations and pupils are encouraged to take a pride in their work, most pupils develop fluent, joined and legible handwriting by the time they reach Year 6.

104. Teachers plan their work carefully and share this with pupils. This ensures that pupils build firmly on what has gone before and know clearly what is expected. For example, in Year 4 the teacher revised previous work on punctuation and shared the lesson objectives with pupils so that

their understanding of contractions increased. Pupils of all abilities generally make good progress in their writing because teachers prepare work which is suited to their levels of attainment. For example, lower achieving pupils in Year 5 increased their understanding of acronyms when the teacher used specially prepared materials and supported individuals during the lesson. In Year 6, work suited to the abilities of higher achieving pupils helped them to improve their skills in summarising work on texts.

105. Because teachers have good subject knowledge and generally provide good role models in the use of vocabulary, pupils make increasing use of words for variety and effect. This was observed, for example, in the imaginative story writing in Year 2 and the retelling of traditional folk stories in Year 4. By the time they are in Year 6 most pupils chose words creatively and with precision.

106. Pupils' fiction writing is usually interesting and imaginative. The school has recognised the need for pupils to plan their work more carefully, and now uses helpful templates to improve the organisation of the writing. As a result, pupils are now beginning to plan their writing more logically.

107. Teachers make good use of information and communication technology to support pupils' learning in reading, writing and spelling. Teachers ensure that pupils write for a wide variety of audiences and purposes. For example, in Year 5, pupils produced well considered persuasive writing about fox hunting, and in Year 2, they made clear lists and instructions on how to make a moving robot. In Year 1 pupils wrote carefully written letters and in Year 3, they produced accurate factual writing about spiders.

108. The subject is well co-ordinated. This has had a significant impact on the improving standards. The co-ordinator works hard to support colleagues, monitors plans and pupils' work in order to help to raise standards. She has provided staff with a clear understanding of how the subject is to develop in order to further improve standards. The school enriches its work in English by its provision of a good range of complementary activities. It organises its own book week and joins in events such as world book week and national poetry day. Pupils make theatre visits and visitors to the school include storytellers and drama workshop staff. The subject makes a significant contribution to pupils' cultural development through such activities and to their moral development when they debate and write about moral issues such as the effects of pollution.

## **MATHEMATICS**

109. In the 2001 National Curriculum tests, Year 2 pupils attained well above average standards when compared with all schools and those of a similar type. Boys did particularly well compared with boys nationally.

110. In the 2001 tests for Year 6, pupils attained average standards. When compared with similar schools standards were above average. Girls did considerably better than boys in the tests.

111. Standards in the present Year 2 are well above average. Many pupils have quick mental recall of basic number facts and use a range of strategies, including doubling, halving and rounding up and down, to calculate accurately. Most pupils' grasp of number is secure and they order correctly. For instance, 'fourth', 'seventh', 'least', 'most', 'heaviest' and 'lightest'. The highest attaining pupils quickly identify the least number of coins required to make a sum of money, and the vast majority of pupils selects the correct coins to make such an amount.

112. Pupils' understanding of shape and space is very good. Most correctly name common two and three-dimensional shapes accurately and name the characteristics which distinguish between them. Higher attaining pupils use mirrors to identify axes of reflective symmetry and use this knowledge to complete half-drawn shapes. Most pupils have a good sense of time. They use both analogue and digital clocks to tell the time and have a very secure understanding of the order with days, weeks, months and seasons.



113. Lower attaining pupils find difficulty measuring capacity accurately when they use calibrations on containers, and those pupils who have learning difficulties in literacy often misread or misunderstand written instructions which causes them to make mistakes.

114. In Year 6, standards are presently well above average. This is a considerable improvement upon the standards achieved in last year's national tests. Pupils' overall attainment has improved as a result of changes to teaching strategies motivated by the analysis of test data. Data also indicates that they have made very good progress compared with their attainment in their Year 2 national tests.

115. The vast majority of Year 6 pupils correctly uses a wide range of mathematical vocabulary to describe operations, shapes and functions. As a result, they respond well to written or oral problems presented in a variety of ways. They have quick, secure mental recall of number facts. This was evident when they tried to beat their class record for the speed at which they could complete a task involving converting percentages to decimals and fractions.

116. Year 6 pupils have a very good understanding of shape and space. Most identify many axes of symmetry in a variety of shapes, and use co-ordinates to enlarge or translate shapes on a grid. The higher attaining pupils measure and calculate angles accurately in triangles or in straight lines, using protractors and their knowledge of geometrical theorems. However, lower attaining pupils find it difficult to measure and calculate angles accurately.

117. Pupils, throughout the school, make good use of information and communication technology to support their mathematical knowledge and understanding. Those with special educational needs use basic number and problem solving programs to practise their multiplication tables and to organise data they collect. Average and higher attaining pupils use data handling programs and spreadsheets to produce graphs and tables, which enhances their ability to organise and interpret information.

118. The standards presently attained by pupils in Year 2 and Year 6 are an improvement on those found at the time of the last inspection.

119. Pupils make at least good progress building systematically upon their mathematical knowledge, understanding and skills. For instance, the difficulties some lower attaining pupils in Year 2 experience in accurately reading measurements for calibrated containers or rulers, have been fully overcome by the time they reach Year 6.

120. Pupils with special educational needs make the same progress as other pupils because they are well supported in lessons, set work which challenges them and are expected and encouraged, by teachers and learning support assistants, to give of their best at all times. Pupils who are gifted in mathematics are encouraged to attend 'master classes' provided during school holidays by the local grammar school. In addition, they are entered at higher levels in National Curriculum tests.

121. The quality of teaching is consistently good and promotes an enjoyment and keen interest in the subject amongst pupils. Since the last inspection, good quality teaching has been maintained but has improved in Year 5. Lessons are well balanced, closely following the guidelines of the National Numeracy Strategy, providing pupils with daily opportunities to practise mental calculations, to build on basic mathematical skills and to work as a whole class and individually.

122. Teachers consistently share learning objectives with pupils at the beginning of lessons, and clearly express their expectations of the quantity and quality of work pupils will produce, and of their behaviour. As a result lessons are purposeful and productive.

123. Staff use good quality resources creatively to both motivate pupils' interest and to clarify their understanding of mathematical concepts. For instance, in a Year 2 lessons about money, the

teacher made good use of a computer program to challenge pupils' knowledge of the value of different coins and to use their problem solving skills. As a result, they were enthused and keen to 'win' the game. In a Year 3 lesson on sorting data, the teacher used small hoops and 'pizza menus' creatively, to help pupils understand the concept of sets. By using correct mathematical language, the teacher enabled most pupils to correctly use terms such as 'subject-sets' and 'intersections'.

124. Teachers have successfully implemented the National Numeracy Strategy and pupils enjoy a full range of mathematical experiences. When they work in groups and pairs, to solve or set problems, pupils' social development is promoted well. Through learning that people from many cultures and eras have contributed significantly to our mathematical knowledge, pupils' cultural awareness is well developed.

125. The quality of the subject co-ordination is good. There is a clear policy which is helpful in clarifying whole-school approaches to teaching. For example, a consistent approach to the teaching of methods of subtracting and multiplication has been implemented, throughout the school, in order to simplify such calculations, especially for pupils with lower prior attainment. Resources are of good quality, especially to support pupils' learning in basic number work, shape and space and data handling.

126. The overall provision for and teaching of mathematics, makes a significant contribution to the well above average standards pupils attain.

## **SCIENCE**

127. Standards are above the national average for pupils in Year 2 and well above average for pupils in Year 6. In Year 2, confirms the standards reported in last years teachers' assessments. In Year 6, this shows further improvement since the latest test results in 2001. Pupils in Years 1 and 2, including those with special educational needs, achieve well and in Years 3 to 6, pupils achieve very well. Since the last inspection, there has been a very good improvement in standards by the end of Year 6.

128. The high standards are directly linked to the good quality of teaching, overall, throughout the school, with features of very good quality evident in Years 3 to 6, which is contributing significantly to improvements in results in national tests.

129. Teachers have a very good understanding of how to teach the basic skills of the subject and pupils develop a thorough understanding because they are involved in scientific investigations in almost every lesson. Throughout the school the teachers present work in lively and interesting ways and this engages the pupils' interest and encourages them to work enthusiastically. In Year 5, for example, pupils conducted a thorough investigation into the differing properties of solids, liquids and gases and became very interested in trying to work out why an inflated balloon weighs more than a deflated balloon. The class arrived at a list of clear definitions of solids, liquids and gases that enabled pupils to memorise the differences and they enjoyed linking these to expressive movements to aid recall. Pupils with special educational needs were fascinated by the crystals of rock salt and how they could be ground very finely but remained a solid.

130. In Year 2, pupils observed a wide variety of plants and found the differences and similarities fascinating. They showed rapt attention as they studied their own marigold plants, complete with flower and roots, using a hand lens.

131. Teachers have high expectations and generally challenge pupils well to extend their skills and understanding. Teachers take the pupils' learning forward through a series of pertinent questions, which demonstrate good subject knowledge and an enthusiasm for the subject. This helps pupils to achieve highly and make very good progress. Questions are tailored well to meet the needs of all pupils, particularly in Years 3 to 6.

Because relationships are good, pupils are confident to discuss their findings with the teacher and

other pupils, because they know that their contributions will be welcomed and valued.

132. Where the teaching is very good, the enthusiasm of the teacher promotes pupils' interest, concentration and effort and contributes to a very good learning atmosphere within lessons. In a very good lesson in Years 3 and 4, the teacher showed a keen interest in the size, shape, and clarity of lines of shadows and asked many questions. Why is it that shape? Why does it face that way? As a result, pupils began to see general features of shadows linked to their size, shape and direction and made links with previous work with torches, such as 'The shape of the shadow changed when the torch moved.

133. Teachers are good at assessing what pupils know using this knowledge to set tasks that take their learning forward they constantly encourage pupils to think about what they are doing and explain what they observe and find out. As a result of good questioning and challenging work, pupils in Years 4/ 5, increased their knowledge and understanding of solids, liquids and gases. Pupils in the Year 5 / 6 devised pressure switches, which could be used in burglar alarms.

134. Teachers make sure that precise scientific terms are taught, explained and used within explanations given by pupils. For example, pupils in a Year 2 lesson described plants and labelled their diagrams, using the correct terms *stem*, *leaves*, *root* and *bud*. Pupils in Years 4 and 5 are taught to use the term 'inflated' to describe a balloon containing more air. Pupils in Years 5 and 6 are reminded to use the term 'conduct' rather than 'let through' when referring to electricity.

136. Although pupils are given ample opportunity to conduct investigations devised by the teacher, there are few examples of pupils being given the opportunity to answer questions by devising their own experiments. This limits the progress of higher attaining pupils in particular and is a significant factor in the low number of pupils achieving at an above average level in Year 2. While more than half of the pupils in Year 6 achieve at a higher level than average in the subject, their strengths are in a very good knowledge and understanding of scientific facts. A weakness in this otherwise high achievement is the limited opportunity provided for independently setting up and conducting investigations to foster even greater independence and develop their creative thinking in the subject, as is required nationally at this level of learning.

137. Nevertheless, well-planned programmes of learning ensure that pupils make continuously good progress in most aspects of science. For example, pupils in Years 1 and 2 learn to describe and test the basic properties of materials, such as hard or soft, waterproof or porous. In Year 3 and 4, pupils know which materials can be changed and whether the changes are reversible. They look at the cycle of change from different rocks to soil; they test the strengths of different varieties of paper. In Years 5 and 6, pupils correctly classify materials into solids, liquids and gases, determine whether materials are soluble or insoluble and develop a build a satisfactory understanding of evaporation and condensation, through studying the water cycle.

138. Teachers take the opportunity to link scientific work with work in other subjects, such as health education, English, mathematics, information and communication technology and design and technology. For example, pupils in Year 6 extend their understanding of electrical circuits into the design of a burglar alarm. Pupils in Years 3 and 4 know which foods provide a healthy diet and why. Pupils in Year 2 research facts about a chosen animal and about plant habitats from books and CD-ROMs. Many opportunities are provided for results to be presented in tables and graphs. As soon as pupils' mathematical skills allow, measurements are taken in standard units such as centimetres, centigrade and Newtons. The pupils' drawing skills are put to good use when producing scientific labelled diagrams.

139. Teachers organise lessons efficiently so that they run smoothly and pupils work continuously, ensuring no learning time is wasted. They manage pupils effectively so that pupils behave well, work hard and use equipment and materials sensibly. Teachers make sure that pupils use all available resources and provide a wide range of examples for investigation. Full use is made of the spacious school grounds to extend the pupils' understanding. The weekly Gardening Club gives the pupils who choose to attend a further opportunity to learn about plants.

140. The quality of the co-ordination of the subject is good, provides support for staff and tries to continuously raise standards. Teachers' plans are monitored, samples of the pupils' written work analysed and assessment information used to identify weaknesses in pupils' attainment. For instance, analysis of last year's Year 6 test papers showed pupils interpreting statistical data incorrectly. As a result there is now more focus on teaching this aspect in science lessons.

## **ART AND DESIGN**

141. Pupils attain standards broadly at the level expected nationally for their age. Achievement is generally satisfactory, including that of pupils with special educational needs. Standards reported in the last inspection have been maintained.

142. Too few lessons were observed to make a judgement on the overall quality of teaching. The only lesson observed was in Year 2, where the quality of teaching was satisfactory. A review of pupils' past work indicates that the teaching of skills and techniques is generally satisfactory across the school. However, there is some evidence of the lack of subject expertise to promote higher levels of attainment amongst more talented pupils.

143. By Year 2, the pupils satisfactorily use a suitable range of media. In the lesson observed in Year 2, pupils observed and drew natural objects, such as shells, and fruit. The teacher's good discussion with pupils in the initial stages of the lesson led most to produce carefully thought out drawings, showing a suitable attention to detail. Pupils worked with good concentration and creative effort. Both the teacher and the student teacher encouraged and guided the pupils in thinking about how to refine and improve their work. Pupils with special educational needs were supported fully and achieved well.

144. Pupils in all classes investigate and use a range of materials and processes. Records of work displayed in the school hall by each year group provides clear evidence of the range of work experienced and the progress made as pupils move from class to class.

145. The current theme for work displayed is multicultural art, showing that the study of the work of other artists has been extended since the last inspection when the school was said to focus only on Western artists. Pupils in Year 1 drew bright pictures to illustrate an Aboriginal story showing a choice of colour and style similar to that of Aboriginal art. Pupils in Year 2 designed simple paper masks in the style of native Americans. Pupils in Years 3 and 4 created pleasing patterns in the style of Indian prints and pupils in Year 5 closely reproduced Islamic patterns. In Year 6, pupils tried to emulate the style of Japanese artists, drawing temples and patterned fish.

146. Pupils' previous work has focused on the theme of landscape through the eyes of famous painters, with pupils in Year 2 enjoying working in the style of Klee and Monet to produce paintings of winter scenes, and older pupils painting competently in the style of Hockney, Avercamp and Lowry. Pupils build up their control of colour in paint through practice in blending tints and shades.

147. Pupils develop a wider range of drawing techniques. Drawings made of the local church by pupils in Year 2, show evidence of good observational skills. By Year 6, pupils produce carefully controlled and finely detailed drawings of footwear. Samples are now kept of sketches made at the beginning and end of each year as a means of checking pupils' progress. However, sketchbooks are insufficiently used as a record of pupils' learning and the paper included is not of suitable quality for artwork. Consequently, sketchbooks are not providing pupils with a reference point or a source of inspiration for further work.

148. Useful links are made with other subjects, such as history and geography, successfully extending pupils' skills in both subjects. For example, pupils in Year 6 made richly decorated portraits in collage of the Tudor monarchs. Pupils in Year 3, study life in an Indian village in geography, used Indian patterns to decorate containers. Pupils in Year 5 use computer graphics

programs, to develop better understanding of colour mixing. Occasional visits are arranged to art galleries, such as The Lowry, and pupils' work is sometimes exhibited locally. Some pupils have volunteered to work after school in an art club to draw and paint landscapes and seascapes of the Morecombe area.

149. Since the last inspection, the co-ordinator has established a clear programme of work for each year group. There is no portfolio of work, however, to set standards for each year group to ensure that all teachers are clear about the progress expected from year to year. Teachers maintain informal records of pupils' progress within each unit of lessons but because these do not provide a check on specific skills, they are of limited use for further planning. Plans are checked by the co-ordinator. But there is no opportunity to observe teaching and learning in lessons, in order to help the development of a fuller understanding of standards in the subject and to lead further improvements.

## **DESIGN AND TECHNOLOGY**

150. Pupils' attainment is in line with national expectations for both Year 2 and Year 6 and pupils achieve well. This is a good improvement since the last inspection when the national curriculum requirements were not fully in place and standards were low. A new co-ordinator has been appointed who has taken appropriate action to improve teaching and learning in the subject. A revised programme of work is in place, based on national guidelines and supported by staff training. The curriculum includes a suitable range of activities, set into units that provide teachers with a useful guide to the skills pupils should develop.

151. Throughout the school, pupils have a firm grasp of the full process of designing, making and evaluating their work and build systematically on their design and making skills. In Year 2, pupils have adeptly designed and made pictures with moving parts operated by levers; patterned squares, in felt, to decorate a coat, using glue as the joining medium, and are now working well to make winding mechanisms to take their mouse model up a class grandfather clock. When discussing their work, the pupils enjoy showing that they are aware of key design features, such as the need to make the winding thread long enough to not only transport the mouse up the clock but also to make sure it reaches the floor again.

152. In Years 3 and 4, pupils including those with special educational needs now apply their skills appropriately to design and make money containers which require fabrics to be stitched together.

153. In Year 5, all pupils progress well and effectively apply their critical sense well in considering an already manufactured slipper to help them decide what materials and design would make the most comfortable product. Their progress is particularly good in the quality of the finished products. For instance, Year 5 pupils designed and made musical instruments of high quality, using a wide range of materials, including wood. The standard of finish is impressive. Some pupils were supported in their work by their parents and this enhanced the quality of the instruments.

154. All pupils in Year 6 extend their research skills well. For instance, research was carried out into the different styles and uses for headwear before the pupils selected one example to design, make and evaluate. Pupils showed care and precision in carrying out their plans and the work of the higher attaining pupils was finished to a high standard. Pupils are very proud of their work and able to describe the process at all stages. They are using more advanced skills to construct fairground models, involving the complex use of cams and rotary mechanisms.

155. Insufficient lessons were observed to make clear judgements on the overall quality of teaching. In the one lesson observed, teaching was of good quality. The lesson was well organised and the teacher and support assistant enabled all pupils, including those with special educational needs to make good progress. Samples of previous work indicate that teaching is at least satisfactory and of high quality within some units of work, such as the making of musical instruments in Year 5. Teachers choose relevant and interesting projects to enthuse pupils and

promote their understanding and use of design and making skills.

156. The subject contributes well to the development of pupils' literacy and numeracy skills, and useful links are made with other subjects such as art and design and science. As at the time of the last inspection, little use was made of information and communication technology for design purposes although pupils in Year 6 completed lists of different types of headwear on the word-processor.

157. The co-ordinator monitors pupils' achievements and has ensured that projects now cover the whole range of skills and include opportunities for detailed designs and careful evaluation. However, as at the time of the last inspection, pupils have limited experience of constructing models using wheels and axles. Assessment systems are left to individual teachers to devise and do not always include sufficient attention to the development of key skills in the subject.

## **GEOGRAPHY**

158. During the inspection it was not possible to see any lessons in geography. However, evidence from analysis of teachers' planning, pupils' work and discussions with pupils and teachers, indicates that pupils' attainment is in line with what would be expected for pupils in Year 2 and 6. This is similar to the findings of the last inspection.

159. Over time most pupils make satisfactory progress. The curriculum is carefully planned, enabling pupils to build on previous work. By the end of Year 6 most pupils have a secure understanding of places, maps and geographical patterns and processes. A firm foundation for the development of geographical knowledge and skills is provided in Years 1 and 2. In Year 1, pupils know about the area in which they live, conduct surveys of traffic and make sensible suggestions as to how Carnforth could be made safer. In Year 2, pupils know about different places such as polar, desert and rainforest regions. However, lower achieving pupils are less clear about conditions in these areas. Most pupils understand how climate affects life styles and recognise features such as mountains, fields, rivers, and forests when they use simple maps and keys effectively.

160. A significant feature of work in Year 6 is the residential field study visit to Borwick Hall. This helps to reinforce pupils' knowledge and understanding and challenges them to use their skills in practical settings. An important aspect of the work there, is that they learn to work in teams and how to live amicably together. When they were at Borwick they learned about primary and secondary sources of evidence and developed their map reading skills. Most pupils confidently use 4 and 6 figure references to locate features on a map to accurately follow routes and to use a compass to follow directions. They are familiar with a wide range of maps and most pupils understand the idea of scale when calculating distances on a road map.

161. Teachers use a wide range of geographical vocabulary to ensure pupils are accurate in their use of terms such as, 'range of temperature', 'precipitation', and 'currency'. They provide pupils with opportunities to conduct independent research, including the use of computers, into a European country of their choice. As a result, pupils produce well presented booklets of many aspects of life and conditions in the country of their choice. The work of higher attaining pupils is particularly detailed and thorough. Most pupils clearly understand data relating to European weather statistics, although the analyses of lower achieving pupils is less comprehensive and the presentation of their work is sometimes weaker.

162. The subject is well co-ordinated. The co-ordinator organises the subject efficiently. Because teachers' plans are monitored and pupils' work analysed, there is a clear understanding of what needs to be done to improve standards. However, assessment of pupils' work tends to be left to individual teachers who use different systems, none of which use criteria related to National Curriculum key objectives or skills. As a result, teachers' lesson plans rarely reflect the different attainment of groups of pupils or their specific learning needs.

## HISTORY

163. During the inspection it was not possible to see any history lessons in Years 1 or 2. However, evidence from analysis of pupils' work and teachers' planning and discussions with pupils and teachers indicates that attainment is in line with expectations for pupils of their age and that they achieve well. Pupils' attainment by Year 6 is as would be expected pupils for their age. Standards in Year 2 and Year 6 have been maintained since the last inspection.

164. By the end of Year 6 most pupils have an appropriate understanding of the passage of time. This is helped by the opportunities teachers provide for them to sequence events. In Year 1 they sequence events in their own lives and by Year 2 they correctly sequence different means of writing such as the use of pens, typewriters and computers. From year to year pupils extend their understanding of chronology so that, in Year 4, most pupils list Tudor queens in date order and Year 5 pupils locate the Tudor period in relation to other periods in British history.

165. Because teachers have a sound understanding of how to teach history they ensure that pupils develop an understanding that there are different perceptions of historical events. For example, pupils in Year 3 knew that during the Tudor period there were different views of Henry VIII's break with Rome. Pupils in Year 4 showed a deepening understanding by writing to the Pope as if they were Henry VIII, and detailed favourable and unfavourable aspects of Henry VIII's character.

166. Teachers ensure that pupils have a range of opportunities to develop their understanding of historical sources. For example, pupils in Year 1 compared old and new toys and with the help of their parents conducted research into older toys. Year 2 pupils used videos and pictures to help them to compare school now with how it was in the past. Pupils in Year 5 used the Internet to research important events in the Tudor period and produced well-considered comparisons between Catherine of Aragon and Anne Boleyn.

167. Teachers present work in lively and interesting ways in order to deepen pupils' understanding of historical events and characters. For example, pupils in Year 6 presented news of Jane Seymour's death as a newspaper report. Teachers ensure that pupils develop an understanding of how people and events contributed to change. For example, pupils in Year 1 know about Mary Seacole, and in Year 2 they understand the contribution of John Logie Baird. Year 4 pupils understand the significance of the naval rivalry between Elizabethan England and Spain and compare the lives of English and Spanish sailors.

168. In the lessons observed in Years 5 and 6 the quality of teaching was good. Teachers have a good subject knowledge which they explain clearly so that, for example, pupils in Year 5 understand words such as circumnavigation and exploration. Pupils in Year 6 developed a clear understanding and sympathy for conditions for the unemployed in the 1930s because the teacher used clear descriptions and explanations. Because relationships were good and because the teacher brought an infectious enthusiasm to her teaching, pupils in Year 5 were eager to answer questions and offer suggestions. This helped to extend their understanding of the differences between modern and Elizabethan voyages of exploration.

169. Teachers generally prepare work suited to pupils' differing abilities. For example, in Year 6 higher achieving pupils conducted independent research into conditions relating to the Jarrow crusade. Pupils of average ability answered questions about the Jarrow Crusade. Lower achieving pupils used scissors, paper and paste to sequence lists of events in the Jarrow Crusade. This enabled most pupils to make good progress at their own level. Teachers manage pupils well so that they listen attentively and work hard when learning together as a class or when working independently.

170. Co-ordination of the subject is good. The co-ordinator organises the subject efficiently and checks teachers' plans and pupils' work. This gives a clear understanding of how to develop the subject in order to raise standards. The school has yet to develop consistent assessment systems

in order to help with the planning of pupils' work. At present, assessment is insufficiently linked to National Curriculum key skills and objectives. This means that on occasions work is insufficiently matched to the pupils' attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

171. It was not possible to see any lessons in Years 1 and 2, but evidence from teachers' planning, scrutiny of work and discussions with pupils and teachers indicates that by Year 2 attainment is in line with national expectations and they all achieve well. By the end of Year 6 attainment is in line with national expectations. Standards of attainment and the quality of provision are an improvement on the findings of the previous inspection. The school now meets the statutory requirements for the teaching of the subject. Significant factors in the improving standards are: the expertise and knowledge of the subject co-ordinator, increased staff knowledge and confidence, improvements in resources and the good and sometimes very good quality of teaching.

172. Because teachers have a clear understanding of how to teach basic skills most pupils develop a sound understanding of key board and mouse control skills. For example, pupils in Year 1 wrote accurately punctuated sentences using the space key and produced well-finished pictures using a range of tools. By the end of Year 2 most pupils produce texts with colour variations and use different fonts accurately. They produced factual writing on hedgehogs and created attractive patterns and know the technical vocabulary such as, 'flood' and 'enter'. Teachers ensure that pupils use a range of technical equipment such as cameras and controlled models. For example, Year 2 pupils described how they took photographs of shells and rocks and they know how to feed instructions into toy robots.

173. The school makes good use of information technology in other subjects of the curriculum. This increases pupils' skills in information technology and in the other subject and gives a purpose and relevance to their work. Pupils in Year 1, for example, reinforced their skills in number and spelling. In science in Year 2, pupils increased their knowledge of living and growing. Pupils in Year 4 used their word processing skills to write poetry. In Year 5, pupils researched and collected information on the Tudors in their work in history and presented data using block graphs and pie charts. They produced maps of Carnforth and the locality using computers. By the time they reach Year 6, pupils use the Internet to research their geographical work on European countries and analyse mathematical data involving problems on percentages. They produced elliptical shapes in their graphical modelling and combined graphics and text when they created posters as part of persuasive writing in English.

174. A feature of the lessons seen in Years 4, 5 and 6 was the good quality of relationships. For example, in Year 5, pupils were confident enough to make suggestions and to answer questions about how to change the colour, shape, size and orientation of their patterns, because the teacher valued and respected their contributions. This helped to increase their understanding. It also encouraged pupils to work collaboratively to design patterns and to share the use of a computer.

175. Teachers plan their work clearly and share the lesson objectives with pupils so that they know what is expected and have an understanding of their learning. In a lesson in Year 6, for example, most pupils increased their understanding of multi-media presentations because the teacher carefully revised previous work with them and clearly described what they were about to learn.

176. Teachers have high expectations of pupils' behaviour and involvement in their work. For example, because the pupils in Year 4 knew how they were expected to behave, they listened attentively to the teacher and responded well to her questions so that they increased their understanding of how to manipulate the program. This was further enhanced because the teacher presented work in a lively and interesting way, asking pupils to use the computer to indicate priorities in improving playtime.



177. Teachers carefully prepare work to suit pupils' different abilities. For example, in Year 6 higher achieving pupils used the email to consider how to develop a website. Lower attaining pupils received adult support in their work on combining text and graphics. This challenged all pupils to extend their understanding and skills. Teachers also make good use of parent helpers and classroom support assistants to support pupils. For example, parents interacted well with pupils in Year 6 when they were using the secondary school computer suite, helping them with their skills in dragging, cutting, copying and pasting. In Year 4, the classroom support assistant helped to assess and record pupils' progress so that they built securely on previous work.

178. Although the school has increased the number and quality of its computers the number of computers available in classes is limited. This limits pupils' access to computers and the pace of their learning. For example, in Year 4, the teacher explained and demonstrated clearly to the whole class how to change font size, shape and definition. This was followed by work where a classroom support assistant supported two pupils at a time in the consolidation of these skills whilst the rest of the class moved on to another subject. Because the teacher and support assistant had good subject knowledge most pupils made satisfactory progress. However, this involved the interruption of their work in another subject and for most pupils there was a delay between the direct teaching and the opportunity for pupils to work on their skills. As a result, the pace of their learning was impeded. This contrasted with the good progress made by pupils who, supported by the teacher and parents, had easy access with a good pupil computer ratio when they used the computer suite at the local secondary school to increase their skills in rotating and resizing graphical elements within a pattern. Although the school makes good use of the facilities made available to them in this way, it is aware of the time lost and disruption caused in taking pupils to the other school.

179. The subject is well co-ordinated. The very knowledgeable and enthusiastic co-ordinator has worked hard to help to improve provision and standards since the last inspection. The co-ordinator carefully checks teachers' plans and pupils' work in order to help to raise standards. She works hard to support colleagues and to organise the subject and has a clear understanding of how the subject is to develop. For example, she is aware of the need to extend opportunities to further develop aspects of control and pupils' modelling skills. The school improvement plan and subject action plan both highlight this improvement as a priority for development over the next year. Staff have worked hard to engage in training in order to increase their own knowledge and confidence and this has contributed significantly towards improving standards.

## **MUSIC**

180. Pupils' attainment matches national expectations in both Year 2 and Year 6. Pupils are achieving satisfactorily, thus maintaining the position reported at the time of the last inspection.

181. Pupils' singing reaches a suitable standard for their age. In assemblies and hymn practice, most sing tunefully, with clear diction and an accurate rhythm. Throughout the school, pupils used tuned and untuned percussion instruments to compose music, often working within small groups. Recorded music is played in assemblies and music lessons to enable pupils to develop an appreciation of its qualities. Those who choose to do so improve their singing by joining the choir, and learn to play a descant recorder and brass, string or wind instruments.

182. Due to the small number of lessons observed, it is not possible to make an overall judgement on the quality of teaching in the school. In a lesson observed in Year 2, the quality of teaching was satisfactory and pupils made sound progress with composing music in pairs to accompany different text passages from *The Owl who was Afraid of the Dark*. Pupils enjoyed the challenge and managed to control the sounds of both tuned and untuned percussion instruments increasingly well. The higher attaining pupils were beginning to record an account of the sounds played in graphic form. This built suitably on the previous lesson when pupils composed music to

represent a Japanese painting of a large wave. In a recording of this work, groups of pupils were heard to build a crescendo of sound, sometimes ending with a clash of cymbals. Pupils generally concentrated well and made a good effort due to the teacher's encouragement. Some of the pupils with special educational needs required extra help in reading the text and completing the task and this was suitably provided, by the teacher supported by a student teacher working in school.

183. Between Years 3 and 6, pupils continue to develop skills of listening, composition and performance. Pupils in Year 6 listened to Japanese style music and recorded words to describe what they could hear, before moving on to composing and performing their own music in a similar style and mood. The pupils co-operate well in groups, showing good interest in practising their skills, taking responsibility for their own part and maintaining accurate timing within the group, through following carefully the performance of others. Helpful comments from the rest of the class encouraged them to review their performance.

184. The co-ordinator has a good understanding of the subject and supports colleagues well through researching and organising resources that provide a clear programme of work through the school. A revised assessment system has recently been put into use that clearly identifies the pupils who have achieved which skills within each unit of lessons. Opportunities are provided for pupils to take part in local musical events such as the Lancaster Music Festival and the church community concert, and these supplement the learning well of those pupils who choose to take part. Each year a music week is held in school when pupils are able to listen to visiting musicians, such as African drummers, and to perform their own music and dance. There was little evidence of teachers using information and communication technology to extend or support pupils' learning, which restricts pupils' achievements in composition.

## **PHYSICAL EDUCATION**

185. Pupils attain standards in line with those expected for their age throughout the school and their achievements are satisfactory. .

186. In Year 2, all pupils mirror movements accurately when they work in pairs. They zig-zag, crouch, change speed and stretch responding well to the teacher's instructions to use different parts of their body. Higher attaining pupils are particularly inventive in the sequence of movement they initiate and in the synchrony they achieve when working together.

187. In Years 5 and 6, higher attaining pupils hold a cricket bat correctly in order to maximise their chances of hitting the ball and they bowl straight, over-arm. Most pupils field appropriately, watching the ball carefully and using cupped hands to catch. Many return the ball to the wicket keeper accurately in order to run batsmen out. Around 90 per cent of pupils swim 25 metres unaided by the time they leave the school. Higher attaining pupils gain certificated qualifications in life saving. Pupils have many successes in the annual district swimming gala competition.

188. Pupils with special educational needs make similar progress in their learning to their classmates. Those who have difficulty behaving sensibly are particularly well supported by teachers and learning support assistants. This good support enables them to play a full part in lessons, to make strides in their attainment and to not interfere with others' work or enjoyment.

189. Overall, the quality of teaching is satisfactory. Most teachers have an adequate subject knowledge to enable them to teach the basic skills of gymnastics, dance and games. They always prepare pupils well for exercise through appropriate warm-up exercises and pay good attention to their health and safety, specifically ensuring that they have adequate space within which to work safely and confidently.

190. Several features of the stronger elements of teaching were observed in a Year 2 gymnastics lesson. The teacher's good control, clear instructions and high expectations resulted in a well

ordered lesson in which pupils worked safely, responded promptly and enjoyed their activities.

191. A relative weakness in teaching is the failure to promote pupils' evaluative skills and thus develop a knowledge of their own performance and ways in which they might improve. While teachers ask individuals or groups of pupils to demonstrate their good practice, pupils are rarely required to give evaluations of these demonstrations in order to identify what is done well or what could be improved. In some cases, teachers lack sufficiently expertise to coach higher skills which restricts the progress of more gifted pupils.

192. Pupils enjoy their lessons and commit themselves fully when working in the hall or outside. They work amicably, often celebrate the performance of others and have a strong sense of fair play. They are competitive but accept victory or defeat gracefully.

193. The curriculum is well balanced and meets National Curriculum requirements fully. Apart from the teaching programme, pupils have access to a wide range of out of class activities in which they participate in good numbers. After school clubs, run at different times of the year, include swimming, football, netball, dance, cricket and gymnastics. Boys and girls have access to all of these, but some tend to be dominated by one sex, for instance, many more boys in football and more girls in netball and dance. Specialist coaches provide out of class tuition in football, cricket and dance. As a result, more talented pupils are enabled to attain high standards and to achieve well.

194. The school enters teams in local football and netball leagues with varying success. The annual Year 6 residential visit provides many opportunities for pupils to widen their experience of physical activities. They have opportunities to orienteer, rock climb, canoe and abseil. This residential experience makes a significant contribution to the promotion of pupils' physical, personal, social, moral and cultural development.

195. The subject is well led and managed. Good co-ordination ensures that all teachers know what they have to teach, have adequate resources to support pupils' learning in lessons and that the quality of teaching and learning is evaluated and improved. Although resources are satisfactory overall, there is a well-targeted action plan which identifies a need to improve resources further, for example, more gymnastics equipment and to organise the storage of apparatus more appropriately.

196. A relative weakness in the leadership is the lack of a rigorous assessment procedure. Although teachers assess pupils' attainment there are no consistent criteria used. Assessment is not linked directly to the key skills and objectives set out in the National Curriculum guidelines nor in the main programme of work used by the school. As a result, teachers do not always have detailed enough information about pupils' prior attainment in order to challenge higher attaining pupils particularly.