

INSPECTION REPORT

GREAT WOOD PRIMARY SCHOOL

Morecambe, Lancashire

LEA area: Lancashire

Unique reference number: 119311

Headteacher: Mr D Taylor

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 2nd - 5th December 2002

Inspection number: 247995

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:	Infant and Junior
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Beaufort Road Morecambe Lancashire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jean Race
Date of previous inspection:	3 rd November 1997

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28076	Mr D Byrne	Registered inspector	Science English as an additional language	The school's results and pupils achievements How well are pupils taught? What could the school do to improve further?
19727	Mr E Langford	Lay inspector	Equal Opportunities	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?
8263	Mrs M Forsman	Team inspector	Information and communication technology Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?
10182	Mr B. Cooper	Team inspector	English Geography History Special educational needs	How well is the school led and managed?
18027	Mrs S Mawer	Team Inspector	The foundation stage Art and design Music	
32338	Mr. E. Carter	Team Inspector	Mathematics Physical education	

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REPORT CONTENT

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

12

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

17

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

20

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

26

HOW WELL IS THE SCHOOL LED AND MANAGED?

27

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31

PART C: SCHOOL DATA AND INDICATORS

32

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

37

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Wood Primary School serves a mixed community with a significant number of pupils coming from advantaged backgrounds. There is no Nursery and children start school in the Reception class with attainment that is broadly in line with the national average. The vast majority of the 348 pupils are of white British origin with a very small number from minority ethnic backgrounds. There are no refugees. The percentage of pupils identified with English as an additional language is very low at 1%. The percentage of pupils eligible for free school meals (4%) is very low and the percentage of pupils with special educational needs (8%), is also very low when compared to the national average. One pupil has a statement of special educational need. The school population is very stable with very few pupils leaving or starting at times other than the start and end of the school year.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. Good teaching in the Foundation Stage and very good teaching in Key Stage 1 give pupils a good start to their education. Very good management of English, mathematics and science results in pupils achieving high standards in each of these subjects but in Key Stage 2 pupils could and should be achieving higher standards in other subjects. In Key Stage 2 teaching in English and science is good whilst in mathematics it is very good but in some other subjects it is unsatisfactory. The overall leadership and management of the school are satisfactory and the school is currently giving satisfactory value for money.

What the school does well

- Very good teaching in English and science and very good teaching in mathematics results in pupils achieving very high standards.
- Good attitudes, behaviour and levels of personal development and relationships are developed and attendance is very good.
- Teaching in the Foundation Stage is good and in Key Stage 1 it is very good
- Good procedures are established to ensure the welfare of pupils and to maintain child protection and to promote good behaviour.
- Good links exist with parents.
- The accommodation is of a good quality and is well maintained.
- The governing body is supportive and works hard to help the school.

What could be improved

- Standards in design and technology at the end of both keys stages and in, geography, history, information and communication technology, music and religious education at the end of Key Stage 2.
- The curriculum for pupils in Key Stage 2.
- Procedures for subject co-ordinators to monitor teaching and learning and assess pupils' attainment and progress in subjects other than English, mathematics and science.
- The quality of the school development plan.
- The pupils' awareness of the beliefs and ways of life of people of other cultures.

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 improved satisfactorily since the last inspection in November 1997. Standards in English, mathematics and science are better, and the provision for the Foundation Stage and for pupils with special educational needs is much better. Attainment in aspects of design and technology, geography, history, music and religious education is not as high as it was in the last inspection. The procedures for assessing English, mathematics and science have improved but in other subjects assessment remains unsatisfactory. Monitoring procedures are very good in English and mathematics and science but unsatisfactory in most other subjects. The school now meets all statutory requirements with regard to Acts of Collective worship and there is a good Child Protection Policy in place. The quality of information for parents is now much better. The school has a satisfactory capacity to improve in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	B	A	A
mathematics	A	A	A	B
science	A	E	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

At the end of Key Stage 2, the attainment of pupils in 2002 in English, mathematics and science was well above the national average. In comparison with similar schools pupils also achieve standards that are well above average in English and science whilst in mathematics attainment was above the average. At the end of Key Stage 1 in 2002 attainment in reading, writing and mathematics was well above the national average. Attainment in writing was in the top 5% nationally. In science, inspection evidence is that attainment at the end of Key Stage 1 in 2002 was above the nationally expected standards. Inspection evidence supports the most recent test results in each subject. Pupils make good progress in English, mathematics and science from the time they start school until they leave it at the end of Year 6. The percentage of pupils achieving the nationally expected standards of level 4 and above in English, mathematics and science has improved steadily over the last four years, although there was a dip in 2001 in science. The improvement is partly because of the extra focus given to the core subjects by teachers, partly because of the improved management of each subject and partly because of the more effective use of assessment to identify the abilities of pupils so that their needs can be planned for and met. Appropriately challenging targets are set for pupils' attainment in English and mathematics at the end of Key Stage 2.

In the Foundation Stage, children make good progress and exceed the Early Learning Goals in each area of their learning before reaching the end of the Reception class.

Attainment in the majority of subjects other than English, mathematics and science is satisfactory and at times good by the end of Key Stage 1 but by the end of Key Stage 2, pupils do not achieve standards that match national expectations in many subjects. By the end of Key Stage 1, pupils attain standards that are above national expectations in geography

and history whilst in physical education they are well above national expectations. In information and communication technology, music and religious education attainment is in line with national expectations but in design and technology attainment is below them. By the end of Key Stage 2, attainment in art and design is in line with national expectations and in physical education attainment is above them, but in all other subjects and religious education, pupils are attaining standards that are below national expectations. The emphasis given to English, mathematics and science coupled with a lack of a clear process for monitoring the quality of teaching and learning in most foundation subjects has resulted in the curriculum declining in quality and has led to weak progress in some subjects in Key Stage 2. Recent improvement to the provision for information and communication technology, design and technology, music and religious education is improving pupils' progress and standards are starting to rise.

The quality of provision for pupils with special educational needs has improved significantly this academic year and these pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Across the school, but especially in Key Stage 1, girls do better than boys in the end of key stage National Curriculum tests in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have a positive approach to school and with the exception of a small minority of boys in lower Key Stage 2, pupils have a high commitment to learning.
Behaviour, in and out of classrooms	Good. Pupils mostly behave well and show respect and consideration to others. A small minority of boys in Year3/ Year 4 can be mildly disruptive so and impede learning at times.
Personal development and relationships	Good. Pupils form good relationships with others and show good levels of responsibility in all aspects of school life.
Attendance	Very good. Attendance is well above the national average and levels of absence are low. There is a low record of fixed term exclusions.

TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is good and promotes good progress in each area of learning i.e. communication, language and literacy, mathematical development, creative and physical development, their knowledge and understanding of the world and in personal, social and emotional development. In Key Stage 1, the quality of teaching and learning is very good overall with particular strengths in the teaching of English and literacy, mathematics and numeracy and science, geography, history and physical education. In information and communication technology teaching in Key Stage 1 has improved recently and is currently good but in design and technology teaching is unsatisfactory. In Key Stage 2, there are

strengths in the quality of teaching and learning in English, mathematics, science and physical education, but weaknesses in design and technology, geography, history and music. In Information and communication technology teaching in Key Stage 2 is satisfactory although it has been unsatisfactory over time. The teaching of special educational needs is good in the Foundation Stage and Key Stage 1 and satisfactory in Key Stage 2. Lessons are usually well planned and managed so that pupils settle down well and work hard. Good use is made of homework across the school to support learning with particularly effective use in English and mathematics. Good relationships between teachers and classroom support assistants make the management of large classes effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good curriculum for the Foundation Stage children. In Key Stage 1 and Key Stage 2, the strategies for teaching literacy and numeracy are effective and promote good standards. In other subjects there is a good curriculum for pupils in Key Stage 1 but in Key Stage 2 the overall breadth and balance of the curriculum is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory with good provision in Key Stage 1 and the Foundation Stage.
Provision for pupils with English as an additional language	Satisfactory. The very small number of pupils with English as an additional language are given appropriate support by the teaching and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision overall with good provision for promoting pupils' social development but weaknesses in the way the school promotes pupils' awareness of the beliefs and ways of life of those from other cultures.
How well the school cares for its pupils	Satisfactory. Good procedures are established that ensure that pupils are cared for and their welfare is protected. Procedures for child protection and the promotion of Racial Equality are effective. In the Foundation Stage, good use is made of assessments to identify children's needs when they start school. In Key Stage 1 and Key Stage 2, good procedures are in place to assess pupils' attainment and progress in English and mathematics and satisfactory procedures exist for assessing science but in other subjects, assessment procedures are unsatisfactory overall.

The large majority of parents have mostly positive views about the school. Good measures exist to provide good quality information for parents and parents are encouraged to get involved in supporting the school. Most parents provide very good levels of support for their children at home for example by making sure that their children complete homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory overall with very good management of English, mathematics and science and good management of the Foundation Stage and special educational needs. There are weaknesses in the way that some subjects are monitored and developed in Key Stage 2. The school development is for one year and lacks strategic planning for an extended time.
How well the governors fulfil their responsibilities	Good. All statutory duties are fulfilled. Governors are very supportive of the head teacher and staff. Knowledgeable governors ensure that the measurable standards of English, mathematics and science are as high as they can be, but not enough attention is given to other subjects.
The school's evaluation of its performance	Satisfactory. There is very good analyses of end of key stage National Curriculum test results but at the expense of monitoring other subjects. Governors have good procedures for checking on whether or not money is spent wisely and the school is compared and contrasted with other similar schools
The strategic use of resources	Resources are used effectively. Good procedures exist to ensure that grants are directed to their designated areas and day to day finance is managed successfully. Not enough attention is given to maintaining a broad and balanced curriculum in Key Stage 2.

The good quality of accommodation and access to good outdoor facilities for pupils in Key Stage 1 and Key Stage 2 enhances pupils' education but there is a lack of a suitable outdoor area for children in the Foundation Stage. Staffing is adequate although the level of classroom support in Key Stage 2 is less than often found. Resources are good overall with recent injections of funds for information and communication technology and books but some resources in the Foundation Stage and those for promoting an awareness of other cultures need improving.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The attainment and progress of pupils across the schools. • The popularity of school amongst children and the good progress made. • The good quality of teaching and the quality of information provided. • The way that children work hard and the way the school encourages parents to support their children at home. • The way children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • Children's behaviour. • The range of extra-curricular activities.

The inspection team agrees with the parents' positive comments. The areas that parents would like to see improved are valid with regard to the range of extra-curricular activities that is much less than normally found for a school of this size. The inspection team does not agree that homework is excessive and inspection findings are that homework contributes to the high standards achieved in English and mathematics. Pupils' behaviour is good overall but there is a small minority of pupils in Year 3 and Year 5/ Year 6 that can be mildly disruptive at times.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve very high standards in English, mathematics and science by the time they leave school at the end of Key Stage 2. Standards in English, mathematics and science have improved since the last inspection at a rate that was broadly in line with the national trend. When children start school in the Reception class, their overall attainment is broadly similar to national expectations for their age, but as they move through the school they make good progress overall although there are variations between subjects. Very good progress overall occurs across the school in mathematics and good progress in English, science and physical education. In other subjects, art and design, design and technology, geography, history, music and religious education, pupils make satisfactory progress in Key Stage 1 but in Key Stage 2, despite some improvements recently, the rate of learning over time has been unsatisfactory in design and technology, geography, history music and religious education. Recent improvements in the quality of provision for information and communication technology mean that pupils are now making satisfactory progress but the increase has been too recent to raise overall standards. The school has put so much effort into gaining high levels of achievement in English, mathematics and science and in improving the provision for the Foundation Stage and for pupils with special educational needs that standards in most other subjects in Key Stage 2 have declined.
2. In Key Stage 1, pupils with special educational needs make good progress towards the targets set for them in their individual educational plans. Pupils receive good quality support in their classrooms from both their teachers and classroom assistants. Work is well planned to meet their needs. In Key Stage 2, the progress of pupils with special educational needs is satisfactory. Teachers plan appropriate work for them taking in to account their individual education plans. In the afternoons, some Key Stage 2 pupils are withdrawn on an individual basis and receive good quality support. This is beginning to improve the progress of these pupils. In Key Stage 2, pupils with special educational needs show good skills of using information and communication technology to extend writing opportunities and to enhance the way their writing is presented.
3. The children start full time education in the Reception class with average attainment levels. Good teaching in the Foundation Stage ensures that they make good progress in all of the areas of learning. By the time they leave the Reception class, most children exceed the Early Learning Goals in all areas of learning. This represents good levels of achievement in relation to the abilities of the children when they start school.
4. In the most recent end of key stage National Curriculum tests, attainment was much higher than at the time of the last inspection in English, mathematics and science. At the end of Key Stage 1, pupils attained standards that were above the national average in reading and mathematics and in writing it was in the top 5% of all schools nationally. In comparison with all schools nationally, attainment was also well above the average in writing and mathematics and above the average in reading. In science teacher assessments showed that the percentage of pupils attaining level 2 and above was close to the national average but a very high percentage achieved standards that were above the national average. In comparison with similar schools, attainment in science at the end of Key Stage 1 was above the average. At the end of Key Stage 2, attainment

was well above the national average in English, mathematics and science and well above the average for similar schools in English and science. In mathematics, attainment was above the average for similar schools.

5. High standards are achieved in English and literacy. Pupils start Year 1 with good early reading and writing skills and very good teaching makes sure that pupils successfully build on these. By the end of Key Stage 1, pupils write very well for their age. They successfully use a fluent, linked style of writing that is neat and well presented and pupils write well for a wide range of audiences and purposes. Standards of spelling in Key Stage 1 are high and pupils have a good knowledge of phonics to help them spell difficult words. Poetry features strongly in the pupils' curriculum for example when reflected in some high standard poems about "Winter". Standards in reading are very high and pupils really enjoy reading and using books. Pupils have a very good knowledge and understanding for their age of a wide range of books including fiction and non-fiction material. When reading aloud, good use is made of intonation and expression to add meaning and interest. Pupils' speaking and listening skills in Key Stage 1 are very good.
6. In Key Stage 2, pupils make good progress in extending their high standards in English and literacy when they start Year 3 and by the end of Year 6 pupils achieve well in English. Standards in reading and writing are very good. Pupils improve their knowledge and understanding of books as they move across the Key Stage and some good practice by teachers for example, the way pupils are praised and rewarded for their breadth of reading, encourages all pupils, including high attainers to extend their skills. Pupils have a good knowledge of a range of contemporary authors for example, Tolkien, Rowling and Dahl. Although capable of using books for research, the opportunities to do so within the school are limited and this reduces opportunities for research skills to be applied and developed in other subjects. Pupils in Key Stage 2 write very well. They use conventions such as speech marks and paragraphs effectively from a comparatively early age and make good use of powerful adverbs and adjectives to add interest to creative writing. In upper Key Stage 2, very effective writing occurs when pupils write weekly letters to their teacher and in so doing use writing to convey high levels of insight and thoughtfulness. The school sets suitably challenging targets for pupils' attainment at the end of Key Stage 2 in English and mathematics and generally achieve these. There is no significant difference in the performance of boys and girls at the end of Key Stage 2 although in Key Stage 1, girls do better than boys in English.
7. Very high standards are also achieved in mathematics and numeracy and pupils make very good progress overall across the school. By the end of Key Stage 1, pupils have a good knowledge and understanding of number and have developed a good knowledge of shape and measure. Pupils accurately add up and take away numbers up to 30 and beyond and are starting to use ideas of multiplication and division to solve simple mathematical problems. By interpreting information presented to them in graph form, Year 2 pupils solve problems based upon shopping lists, for example. In Key Stage 2, pupils demonstrate a very good ability to use mental arithmetic skills to recall number facts and apply these to solve problems. Pupils use particularly good skills when explaining strategies for how to solve problems. By the end of Year 6, pupils record findings of problem solving activities very well using a variety of methods including bar charts, pie charts, pictograms and straight line graphs. Pupils have a good mathematical vocabulary.

8. Standards in science are very high at the end of Key Stage 2 being well above the national average and are above national expectations by the end of Key Stage 1. In Key Stage 1, pupils develop a good, solid foundation of facts and ideas about life processes and living things, materials and their properties and aspects of physical science such as movement and force, electricity and light and sound. In Key Stage 2 good progress occurs and with a significant increase at the upper part of the key stage. Pupils develop a good knowledge and understanding of essential scientific ideas with higher attaining pupils starting to think in an advanced way for example, using simple ideas of particle theory to explain how materials can change from solid to liquid to gas. As a result of a very good emphasis on promoting pupils' skills of performing scientific investigations, pupils develop a good knowledge and understanding of the need to plan fair tests and ways of managing the variables involved. Pupils' skills of using the computer for scientific research and for recording work are not as well developed as they could be and are unsatisfactory.
9. The very high standards in English, mathematics and science are not reflected in attainment and progress in other subjects. Although attainment in Key Stage 1 is satisfactory overall in Key Stage 2, it is too low in design and technology, geography, history, information and communication technology, music and religious education. Pupils in these subjects could do better and achieve standards that at least match national expectations and the expectations of the agreed syllabus. There has been so much time and effort put into English, mathematics and science that procedures for monitoring the quality of teaching and learning in other subjects have not been good enough. The lack of direct reference to each subject in the school development planning process also reduces the status of these subjects and contributes to the overall weaknesses.
10. In information and communication technology, there are rapid improvements afoot but standards still remain below national expectations at the end of Key Stage 2. The lack of suitable resources and training for staff have impeded the progress since the last inspection. At the end of Key Stage 1, pupils achieve as well as expected for their age. They demonstrate confidence and understanding of using computers and develop satisfactory skills of using the keyboard and mouse in association with computer programs. In Key Stage 2, however, pupils have not made enough progress in recent years and by the end of Year 6 their skills are much lower than expected for their age. Progress is improving and is currently good in Key Stage 1 and satisfactory in Key Stage 2. The school knows that standards need improving and includes this as a target in the school development plan.
11. In art and design, standards are satisfactory at the end of both key stages. Pupils have sound knowledge of the work of some great artists and show a good awareness of shape and colour for example, shown in their self-portraits in the style of Picasso. In Key Stage 2, pupils improve their skills of drawing, printing and painting and have a satisfactory knowledge of the work of great artists but pupils have a limited knowledge and understanding of the art of other cultures. In design and technology pupils attain standards that are below national expectations although pupils are secure in a satisfactory range of making skills involved in food technology and in mechanisms and structures, in for example, making moving books, pupils skills of planning and evaluating their work are unsatisfactory. Recent improvements brought about by the new co-ordinator are starting to raise standards in design and technology.
12. Attainment in humanities of geography and history is above national expectations by the end of Key Stage 1 but below at the end of Key Stage 2. By the end of Year 2, pupils

have explored their local area of Bare and have developed a secure knowledge and understanding of how to locate places in it. They have a secure knowledge of the purpose of a map and its effectiveness in finding places. In Key Stage 2, however, very little work is done on the local area and consequently pupils do not extend the skills and knowledge acquired in Key Stage 1. Whilst pupils have a sound knowledge of some features of the region for example, the lakes of the Lake District and the water cycle that fills them, there is a weakness in pupils' knowledge and understanding of other areas of the world and most struggle to name continents, other countries, towns and cities or empathise with some of the differences in lifestyles. In history a similar divide between the key stages exists. In Key Stage 1, pupils develop a good knowledge and understanding of chronology and a sense of the past and key events in it for example, the character Guy Fawkes and features of Morecambe associated with its heyday as a Victorian seaside resort. In Key Stage 2, however, the skills and knowledge are not extended enough. Pupils explore and understand aspects of the Roman dominance of Britain and key features of the Greek empire, but overall, pupils' knowledge and understanding of important dates and people of history are unsatisfactory and are less than expected for their age. Pupils do not have a thorough understanding of different cultures throughout history and are not as skilled in performing research of their own as they should be.

13. Standards in music have declined since the last inspection, partly because of the loss of a specialist teacher and partly because of a lack of knowledge of teaching staff. In Key Stage 1 pupils are doing as well as expected in singing and performing and good teaching is starting to improve progress. Standards of composition are satisfactory and also are starting to improve. By the end of Key Stage 2, however, standards are not as high as they should be because of weaknesses in the curriculum and aspects of teaching. Not enough attention has been given to composition and aspects of musical appreciation. Even though almost half of pupils receive instrumental tuition and make good progress in performing their instruments and achieve well, opportunities for these pupils to practise and demonstrate their skills are limited.
14. In religious education improvements are underway and progress is currently satisfactory with attainment at the end of Key Stage 1 matching the expectations of the Locally Agreed Syllabus. In Key Stage 2, although progress is currently satisfactory it has been unsatisfactory in the past and attainment is currently below those of the Locally Agreed Syllabus. Pupils in Key Stage 1 gain a satisfactory knowledge and understanding of Old Testament stories, and benefit from opportunities to share feelings and identify the impact of their actions on others. Pupils in Key Stage 2 are developing a knowledge and understanding of Christian tradition and are aware of some similarities between Christian and Moslem festivals but overall, pupils knowledge about Christian beliefs and those of other World faiths is not as good as it should be. In physical education good teaching and a good curriculum result in good standards at the end of both key stages.

Pupils' attitudes, values and personal development

15. Overall the attitudes of pupils to school and their learning are good and have been maintained at this level since the last inspection. During the inspection most pupils demonstrated good listening skills, which enabled them to take an active part in lessons and to make a valuable contribution to class and group discussions. Most pupils are keen to come to school and most settle quickly to their work.
16. Pupils in Key Stage 1 and those in the the upper part of Key Stage 2 display a very positive approach and keenness to their learning and many make good progress. However, there are a minority of pupils, mainly boys in the lower part of Key Stage 2 who display a disrespectful and cheeky attitude towards their teachers, often interrupting and talking over the teacher during lessons.
17. For the most part, the good, and sometimes very good teaching, ensures these pupils remain focussed and make progress in their learning. Worthy of note are the mature and positive attitudes of most pupils, who choose to ignore the silly and immature attitudes of the few and who do not allow them to disrupt their learning. The majority of pupils display high levels of commitment to their work and show themselves to be motivated and enthusiastic learners.
18. Most pupils display high levels of self-assurance and a willingness to share and discuss their learning with others. Many are able to sustain good levels of concentration during their lessons and collaborate well with each other in both group and paired activities in developing their learning. A good example of this was seen in a Year 1 Literacy lesson by the many imaginative ideas generated by the pupils to create a set of instructions to make a Roman Shield. Pupils enjoy being in school, and all have positive views about the school and their teachers.
19. Overall the behaviour of pupils is good and has been maintained at this level since the last inspection. Very good behaviour was often observed in the Foundation stage, Key Stage 1 and upper Key Stage 2 lessons, and makes a valuable contribution to the overall good progress of these pupils. However a minority of boys, mainly in the Year 3 and Year 5/ Year 6 classrooms, often display silly and immature behaviour in some lessons and this has a negative effect on the quality of whole class learning and progress in some subjects. The school has recognised the need to work with parents in addressing the inappropriate behaviour of some boys in lessons and parents are generally pleased with the overall standards of behaviour that are achieved. Most pupils with special educational needs behave well. However, a few with behavioural difficulties, find it harder to cope with classroom and school routines but their behaviour has begun to improve recently with better behaviour management systems in operation.
20. The school behaviour policy and system of behaviour rewards and sanctions are clearly understood by pupils and applied consistently by the staff. Pupils readily acknowledge their agreement to, and acceptance of, the school rules and consider them to be very fair because they focus on making the school a safe and happy place. Of worthy note is the positive impact the "buddy" system is beginning to have on the behaviour of pupils of all ages.
21. The school promotes a policy of zero tolerance towards bullying and racial harassment and has successfully worked to eliminate bullying on the school site. Pupils and parents agree that incidents of inappropriate behaviour are swiftly and effectively dealt with by

staff to the benefit of all involved. There was no evidence of any oppressive behaviour during the inspection and the school has a very low record of fixed term exclusions involving just two pupils.

22. With few exceptions, pupils show they understand the impact of their actions on others. Most pupils have a respect for each other and towards adults and form good relationships. They show they know right from wrong through their actions and conversations. Pupils collaborate well with each other in their learning and play activities, happily taking turns and willingly sharing the learning resources. Pupils from all age groups display a natural sensitivity and awareness to the needs of others and examples were seen of unsolicited help and support being offered to other pupils and adults alike.
23. Opportunities for pupils' personal development are satisfactory overall as they were at the last inspection. Year 5 pupils are involved in playground monitoring and there are a range of whole school responsibilities, such as registers, assembly, wet playtime, and physical education store monitor duties for Year 6 pupils. The plans to create a "school council" are well advanced and will considerably enhance pupils' personal development. However, there are a number of missed opportunities for pupils' personal development. For example, pupils are not allowed to use the library during break times and this constrains the development of their individual research skills. Some 50% of pupils play musical instruments but few events are organised to promote and celebrate the pupils' musical skills to the wider community.
24. Attendance at school is very good and has been maintained at this high level since the last inspection. Levels of unauthorised absence continue to be less than the national average and the incidence of late arrivals is very low. A number of parents continue to take family holidays during term time and this can have a negative effect on teachers' planning and whole class progress. Punctuality in school is good and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. Although there were three temporary supply teachers in post during the week of the inspection, the quality of teaching observed in lessons during the inspection was good overall. Of the 58 lessons observed during the inspection, Two thirds of lessons observed were good or better and none were unsatisfactory. Almost a tenth of lessons were excellent, a fifth were very good, almost two fifths were good and the remaining third were satisfactory. The overall quality of teaching observed in the inspection has improved since the last inspection.
26. Although teaching is good on the basis of the lessons observed during the inspection, the broader picture of teaching highlights shortcomings in some subjects. There are some differences in the quality of teaching and learning in some subjects and between key stages. The quality of teaching and learning is very good in English in Key Stage 1 and good in mathematics and science and in Key Stage 2 teaching is good in English, mathematics and science. In some subjects however, the quality of teaching in Key Stage 2 could be better. Teaching in geography, history and music has been unsatisfactory over time in Key Stage 2 and this has contributed to the low levels of attainment and unsatisfactory progress occurring in each of these subjects by the end of Year 6. In Key Stage 2, the quality of teaching and learning in art and design, information and communication technology and religious education is satisfactory

overall and recent improvements in each of these subjects are improving the rate of learning even though standards are still too low at the end of Key Stage 2.

27. The quality of teaching in the Foundation Stage has improved since the last inspection and is now good, and enables the children to make good progress in their learning and achieve well. Most of the weaknesses in teaching have been addressed from the last inspection, although more resources are still needed in some areas of learning to challenge the higher attaining children. Because of the good relationships in the Foundation Stage, the children really enjoy coming to school and are very well motivated to learn. The teaching is also enhanced by effective procedures for planning and assessment. There is a good balance between activities led by an adult and opportunities for the children to initiate their own learning. The children receive good support in being introduced to appropriate elements of the National Literacy and Numeracy Strategies. The teaching in the Foundation Stage is providing the children with a very positive start to their learning.
28. Teaching is better in Key Stage 1 than in Key Stage 2 with over four fifths of lessons observed in Key Stage 1 being good or better. This contributes to pupils making good progress overall between Years 1 and 2. There is an appropriate emphasis given to teaching the basics of numeracy and literacy and pupils establish very firm foundations for future learning as a result. Throughout Key Stage 1, teachers manage lessons well and pupils show mostly good attitudes to learning. Some excellent teaching exists in each class but in Year 1 the overall quality of teaching and learning is outstanding.
29. Across Key Stage 1, most lessons are well planned, with the exception of design and technology and aspects of art and design. In most subjects, teachers in Key Stage 1 make suitably challenging expectations of pupils thereby making sure that most pupils learn well in lessons and enjoy what they do. In literacy lessons teachers show good role models to pupils in writing and teach basic skills of letter formation very well. Spelling is taught effectively and pupils are taught how to use phonic skills to read new and challenging words. Pupils are given plenty of time to read with adult support as well as on their own and good learning occurs in pupils' knowledge and understanding of books. Similarly good emphasis is given to teaching the basics of mathematics. Very good teaching that has a sharp focus on extending the pupils already good knowledge and understanding of mathematics results in pupils developing a good knowledge of number and the four rules of addition, subtraction, multiplication and division. The marking of English and mathematics is always positive and this builds pupils' self esteem and confidence and good use is made of homework in English and very good use in mathematics to extend pupils' learning opportunities. Relationships between teachers and classroom support assistants are very good and pupils benefit from this because it enables pupils to receive more adult support within class lessons. The teaching of science is good in Key Stage 1 with a fair balance in the way pupils are taught knowledge and understanding of basic scientific ideas and skills of finding out for themselves through practical investigations.
30. In Key Stage 1, teaching in subjects other than English, mathematics and science is good overall with some excellent teaching in physical education observed during the inspection. The teaching of information and communication technology is good and pupils are improving their knowledge and understanding of how to use computers to support learning. Teaching is also good in geography, history and religious education and in each subject, pupils are set high standards to aspire to and, in response, pupils work hard and try their best. There is a weakness in the way design and technology is taught because of gaps in the teacher's own knowledge of the curriculum. There is not

enough attention given to developing pupils' skills of designing and evaluating although some satisfactory making skills exist.

31. In Key Stage 2, the quality of teaching observed during the inspection was good overall but there is a mixed picture when the quality of pupils' learning and levels of attainment in all subjects are considered. There are strengths in the way the core subjects of English, mathematics and science are taught but, with the exception of physical education, where teaching is also good, there are weaknesses in the teaching of many other subjects. The emphasis on getting high levels of achievement in English, mathematics and science and in improving the provision for special educational needs, has taken the attention off many of the foundation subjects. The teacher's knowledge and confidence in some subjects has not been maintained through effective training and support arising from good quality monitoring by co-ordinators and the senior management team.
32. During the inspection, no lesson observed in Key Stage 2 was unsatisfactory and in around half of the lessons teaching was good or better. The quality of teaching is much better in the upper part of the school where pupils' progress increases. This is particularly noticeable in Year 5/ Year 6 and Year 6 where lessons are well planned and pupils are expected to work hard to achieve the learning intentions of each lesson. In the lower part of Key Stage 2, teaching is satisfactory and at times good but some aspects of the management of pupils' behaviour in Year 3 and Year 5, is not always successful and some boys show challenging behaviour at times and when this occurs it impedes the progress of other pupils. Throughout Key Stage 2, good use is made of homework and this is a key factor in the good standards achieved in English, mathematics and science at the end of Year 6.
33. The quality of teaching and learning in Key Stage 2 in mathematics is very good and in English and science it is good overall. In mathematics the use of setting of pupils benefits the quality of teaching and adds to the very good rate of progress. Teachers plan work that closely matches the differing needs of pupils and the overall level of preparation, organisation and management of setting arrangements is very good. Lessons have clear learning intentions that are shared with pupils and good and effective systems are used to involve pupils in monitoring their own progress towards them. High expectations are made of pupils to use a range of mental strategies to solve mathematical problems and to explain how calculations are worked out. Teachers give good time for pupils to think about the methods they use in solving problems. Good teaching overall exists in English in Key Stage 2 although the use of other subjects to develop pupils' literacy skills is not as well developed as it might be. The national Literacy strategy is adapted sensibly for the needs of pupils and very good time is given to the development of pupils' writing skills. Relationships between teachers, support staff and pupils are good and this means that pupils work hard and usually are well behaved. Pupils work well in whole class and group activities. Although teachers successfully develop high standards of speaking and listening, writing and reading by the end of Key Stage 2, only occasional use is made by pupils of the library and in the area of research skills, more attention could be given.
34. The quality of teaching in science is good overall in Key Stage 2 and very good in the co-ordinator's class. There are high expectations for pupils to use their initiative and to use investigational skills to find solutions to scientific questions. Teachers have secure knowledge and understanding of basic scientific ideas and this ensures that pupils successfully learn facts accurately and in a way that suits their stage of development. The quality of teaching, in information and communication technology, is satisfactory

overall in Key Stage 2. There have been weaknesses in teaching in the past but recent training has made sure that teachers now have a reasonable knowledge of information and communication technology which is reflected in improving progress across the school. The newly developed information and communication technology suite is used well and the larger classes are managed well so that everyone benefits from regular use of computers. Good teaching in physical education promotes good standards overall.

35. There are weaknesses in the teaching of design and technology, geography, history, music and aspects of religious education in Key Stage 2. Some of these weaknesses are being rectified for example in music and religious education, but over time expectations for these subjects have been too low and weaknesses in planning have meant that pupils have not been taught each element of the subjects. The result is that there are many gaps in pupils' knowledge, understanding and skills.
36. The quality of classroom teaching for pupils with special educational needs is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, teachers and classroom assistants work very closely together to make sure that they are meeting the needs of individual pupils and helping them to make good progress towards the targets in their individual education plans. The pupils are given sufficient help to participate fully in all classroom activities. Teachers and support assistants are skilled at prompting and encouraging them to do their best. In Key Stage 2, teachers try hard to give enough help to pupils with special educational needs, and make effective use of the limited classroom support. Good and appropriate teaching is provided for pupils when they are withdrawn individually during the afternoons. The special educational needs co-ordinator works well with teachers to prepare clear and well-written individual education plans with measurable and achievable targets.

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

37. The planned curriculum meets the statutory requirements of the National Curriculum and the provision for religious education meets the requirements of the Locally Agreed Syllabus. The school successfully ensures that all pupils have equal access to the curriculum provided.
38. The quality of the curriculum in the Foundation Stage is good and ensures that the children in the Reception class receive a suitable curriculum that meets their educational needs. This contributes to the good progress made towards the Early Learning Goals in terms of their personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, creative and physical development. Planning is thorough and fully reflects the areas of learning for children of this age. There is a good range of broad and balanced activities planned in the Foundation Stage although further resources and equipment for role-play, mathematics and physical development are needed to enhance provision further. There is a good focus on helping the children to acquire early literacy and numeracy skills.
39. In Key stage 1 and Key stage 2, strategies for the teaching of literacy and numeracy are effectively planned in accordance with the national strategy guidance and this contributes to the very good standards in these subjects. There is also a good science curriculum that is in the process of being updated. Subjects other than English,

mathematics and science are well planned for in Key Stage 1 but this is not the case in Key Stage 2. There has been an over emphasis upon the time given to English, mathematics and science at the expense of most other subjects. Over time, gaps in the curriculum for aspects of design and technology, geography, history, information and communication technology, music and religious education are major factors in the attainment in these subjects being below the national expectations and those of the locally Agreed syllabus at the end of Key Stage 2. Recent improvements in the way information and communication technology and religious education are planned have occurred and the curriculum is now much better but the changes are too recent and have not yet impacted on standards at the end of Key Stage 2.

40. There are satisfactory long-term schemes of work for all subjects. The curriculum outside literacy and numeracy is outlined in an overview grid for Key Stage 1, lower Key Stage 2 and upper Key Stage 2. Because of the necessity for mixed age classes in both key stages, the curriculum normally is run on a two year cycle and generally the school makes sure that pupils all receive the same learning experiences. The school is aware of the danger that individual pupils may repeat or miss aspects of the curriculum when classes are regrouped at the beginning of the year and tries to prevent this.
41. The use of information and communication technology is well established to support learning in literacy and is beginning to be planned in numeracy and science. The use of information and communication technology in other subjects is not very well developed and could be better. A similar picture exists in the way literacy and numeracy are planned as part of other subjects with some coincidental activities occurring for example, in using graphs and charts as part of science, but there is still some way to go to effectively plan ways of using numeracy and literacy as part of other subjects.
42. The provision for pupils with special educational needs is satisfactory and has improved since the last inspection. There has been considerable improvement in the last term since the appointment of the new special needs co-ordinator. Good systems are in place for the early identification of pupils who need extra support. All individual educational plans have been reviewed since the beginning of term and are now good. They are well written by the special needs co-ordinator and class teacher with clear and achievable targets. The school is very careful to make sure that all pupils with special educational needs have full and equal access to all parts of the curriculum and are fully integrated into the life of the school. In Key Stage 2, pupils are withdrawn at different times each week to make sure that they do not miss the same subject each time. In Key Stage 1, the pupils' specific needs are taken into account in the planning for work in all subjects. In Key Stage 2, planning is more successful in the core subjects of English, mathematics and science. Pupils' specific needs are not so clearly addressed in the foundation subjects and they make less progress as a result.
43. The range of extra-curricular activities provided by the school is much less than normally found in a school of this size. The school continues to offer the wide range of sporting activities reported in the last inspection report and this provides both boys and girls with full access to a good range of sport and athletic experiences. However there are no lunchtime or after-school activities to develop and build upon the pupils' non-sporting interests and experiences. A residential week is organised for Year 6 pupils in support of their social and personal development. However opportunities are not provided across the school to support and extend the learning of all pupil ages through interest clubs, such as music and chess, and subject skill reinforcement clubs, such as computing and homework.

44. Adequate provision is made for pupils' personal, social, citizenship and health education through the science curriculum and the use of circle time. However there is no formal practice in school for monitoring and reporting on the consistency with which this is delivered across the school. Sex education is delivered in a simple and sensitive manner and good use is made of visiting health professionals to discuss and share with pupils the changes between boys and girls as their bodies mature and to talk about the importance of sex education. Plans are well advanced to make greater use of external speakers to improve the pupils' awareness of drug abuse and misuse. The use of "learning journals" has a major impact on the pupils' personal and social skills development. The wide range of topics covered in class circle time linked to personal and social education, such as family bereavement, new babies in the home and name-calling, significantly enhance pupils' learning and understanding in this important area.
45. The contribution of the community to the pupils' learning is satisfactory and provides pupils with a range of benefits and educational experiences that support their learning. These include visits to local museums, theatres, bird and wild life reserves, as well as a variety of places of historic and environmental interest, all of which add value to the pupils' educational experiences. Close links have been established with Morecambe F.C. which trains pupils and with a local youth team that makes use of the school grounds and with local banking organisations who help to sponsor school events.
46. The pupils gain benefit from the many visitors to school who talk and work with the pupils and enrich their curriculum learning. Examples include specialist music and history teachers, drama groups, potters and an "animal man" who brings animals into school for pupils to see and talk about. Pupils' personal safety awareness is enhanced by the visit of lifeboat, police and fire professionals who talk, and interact with pupils on the many dangers in life and how to avoid them.
47. The school has established good links with other schools and local colleges. These include the local pre-school groups and provide for a smooth induction process of new pupils and parents into mainstream education. Close working arrangements have been developed with the secondary schools to ease the transition to secondary education. Pupils make good use of the Peter Scott gallery at Lancaster University to raise their awareness and knowledge of art and design. Of value to pupils' learning are the many students who work alongside the pupils, such as trainee teachers from St Martin's teacher training college and NNEB students from the local Further Education College.
48. The overall provision for spiritual moral social and cultural development is satisfactory as it was at the time of the last inspection. Provision for spiritual development is satisfactory. Younger pupils in particular are often thrilled and exhilarated by their learning. During the experience some pupils absorbed themselves fully in discussion about the Christmas story and considered many reasons why Mary and Joseph might undertake their journey. On occasion assemblies provide a spiritual atmosphere for example when Key Stage 1 pupils experienced the anticipation of a long-awaited arrival as in Advent. Some pupils in Key Stage 2 however lack focus and concentration in lessons where there are opportunities for discussion and interaction. This restricts opportunities for depth of thought and response. The inadequacies of the curriculum for music and history in Key Stage 2 also limit opportunities for spiritual development. The arrangements for the daily act of collective worship now meet the statutory requirements. This represents an improvement since the last inspection. The arrangements for collective worship include not only regular prayer but also occasional opportunities for reflection.

49. Provision for moral development is satisfactory. The school has good procedures for promoting good behaviour and employs rewards and sanctions although these are not used consistently. Pupils move around the school in an orderly manner and respect the facilities and resources of the school. All adults set good role models for the pupils. Provision for social development is good. Pupils are encouraged to show interest in the needs of disadvantaged groups. They prepare gift boxes for Christmas, exchange letters with refugee children and raise considerable funds for children's charities. They share a good range of visits to museums and theatres and a number of visitors come into the school. Older pupils attend a residential week in the Lake District. Relationships are good and pupils are confident to approach their teachers. Learning groups change during the school day but pupils work sociably together. They co-operate in practical activities and on occasions when they have to work in groups or pairs for example in the new computer suite. The school provides older pupils with the opportunities to take responsibility for school routines and they clearly enjoy being "buddies" to the youngest children.
50. Provision for cultural development is unsatisfactory. This aspect was satisfactory at the time of the last inspection but weaknesses were observed. These weak areas have not been significantly addressed. As was then observed, the development of cultural awareness remains particularly important in view of the very small representation of other ethnic groups in the school. There have been links with contrasting schools in Blackburn and in rural Lunesdale. These are not fully operational at present but new links are being made with other schools. For example younger pupils in Key Stage 2 sent Eid cards to pen friends. Occasionally there have been visiting speakers and special assemblies addressing other faiths and cultures but these are infrequent. Although the religious education syllabus covers all the major faiths, they have not all been covered in sufficient depth to impact on pupils' understanding and knowledge. The school has identified the appreciation of the diversity and richness of other cultures and the promotion of racial awareness as an area for development and has included these areas in the School development plan for next term.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. Overall the provision for the care and welfare of pupils and the quality of pastoral support they receive is good. This is an improvement since the last inspection.
52. Good child protection procedures are in place, which are well understood and used by staff in the best interests of the pupils. This is an area of significant improvement since the last inspection. All staff are aware of the need for vigilance in the regular monitoring of the well-being and welfare of the pupils in their care. Good and effective procedures are in place to support pupils identified with having special educational needs. Appropriate procedures are in place to give due consideration to the needs of pupils from various religious backgrounds in the school.
53. Good and appropriate procedures are in place to safeguard pupils from inappropriate material when accessing information on the Internet. There are good arrangements in place for reporting any use of physical restraint in school and ensuring the best interests of pupils and staff are maintained at all times. Pupils feel safe and happy in school and have the confidence and independence to raise queries and concerns with staff.
54. Health and safety procedures are very good and risk assessment is an integral part of the school's routines. Termly inspections ensure the regular review of health and safety in the school and there is full governor involvement in the school's health and safety audit process.
55. The school has a good provision of staff with first aid training and good procedures are in place for the management and reporting of pupil injuries which have occurred during their time at school. An example was seen during the inspection week of the high quality of care and attention given by school staff and of the trust and reliance in them shown by a pupil receiving treatment. Secure management arrangements are in place for the correct recording and administration of prescribed medicines to pupils, as and when requested by parents.
56. Satisfactory procedures are in place for monitoring and improving attendance. Registration procedures in school fully comply with statutory requirements and there are established links with the education welfare service. Very good and well-established routines to manage behaviour help to enhance and promote the self-image of pupils and contribute greatly to the good attitudes to learning shown by the pupils. Great emphasis is placed on promoting good behaviour and the school operates a number of incentives to encourage and reward pupils' good work and behaviour, both in and around the school.
57. The comprehensive whole school behaviour policy is discussed and personalised within each classroom so that pupils understand the teachers' expectations and the process of rewards for good behaviour. The clear and simple behaviour procedures are understood by pupils and parents and applied in a fair and consistent manner by staff and successfully used to promote the good behaviour to be seen in and around the school. Of worthy note is the involvement of the Year 6 pupils as "Buddies" in helping to monitor and promote a positive approach to whole-school behaviour.
58. The school has a philosophy of zero tolerance towards bullying and has worked successfully to promote a culture of anti-bullying among pupils. There are no recorded incidents of oppressive behaviour for the current year and parents and pupils agree that

bullying is not a problem in the school. During the inspection there was no evidence of any bullying or harassment of pupils. Pupils feel safe and happy at school and past incidents of inappropriate behaviour are judged by pupils and parents alike to have been swiftly and effectively dealt with by staff.

59. Assessment was identified as an issue for development at the time of the last inspection in 1997. The weaknesses related to the unsatisfactory use of assessment to plan pupils' work taking into account pupils' prior attainment, and the development of whole school portfolios to help teachers become more secure when assessing against the National Curriculum criteria. Although the school has now made very good progress in these areas in relation to the core subjects of English, Mathematics and Science, and has made a good start in more effective assessments for pupils with special educational needs, assessment procedures for foundation subjects overall are unsatisfactory.
60. Where assessment is most effective it has a very positive impact upon learning and raising standards. Good use is made of assessment in the Foundation Stage to identify pupils' needs when they start school. In Key Stage 1 and Key Stage 2 good procedures and systems are in place to assess pupils' attainment and value added progress in English and mathematics. There are satisfactory procedures in science. Good use is made of data analysis to closely monitor pupils' performance and assist teachers in setting individual pupils' targets for improvement.
61. Regular assessments of pupils' performance are carried out by observation, discussion, through the plenary sessions of lessons and the monitoring and marking of pupils' work, but there is little evidence of a formal recording system, particularly in the foundation subjects. There is inconsistency in the application of a marking policy. The best practice occurs where pupils' work is acknowledged and teachers' written comments offer suggestions for improvement.
62. The school meets statutory requirements in respect of administering the national tests at the end of Key Stage 1 and Key Stage 2 and reporting the results. The head teacher effectively analyses the test results to highlight areas for development, and this has been a significant factor in raising standards in English and mathematics since the last inspection. The school also collects and analyses data from the results of the optional national tests for Year 3, Year 4 and Year 5, and makes good use of assessment materials in Key Stage 1 to track progress.
63. The school is making good use of assessment to identify pupils with special educational needs. Good analysis of data including attainment on entry to the school helps to discover pupils who may need extra support. Pupils are assessed individually by the special needs co-ordinator to find out their specific needs. Once on the register, the school's assessment procedures are used to track their progress. It has already been possible to remove two pupils from the register this term, as a result of the progress they have made. The special needs co-ordinator is working hard to boost the self-esteem of pupils with behavioural difficulties. They are being encouraged to take responsibility within the school, and some are already acting as 'buddies' to the younger pupils. This is having a positive impact on their behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. The large majority of parents are supportive of the school, hold positive views about the staff, and believe their children receive a good quality education. Good measures exist to provide parents with a good quality of information about their children's time in

school. A majority of parents is actively involved in their children's learning and consider teachers to be willing to listen and talk with them about their child's progress. This represents an area of improvement since the last inspection and is a major influence on the pupils' achievements.

65. The impact of parents' involvement on the work of the school is good and makes a positive contribution to their children's education and personal development. Parents contribution and involvement in the Foundation Stage is very good and has a positive impact on their children's introduction to full-time education. Parents are welcomed in school and are encouraged to become involved in their children's learning. Parents have made a significant contribution to the high attainment of pupils in English and Mathematics. The level of parental attendance at the termly teacher/parent consultation meetings is good and many parents commented favourably on these as valuable ways of keeping them informed of their child's progress.
66. The school has established good links with parents to involve them in all aspects of their child's education and personal development. The great majority of parents have signed the school homework learning agreement and parents comment favourably on the class-home learning timetable as a valuable way of supporting and monitoring their children's homework routines.
67. The links with parents are very good in the Foundation Stage. There is a positive approach of welcoming parents to school. Regular meetings take place before the children are admitted to school and during their time in the Foundation Stage, to discuss their progress. Home-school diaries are used well to share important information about the progress being made in reading. The teachers in the Foundation Stage value highly the excellent support that parents give to their children's reading at home and the benefits this brings to their progress. Regular newsletters are sent home with information about events in the Foundation Stage and current topics. Parents are always very willing to help with visits, send in resources for lessons or help in class. The teachers are very grateful for the support that they receive from parents.
68. There are good links with parents of pupils who have special educational needs. Parents are told if there are any concerns about their child's progress. They are invited to attend all review meetings to discuss and agree appropriate targets for their children.
69. The school appreciates greatly the valuable contribution of some ten regular volunteer parents, who are able to provide a pre-planned input and support to the pupils learning in the school and on out-of school visits, all of which helps to enhance the pupils learning opportunities. There is a very active Parent and Teacher Association (PTA), which organises regular fund raising social events, all of which are well attended and provide valuable informal opportunities for meetings and communications between teachers and parents. The PTA provides an effective conduit for making parent's views known to the school and supports pupils' education by raising significant amounts of money to improve educational resources and facilities.
70. The quality and range of information provided to parents are good. Parents are kept well informed on a regular basis about all aspects of school life. The regular "Dear parent" correspondence ensure parents are kept well informed about their children's time in school with timely information related to ongoing changes and forthcoming events. The comprehensive school prospectus is a helpful reference document for parents. The governors' report to parents is informative, makes for easy reading and complies with national requirements.

71. Overall the quality of the end of year pupils' progress reports is satisfactory with good reports provided in the Foundation Stage. Most progress reports are written in plain English and provide parents with a good insight to the effort and attainments achieved by their child in the core subjects. However little detail is provided about pupils' progress in the foundation subjects and there are inconsistencies across the school in the identification of pupils' academic and personal targets.
72. Contrary to the views of a number of parents, the inspection findings are that the level of homework provided for pupils is appropriate and has helped raise standards in English and mathematics. Inspection findings support parents' views that there are insufficient extra-curricular activities offered to pupils. Inspectors also agree that more needs to be done by the school to address the silly behaviour of a minority of boys in Key Stage 2.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The quality of leadership and management of the school is satisfactory overall but although there are a number of strengths, there are also some weaknesses. The head teacher ensures that the school makes satisfactory progress in achieving its aims and objectives, as published in the school prospectus, of providing equality for all and making sure that all pupils are included in all aspects of school life. There is an effective policy that guides the promotion of Racial Equality across the school. Effective measures have been introduced to manage some challenging behaviour of some pupils in Key Stage 2 and to promote mostly good attitudes and behaviour across the school. The head teacher ensures that the care and welfare of pupils is good overall and that good links exist with parents.
74. Since the last inspection, the head teacher has focussed on establishing and maintaining high standards in English, mathematics and science and also in taking effective steps to improve the quality of provision for children in the Foundation Stage. Significant improvements have also been made to the way pupils with special educational needs are supported. There has, however, been so much emphasis on the core subjects of English, mathematics and science and in improving the Foundation Stage and the provision for special educational needs that weaknesses have developed since the last inspection in the way most non-core subjects are managed in Key Stage 2 and this has contributed to attainment being below expectations in most subjects other than English, mathematics and science. There have been recent improvements in the management of design and technology, information and communication technology and religious education but the impact on standards in Key Stage 2 is not yet evident. In design and technology, geography, history and music especially the head teacher has not given a strong enough educational direction since the last inspection and the overall quality of leadership and management is not as good as it was at the time of the last inspection.
75. This lack of direction in the management of most non-core subjects in Key Stage 2 is partly because the senior management team is very narrow, thereby reducing opportunities to identify emerging strengths and weaknesses and partly because the school development planning process is too heavily focused on short term targets that do not include longer-term strategic plans for each subject. The current school development plan, which only covers the next twelve months, does not include sufficient long term aims and only includes action plans for three subjects, English,

mathematics and information and communication technology. It is not always clear how priorities for the plan are arrived at, but the outcome of the head teacher's thorough analysis of data has clearly identified some areas for inclusion. Staff meetings are held weekly but no agendas, minutes, or details of decisions made are kept. This reduces the opportunities to identify what could be improved and results in uncertainties in communication between the head teacher, senior teachers and all other teachers.

76. Teachers with responsibility for co-ordinating the Foundation Stage, English, mathematics and science have all received good support and have been given time to identify strengths and weaknesses in their subject. The very good quality of the subject co-ordination in English, mathematics and science has done much to raise standards in these subjects. The head teacher makes very good use of data analysis to identify both areas of strength and areas for improvement in these subjects. This has been of great help to subject co-ordinators. However, procedures for subject co-ordinators to monitor teaching and learning in foundation subjects are unsatisfactory. Teachers with responsibilities for the co-ordination of the foundation subjects are not given enough opportunities to promote their vision for their subject within the school and or make it clear what they expect of other staff. This is resulting in weaknesses in procedures for monitoring both teaching and learning which has resulted in low standards at the end of Key Stage 2 in each foundation subject except art and design and physical education
77. The management of special educational needs is good. The new co-ordinator has worked very hard since her appointment at the beginning of this term. The new code of practice has been successfully introduced supported by a new written policy. There are good procedures in place to identify pupils with special educational needs and produce appropriate individual education plans and effective initiatives are in place to improve the self-esteem of pupils with behaviour difficulties. The action plan for special educational needs, which forms part of the school development plan, provides a well-structured framework for improvement.
78. The Governing Body ensures that the school meets all statutory requirements. The governors are hard working and supportive of the head teacher and all staff and ensure that the attainment in English, mathematics and science is as high as it can be. There is a well-defined committee structure. Governors have contributed well to the recent selection of new teaching staff who are having a positive influence on the school. Governors have a very clear idea of the strengths and weaknesses of the performance of the school in English, mathematics and science but despite the commitment of governors on the curriculum committee, the low standards in the foundation subjects at the end of Key Stage 2 have not been identified. Some governors regularly visit school and support teachers in their lessons, which enables them to gain valuable first hand experience of what is happening in school. There has also been some helpful monitoring by governors of the teaching of literacy. The Governing Body has worked hard to improve the school facilities recently and has identified further plans to do this.
79. The financial management of the school is satisfactory. The school has accrued a significant surplus that is earmarked to improve the facilities for the Foundation Stage and to extend the outdoor play provision. The educational priorities are supported through careful financial planning. Co-ordinators satisfactorily manage budgets for their subjects and ensure that all spending decisions are made after consultation with colleagues thereby ensuring that all available spending is effectively targeted to improve the education of pupils. The governing body take good steps to identify how well the school is doing in comparison with other schools.

80. In terms of the end of key stage National Curriculum test results, and improvements to the provision for the Foundation Stage, for information and communication technology and for special educational needs, budgets have been spent effectively to get the best value for money. Good procedures exist to check on the impact of spending in terms of standards attained and progress made. The procedures for monitoring the value for money gained from spending in other subjects is unsatisfactory because the school development plan does not include each subject in it even though spending is committed elsewhere.
81. All major grants are spent in accordance with requirements. The Governing Body has very effectively managed the school's finances in respect to recent changes to local education authority delegation. For example, the school dinners are very successfully managed by the school. The receipt of money from National Grid for Learning to improve facilities for information and communication technology has been spent wisely. The governing body has good procedures in place to obtain best value for money. For example, by tendering for different quotes, the school ensured that when developing the information and communication technology suite, it was successful in getting the best suite available for the price. Overall, staff are wisely deployed and resources used as well as possible to support learning. The school gives satisfactory value for money.
82. The school employs an appropriate number and mix of qualified and experienced staff who are deployed in a flexible and effective manner to make best use of their skills. However, given the large class sizes and the inappropriate behaviour of a small number of boys, there is a lack of adequate class assistant support to the lower Key Stage 2 teachers. The school administrative staff, mid-day welfare staff and school caretaker are dedicated to their duties and ensure that the day-to-day life of the school functions effectively.
83. The school has successfully introduced performance management. It is properly organised and all aspects are in place. The head teacher is using it to establish clear targets for staff development and improvement. Procedures for the induction of newly qualified teachers into the routines of mainstream teaching are good but the school does not have formal induction procedures in place for staff new to the school. There is no recognised staff handbook for staff to use as a reference document on school policies and routines.
84. The accommodation is good and provides a range of interesting and stimulating learning environments for the benefit of the pupils' learning and personal development. Since the last inspection significant improvements have been made including the creation of a well- equipped information and communication technology suite. Most classrooms are of a good size with good storage accommodation for learning resources and provide good areas for the teaching of pupils. The lack of carpet in some upper floor classrooms results in high noise levels in the classrooms below as pupils move about, and this has a negative effect on the learning environment of the pupils below. The facilities for pupils with special educational needs are very good and enhance the education of pupils. The newly designed special needs room known as the gallery provides an excellent base for pupils with special educational needs to receive extra support. It is a very attractive, welcoming and well organised room.
85. The internal decoration of the school is aesthetically pleasing and good use has been made of bright colours in the teaching areas to give a warm and welcoming feel to the school. Many walls and flat surfaces are used to display examples of pupils' work, photographs of their achievements and a mixture of colourful educational support

materials and posters, all of which provide very attractive and informative displays that value pupils' learning.

86. The outside grounds are extensive and provide good play facilities for the pupils but there is no secure outdoor area for children in the Foundation Stage. The school benefits from having large grassed areas, with marked out football pitches although these are often waterlogged. The grounds contain a fenced off small wood with a nature trail and pond and provide a rich learning environment for the pupils. The whole school grounds are well fenced and there is no evidence of any vandalism, litter or graffiti.
87. Overall the range and quality of educational resources are satisfactory and well used by staff to support pupils' learning. Resources for science, design and technology and information and communication technology are good but in the Foundation Stage further resources and equipment for role-play, mathematics and physical development are needed. Good resources are in place to support pupils identified with special education needs. There is a more than adequate provision of storage space across the school to provide teachers and pupils with easy access to learning resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality education across the school but especially in Key Stage 2, the governing body, head teacher and teachers should:

- 1) **raise attainment in design and technology, geography, history and music by:**
 - ensuring that the existing schemes of work are systematically taught across Key Stage 2 and in design and technology in Key Stage 1;
 - improving teachers' knowledge and expertise;
 - devising and implementing manageable ways of assessing and recording pupils' progress.
(paragraphs 9, 12, 13, 26, 35, 39, 137 - 143, 144 - 148, 149 - 154, 161 - 166)

- 2) **raise attainment in information and communication technology by continuing the implementation of the school's information and communication technology action plan and making sure its impact is monitored. ***
(paragraphs 10, 30, 34, 155 - 160)

- 3) **improve the way that teaching and learning are monitored in subjects other than English, mathematics and science by**
 - strengthening the role of subject co-ordinators so that each subject has an action plan that is reviewed by the head teacher and governing body and some protected time is provided to perform their management role;
 - improving the school development plan so that each subject is included each year*;
 - making sure that the impact of co-ordinators' actions are monitored and recorded and good practice shared with all staff.
(paragraphs 75, 76, 143, 148, 154, 166)

- 4) **make sure that existing plans to improve the outdoor provision for children in the Foundation Stage are carried through.***
(paragraphs 86, 87, 98)

Additional areas for development that maybe included in the school action plan:

- make better provision across the school for promoting pupils' awareness of cultures other than their own.
- develop an informative staff handbook to support new teachers.
- make more use of the library to promote the research skills of pupils.
- consider ways of extending the range of extra-curricular activities.

** These areas for development are already identified by the school and are in the process of being acted upon.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	12	22	19	0	0	0
Percentage	9	21	37	33	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 one percentage point.

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)	0	348
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	25
	Girls	24	24	24
	Total	47	49	49
Percentage of pupils at NC level 2 or above	School	94 (100)	98 (98)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	23
	Girls	23	22	23
	Total	43	45	46
Percentage of pupils at NC level 2 or above	School	86 (100)	90 (100)	92 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	30	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	14	20
	Girls	30	25	29
	Total	48	39	49
Percentage of pupils at NC level 4 or above	School	96 (74)	78 (77)	98 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	20
	Girls	30	26	30
	Total	45	43	50
Percentage of pupils at NC level 4 or above	School	90 (72)	86 (70)	100 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	291	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.4
Number of pupils per qualified teacher	28.06
Average class size	31.63

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	126.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002
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	£
Total income	724134
Total expenditure	751984
Expenditure per pupil	2110
Balance brought forward from previous year	73685
Balance carried forward to next year	45835

Results of the survey of parents and carers

Number of questionnaires sent out

348

Number of questionnaires returned

182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	33	7	2	2
My child is making good progress in school.	54	30	8	4	4
Behaviour in the school is good.	44	33	15	3	5
My child gets the right amount of work to do at home.	30	25	37	6	2
The teaching is good.	63	27	3	3	4
I am kept well informed about how my child is getting on.	42	39	7	4	8
I would feel comfortable about approaching the school with questions or a problem.	67	17	8	4	4
The school expects my child to work hard and achieve his or her best.	50	36	6	6	2
The school works closely with parents.	58	25	13	2	2
The school is well led and managed.	77	15	4	2	2
The school is helping my child become mature and responsible.	64	22	6	4	4
The school provides an interesting range of activities outside lessons.	36	30	24	6	4

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

THE FOUNDATION STAGE

88. The provision for children in the Foundation Stage is good and appropriate to the needs of young children. Good improvements have been made since the last inspection to standards and progress as well as teaching and the quality of the curriculum. The Foundation Stage is well managed with good learning opportunities and gives the children an effective environment in which to learn.
89. Children start full time education in Reception with broadly average attainment. They receive a positive start to school and make good progress in all the areas of learning. By the end of the Reception year almost all achieve the Early Learning Goals and the vast majority of children exceed them in all the areas of learning. This represents good levels of achievement in relation to the abilities of the children when they start school. Children are admitted to the Reception year to attend full time at the beginning of the year in which they have their fifth birthday. There are fifty children in Reception in two classes. One class is a mixed Reception and Year 1.
90. The quality of teaching is good in all of the areas of learning. The previous inspection identified weaknesses in the teaching where children were not offered appropriate tasks to improve their skills sufficiently. Most weaknesses have been addressed and the improvement in teaching is reflected in the good progress that children are now making in their learning. At the last inspection progress was satisfactory. Although the two classrooms are in separate parts of the building, the staff plan closely together. The planning is effective, with clear objectives that are enhanced by good procedures for assessment. The staff know where each child has reached in their personal and academic development because of the regular assessments made of the progress the children are making towards the Early Learning Goals. Teaching is planned from this information, often in small focused groups. In the mixed Reception and Year 1 class, the teacher skilfully manages to plan tasks that are appropriate for the two age groups and the Reception children receive good levels of support. Although the teaching in the Foundation Stage is successful, there are a few occasions when higher attaining children are not being challenged sufficiently because of a shortage of resources. This particularly applies to role-play, investigations and some aspects of mathematics and physical development. However the good focus on visits and visitors for the children to learn from first hand experiences helps to compensate for these weaknesses. The teaching also achieves a good balance of teacher led and child initiated activities. The well taught numeracy and literacy lessons give children a good start to their early language and mathematical understanding and prepare them well for the National Curriculum. Relationships are very good between adults and children in the unit. The support and encouragement received from adults, who are skilled at understanding this early stage of learning, have led to highly motivated children who are very keen to learn.

Personal, social and emotional development

91. The children enjoy coming to school because they are offered interesting activities. Their attitudes to learning are very good and this is shown particularly in the literacy and numeracy lessons when they listen attentively to the teacher and answer the

questions enthusiastically. They positively enjoy initiating and taking more responsibility for their own learning and show very good levels of confidence when they find missing words in the 'big book' story, discuss how their models are progressing, or decide how to make their cars go faster on the racing track. Although resources are sometimes limited, there are choices for the children to make and good opportunities for them to work independently. The weakness is more in the challenge of the tasks to sustain and extend the interests particularly of the higher attaining children. This was an area of weakness from the last inspection and is slowly being addressed with more resources.

92. The children are secure in the classroom routines and the high expectations of behaviour from the staff give them a good understanding of what is right and wrong. Classroom rules and social issues are often discussed and reinforced in lessons and regular 'circle time'. These sessions are particularly beneficial for the children with special educational needs for behavioural difficulties. Children behave very sensibly in and around school and remember the class rules when they use the hall for physical education lessons and join the whole school assemblies. Their manners are good and they remember to say 'please' and 'thank you'. Through visits and visitors, the children learn respect and consideration for others and some understanding of the wider world. There is a good sense of community and care for others in the unit. Topics such as 'ourselves' and 'growth' help to reinforce values and expectations. The recent visit of a parent to talk about the Muslim way of life helped the children to have a better understanding of other cultures. The local area is often used for visits and this helps the children to develop respect for their own way of life.

Communication, language and literacy

93. Good teaching promotes good progress and attainment. Children have many opportunities to develop their language skills. Teachers and nursery nurses have a good understanding of how to extend the speaking and listening skills of the children when they start school. Activities are well planned to promote a greater fluency and confidence in speaking as well as extending vocabulary in all areas of learning. The children are already at the stage of listening attentively and asking their own questions from a visiting policeman as well as using puppets to make up stories in role-play. Most children confidently initiate and engage in conversation with each other and adults.
94. A good emphasis is placed on the development of early reading skills. Many activities across the areas of learning are based on stories, to capitalise on the reading opportunities. At the moment the children in their topic about colour are exploring the 'Elmer' and 'Oxford Reading Tree' books to help them become familiar with words and sentences. Many children are already reading a wide range of familiar words and short sentences independently and will confidently achieve Level 1 of the National Curriculum by the end of Reception. The literacy lesson is also helping them to understand the meaning of the stories. Higher attaining children are working on non-fiction texts and by the end of one lesson used a simple index to find information about animals. The very few lower attaining children use the pictures in the books to help them 'tell' the stories and recognise some initial sounds but do not recognise many words yet. The children read regularly in school and parents support their children at home by hearing them read. The home school diary provides a very effective means of communicating information between home and school and measuring progress.
95. There is good support for children to develop their writing skills. In the well resourced writing areas many of them are at an advanced stage with their emergent writing and

enjoy addressing labels for their parcels in the 'Post Office' or making their own 'Dear Zoo' storybooks. These sessions motivate them very well. Already they are using recognisable letters, words and a few simple sentences. There is a good balance between providing time for the children to write freely and a planned and structured input of teacher support. They receive regular practice to form their letters correctly and some are already joining their letters together to write their own names. This early focus on cursive writing and linking it to spelling patterns has helped to accelerate the children's writing skills and confidence very well.

Mathematical development

96. There is a good focus on developing mathematical skills. Good teaching promotes good progress and attainment. Nearly all children use and apply numbers confidently to ten. For example one child knew that she needed three more fingers to make her seven fingers add up to ten. Lots of other examples with missing numbers and correctly partitioning tens and units confirm that the higher attaining children are beginning to be secure in their understanding of numbers up to twenty. Most will exceed the Early Learning Goals before the end of the Reception class. The children solve mental calculations quickly because of effective questioning in the numeracy lesson and the good use of resources. White boards are often used for children to record their answers and this also allows the teachers to check levels of understanding from all of the class. There are good opportunities for the children to learn about measuring, direction, pattern and shape in the formal part of the numeracy lesson. Nearly all know the days of the week and months of the year. After the children made a pictogram of their birthdays, one or two could simply interpret it by saying that there were four more birthdays in January than February. There are fewer resources available for challenging practical work. After a lesson on recognising different shapes, the children were given a good choice of follow up activities. There is limited access to specific mathematical games, jigsaws and large shapes for the children to explore and build which reduces some elements of the children's practical and spatial awareness skills. Children have access to sand and water play and this helps them to have a good understanding of capacity and measurement.

Knowledge and understanding of the world

97. The quality of teaching and learning is good with children making good progress and achieving the Early Learning Goals by the end of the Reception class. The topics chosen by teaching and support staff in this area of learning motivate the children well and are enhanced through the good use of visitors and visits. As far as possible children learn through activities based on real-life experiences and with appropriate intervention by adults. At times a shortage of resources for role-play and investigations limits the challenge for some of the higher attaining children. The children visit the Post Office in the town and then in creative play choose to be the postman or buy and sell stamps in the role-play 'Post Office'. More dressing up clothes and a wider range of resources found at a Post Office are needed to raise opportunities for more meaningful role-play and investigations. In activities where resources are more plentiful, the children investigate the use of slides and pivots to make their own moving pictures for the story of the 'Three little pigs'. Literacy lessons often lead on to activities such as following instructions to make 'Elmer' biscuits. The children are learning about the differences between humans and carry out surveys of hair colour and shoe sizes and then produce graphs of the results. They really enjoy the opportunity to carry out these surveys on their own and show good levels of initiative and common sense. They name correctly the main body parts of humans.

Although some useful observations were noted when the children investigated blowing bubbles, this could have been extended to challenge the children more by including different sizes and shapes of blowers as well as adding colour to the bubble mix. Information and communication technology is used well to support the children's learning. Most are confident in guiding the mouse correctly to produce patterns and pictures. They also use the keyboard to write their names and can log on and print their work. Children develop a good sense of the past by looking at the way clothes and toys have changed and a good geographical awareness is promoted through looking at the local environment. Religious education is introduced as part of the good range of class topics.

Physical development

98. Physical development is well promoted through the good teamwork between teaching and support staff. Children make good progress overall in outdoor physical development but there is no outdoor play area and therefore the children lack access to the full range of activities recommended for this age group. As a result children miss out on the regular opportunities of being able to move freely and imaginatively on various parts of the body using wheeled vehicles or climbing large equipment. However plans are well advanced for an outdoor play area with fixed climbing equipment and a good range of other resources. The children do have the benefit of regular sessions in the hall for dance, gymnastics and apparatus and they use the large playground areas in summer for different activities. Through good teaching in the physical education lessons, the children move confidently in different ways and bounce and throw balls with good levels of control and co-ordination. When asked to play a ball game in groups of three, the children co-operated well together and took turns. Progress is accelerated when the teacher demonstrates different movements for the children to copy and asks them to think of ways to improve their movements. These more formal lessons help the children to exceed the required standards in their learning, but they do not compensate for the lack of daily exercise. Nearly all children handle pencils, scissors, brushes and other tools with good control and confidence.

Creative development

99. In spite of some shortages of resources, the good teaching ensures children's interest and imagination is captured through art, music and role-play. Good opportunities are found for them to make choices and decisions about their own learning. Children make good progress and achieve the Early Learning Goals by the end of the Reception class. They explore what happens when they add patterns to their clay tiles. After hearing the story of 'Percy the Park Keeper', they choose their own tools and materials to decorate the inside of 'Percy's shed' for role-play. There is plenty of choice of materials for painting and collage and all children experiment with colours and mix their own paints for their self-portraits. They are very happy to try out ideas of their own which are not always fully exploited at the moment in some of the role-play areas because of the shortage of resources. There are regular times for children to express themselves well through music making with an adult. They are beginning to develop a good repertoire of singing games and action songs and use percussion instruments to accompany their singing and develop their early composition skills by clapping in time. Although there are facilities for the children to listen to music, there are no areas where they can freely use the instruments more creatively in role-play.

ENGLISH

100. The national test results for 2002 show that pupils' attainment at the end of Key Stage 2 was well above the national average and the average for similar schools. At the end of Key Stage 1 attainment was well above average in reading and very high in writing, with pupils performing in the top 5% nationally. Standards were above those for schools with a similar number of pupils eligible for free school meals, in reading and well above in writing. The inspection findings match the national test results and standards in all aspects of English with attainment being well above national expectations at the end of Year 2 and Year 6. The school has made good improvement in English since the last inspection and standards have risen. This is partly as a result of the school's decision to focus on raising standards in the three core subjects. The high quality of the leadership and management of English in the school has also done much to raise standards throughout the school. All pupils in the school have equal access to all aspects of the English curriculum. Parents make a very positive contribution to the standards achieved by listening to their children read at home and providing support when they are learning spelling lists. In Key Stage 1, girls achieve higher standards than boys.
101. Pupils of all abilities make very good progress in English in Key Stage 1 and build on the good start they receive in the Reception Class. Pupils with special educational needs receive sufficient support in Key Stage 1 and also make very good progress as the result of this, and planned work that is well targeted for their needs. In Key Stage 2, most pupils make good progress. However, the progress of pupils with special educational needs is currently only satisfactory but improving. The quality of support pupils receive, when withdrawn from class, is very good and the clear targets included in their individual educational plans are helping to improve progress. Teachers plan appropriate work for pupils of different abilities in their class, but in Key Stage 2 do not always receive sufficient classroom support, particularly for pupils with special educational needs.
102. Speaking and listening skills are well above average at the end of Key Stage 1. Pupils are very good at listening both to one another and to their teacher in classroom discussions and the opening sessions of the lessons. They always have much to contribute and are often bursting with enthusiasm to add their comments and opinions. However they also realise why it is important that only one pupil should speak at once. The pupils are articulate and can explain things well. They speak in complete sentences and many of the pupils can link their ideas well to express a point of view or recount a story. Classroom assistants are used well to prompt less confident pupils to join discussion and answer questions. Teachers also successfully target questions at individual pupils to make sure that all pupils make a contribution to class discussions.
103. Standards in reading are well above average at the end of Key Stage 1. Pupils are very enthusiastic about reading and really enjoy books. They are very keen to read a wide variety of books and talk knowledgeably about different types of books and whether they prefer fiction or non-fiction. Pupils have a very good knowledge of phonics and successfully split words in to their component sounds. They read with expression and respond accurately to punctuation. When reading the big book out loud as a class they pick out dialogue well and really make the book come to life.
104. Writing skills are also well above average at the end of Key Stage 1. Pupils are prepared for joined up handwriting from the Foundation Stage. By the time they reach

Year 2, they are joining their writing confidently and most are producing neat work. Their formal skills are of a very high standard. They have a very good knowledge of punctuation with most able to correctly use a range of punctuation marks including full stops, commas and question marks. Many are able to pick out which words are spoken in a text and make correct use of speech marks. Good use is made of homework to learn spelling. This is effective and standards of spelling are high. Pupils use their phonic knowledge well to help them spell unusual words.

105. The pupils put all their knowledge and understanding of sounds and basic letter formation to very good use when writing. The quality of pupils' writing is very good. This includes both descriptive writing and creative writing. Teachers place great emphasis on poetry. Pupils in Year 2 have created their own anthology of poems and copied these out neatly and put them in a file to be shared by everyone in the class. They are encouraged to bring poetry in from home on the theme of 'Winter', and then write their own poems. They make very good use of language in all their writing from explaining how they brush their teeth to describing their favourite activities. They have also analysed the structure of a story by breaking down the story of Red Riding Hood into its different component parts and using that information as a starting point for their stories.
106. The quality of teaching and learning in Key Stage 1 is very good. All of the teachers succeed in engendering huge enthusiasm from the pupils in every aspect of English work. Teachers make good use of the National Literacy Strategy but are not afraid to extend it with their own ideas or to give extra time for writing activities. Teachers are very keen to praise good work and share it with their classroom assistants and the rest of the class. This is raising the self-esteem of the pupils, and really boosting their confidence in their language work. The marking of the subject is always very positive. Teachers display a very good knowledge of how to teach the formal skills of language in an interesting and meaningful way. They have very high expectations and really want to challenge the pupils. Pupils respond with extra enthusiasm when finding the work hard and show no signs of giving up. They are kept so busy and interested that there are few class management problems with pupils firmly on task and committed to their work. Support staff are very well used and are kept well informed about their role in the lesson. Relationships between teachers, classroom assistants and the pupils are very good.
107. Speaking and listening skills remain high at the end of Year 6. Pupils respond to the teachers' good questioning by answering in a mature and sensible way. A discussion on the difference between tabloid and broadsheet newspapers was conducted thoughtfully and opinions were valued and listened to by the rest of the class. In most classes pupils are very good at listening to their peers and taking turns to speak. Carefully targeted questioning continues to be used well by teachers to gain a response from quieter pupils. There are, however too few planned opportunities for pupils to use their skills in debate, drama lessons and more formal occasions such as assemblies.
108. Standards in reading are well above average at the end of Year 6. Pupils read a very good range of both fiction and non-fiction books. Teachers actively promote good quality reading and many of the Year 6 pupils have read a good range of classic literature including Lord of the Rings, Harry Potter and books by Philip Pulman. They read work from a variety of genres and the best practice occurs in Year 5/Year 6 when these book titles are recorded and pupils are praised and rewarded for their breadth of reading. Pupils do use books for research within their classrooms but too

little use is made of the school library. Pupils in Key Stage 2 are not experienced in using a library classification system, but tend to have their research books chosen for them by the teacher.

109. Standards in writing are very good at the end of Year 6. Pupils continue to develop their formal skills well. Most begin to develop their own handwriting style as they move through the school. Teachers decide when pupils are ready to start using a pen, and pupils work hard to reach that stage. Pupils continue to be challenged in their work. In the Year 5/ Year 6 lesson on punctuation, the higher attaining pupils worked very hard to punctuate an entire page of *Watership Down*, many of them successfully. The pupils showed a very good understanding of how the use of different punctuation can change the meaning of a passage. In Year 4, a comparison between a story and play version of *Fantastic Mr Fox* enabled pupils to display their knowledge of verbs and their tenses as well as showing a very good understanding of adverbs. Standards in creative writing remain very high. Pupils use their formal knowledge of the English language very well in their writing. They understand the potential power in the use of interesting adjectives, adverbs and verbs and employ these well in their poetry and prose. Poems using metaphors include mature and entertaining descriptions of many people from Superman to Tony Blair. Word processing and computer graphic skills are well used to enhance the quality of their written work and make it attractive to display. Word processing is also used well when pupils' news reports are laid out in newspaper format. Some of the most effective writing in the school is the learning journal used mainly in upper Key Stage 2, where pupils write a weekly letter to their teacher who then replies. The pupils' letters are very thoughtful and insightful. Pupils demonstrate very good progress in this activity through the course of the term and build up a very open relationship with their teacher.
110. The quality of teaching and learning in Key Stage 2 is good overall. In Year 3 and Year 3/Year 4 teaching is mainly of a satisfactory standard but with a strong emphasis on language development. In Year 3/Year 4 in particular, the teacher makes good use of the pupils' literacy skills in other subjects such as history. In other classes, this happens less with pupils too dependent on worksheets. In Year 4 and upper Key Stage 2, the quality of teaching is very good with some excellent features. These teachers have very high expectations of the pupils and constantly challenge them. Teachers display a very good understanding of language and use the National Literacy Strategy well. They give pupils time to develop their writing skills and to write longer stories and plays. They constantly demonstrate the power of language and the importance of using a variety of words. For example, pupils in Year 6 acted out the sentences they had written to describe a football match. This successfully demonstrated the value of using lively and interesting adjectives and verbs. Relationships between teachers and pupils are very good but there are a small number of potentially disruptive pupils in Year 5 who have to be kept busy and on task. Some teachers receive no support in their literacy lessons. This is slowing the progress of some lower attaining pupils despite the teachers working very hard to plan work appropriate for the needs of all pupils in their class. Teachers make good use of homework to extend opportunities for pupils to improve their knowledge and understanding of English and literacy.
111. Despite the high standards in reading, books are not sufficiently valued in the school. In most classes, books are not well displayed or cared for. They are often stored in old-fashioned bookcases, which makes attractive display even more difficult. The school library is underused and is poorly equipped and laid out. It does not reflect the

pupils' love of books. Monitors are good at keeping it tidy but complain that books are seldom put back in the right place.

112. The subject contributes well to the spiritual, moral, social and cultural development of the pupils. They respond well to the excitement of language and really enjoy listening to adults reading to them. They work well together when given the opportunity and are prepared to listen to different points of view. The broad range of books they read is contributing to their understanding of other cultures.
113. The leadership and management of the subject are very good. The joint co-ordinators have worked very hard to raise standards in the school and have succeeded. Their approach to co-ordination is being rightly used in the school as a model of good practice. Monitoring and evaluation of both classroom practice and pupils' work have been well used to identify areas for development within the subject. The co-ordinators are trusted and respected by other members of staff, who respond well to their suggestions. The results of statutory and optional tests are thoroughly analysed to help identify areas of strength and weakness within the English curriculum. Most teachers evaluate pupils' progress to make sure that they are building on what they already know. More formal systems of assessment are underdeveloped. Resources are adequate although some books are old and need replacing. There is also a shortage of guided reading books for use in the literacy hour. The current system for funding the subject is not effective and does not enable the co-ordinators to target money where it is most needed.

MATHEMATICS

114. The end of Key Stage 2 national test results show that pupils' attainment is well above the national average, and above average when compared to that of similar schools. The inspection findings indicate that attainment by the end of Key Stage 2 is well above national expectations. There has been a good improvement in attainment since the last inspection in 1997 with standards being consistently above the national average. Since 2000 there has been a steady increase in the number of pupils attaining Level 5, at a rate that is above the national expectations. Pupils of all ages and abilities, including those with special educational needs, make very good progress as they move through Key Stage 2. There is no significant difference between the performance of girls and boys.
115. The end of Key Stage 1 national test results show that pupils' attainment is well above the national average, and well above average when compared to that of similar schools. The inspection findings indicate that by the end of Key Stage 1 attainment is well above national expectations. There has been good improvement in attainment since the last inspection in 1997 as standards have risen from being above average overall, to well above average in 2002. The numbers of pupils achieving above the national expectations, Level 3, has increased during this time and is now well above the national average. Overall, pupils of all ages, including those with special educational needs, make very good progress as they move through Key Stage 1. There is no significant difference between the performance of boys and girls.
116. Pupils' attainment at the end of Key Stage 1 is well above national expectations, and there are particular strengths in Number work, while overall there is a good breadth and range to the mathematics curriculum, and pupils of all abilities make very good progress. The National Numeracy Strategy has been successfully and firmly

embedded. The pupils benefit from the daily opportunities to practise, extend and consolidate their knowledge and understanding of number facts. The majority of pupils are confident when handling numbers, both mentally and when they record their work on paper. The higher attaining pupils are able to apply these skills to solving real life mathematical problems.

117. The pupils have good opportunities to use mathematical language and vocabulary to explain their ideas and teachers are very effective in facilitating this. By the end of Key Stage 1 pupils have a good knowledge of number. The most able can write and order numbers to 1000, recognise number patterns in a sequence, and use addition and subtraction facts well. Most are able to compose number sentences to illustrate problems, and know about odd and even numbers. The higher attaining pupils are able to apply their knowledge to check results. For example, pupils know that two odd numbers can be added together to produce an even number, and that even numbers can be halved exactly. Pupils' attainment in shape, space and measure is good. For example, more able children are able to clearly describe an octagon, and identify the faces, edges, and corners of a pyramid. Pupils confidently measure in non-standard units, while higher attaining pupils can accurately measure in centimetres and metres. Pupils are able to reasonably estimate the length and width of the school hall. Pupils are adept at extracting information when it is presented to them in graph and list form. A good example is the use of a shopping list to solve problems by sorting the information.
118. In Key Stage 2 children continue to make very good overall progress. By the end of the Key Stage mental arithmetic skills are good, with those of higher attaining pupils very good. They are able to demonstrate a rapid recall of number facts, while the more able demonstrate the ability to solve problems mentally by the application of two or three processes. Pupils gain a wide mathematical knowledge and understanding, and are very confident in articulating their mental strategies to explain solutions to problems they have been set.
119. Key Stage 2 pupils' understanding of number is very good. They confidently apply their knowledge of addition, subtraction, multiplication and division to solve mathematical problems. Pupils show good practical understanding of place value and decimal notation, and are able to apply these principles to money and measuring problems. They understand the concept of ratio, and show their understanding of negative numbers when working with co-ordinates in the four quadrants. Knowledge and understanding of shape, space and measure are good. Older pupils use their knowledge of how to calculate the area and perimeter of rectangles to partition irregular shapes to find the area and to estimate, predict, construct and measure angles using protractors. Pupils record findings of problem solving activities in a clear and organised way, and are able to read and interpret and create a range of data to support their work, including bar charts, pie charts, pictograms, straight line graphs and mathematical scales.
120. The quality of teaching and learning in Key Stage 1 is very good. Teachers' good knowledge and understanding of mathematics, together with high expectations and good basic skills have a very positive impact on the pupils' learning. The best lessons start promptly and always begin with clear learning objectives outlined to the pupils. There is a good variety of mental starter activities to reinforce previous learning and pupils work confidently. Activities in the main part of each lesson are very good overall, with a good match of task to ability. Good teamwork between teachers and classroom support assistants effectively supports pupils with special educational

needs. The use of the end of lesson discussion session to reinforce and consolidate learning is a strength, allowing teachers to assess progress and inform future work. A good example, in Year 2, allowed a group of higher attaining children, who had been asked to devise time problems, to ask the rest of the class for the answers.

121. The quality of teaching and learning in Key Stage 2 is very good. The National Numeracy Strategy continues to be successfully implemented. Pupils are organised into ability sets for the teaching of mathematics in both lower Key Stage 2 and upper Key Stage 2. This has a very positive impact on learning and all pupils, including those with special educational needs, make very good progress by the time they reach the end of Key Stage 2. The preparation, organisation and management of these setting arrangements are very good. Planning is thorough and identifies appropriate coverage of the curriculum, together with opportunities for assessment, taking into account all ability groups.
122. In the majority of lessons clear learning intentions or objectives gave a clear and prompt start, allowing a focus to be established at the very start. Good effective questioning, with both open ended and closed questions, allows pupils to demonstrate previous knowledge, to reinforce and consolidate learning, and to explain mental strategies employed in calculations. The time given to allow pupils to reflect upon the methods used is a strength and positively enhances learning. Teachers have a good subject knowledge, and use praise and encouragement effectively to maintain a stimulating learning environment where success is celebrated. Mental activities at the start of lessons are good overall, allowing pupils to demonstrate a wide range of strategies and good standards. Good explanations and clear directions ensure that the activities are clearly understood by the pupils so that they work with purpose and direction, making good progress. Tasks are well matched to ability and pupils organise the necessary resources to complete tasks. There is good direct teaching where teachers support individuals and work with a focus group on a particular teaching point to reinforce or extend learning. Plenary sessions are good overall. They are most effective where pupils are able to share and explain their work, allowing teachers an opportunity to assess progress to inform future lessons. However, more emphasis could be placed upon explicitly linking the learning to future lessons to promote greater continuity. Teachers make good use of homework to extend opportunities for pupils to improve the pupils' knowledge and understanding of mathematics. Although information and communication technology is occasionally used to support learning in mathematics, the use is often incidental and not planned to gain maximum benefit for pupils.
123. The pupils' behaviour is very good overall. Pupils enjoy mathematics and work hard at their tasks so that they make good progress. Pupils work well individually, with a mathematics partner and co-operatively in groups, and remain on task. The use of mathematics partners is particularly effective, allowing pupils to share and discuss ideas, and reinforce their thinking so that the task is understood before they begin. Pupils enjoy mathematics, and their attitudes are very positive. Throughout Key Stage 1 there is a good mathematical learning environment in each class and pupils respond well. In Key Stage 2 this interest and enthusiasm is maintained. Pupils' behaviour in the setting arrangements, where individual academic needs are effectively met in terms of activities, is very good.
124. Mathematics makes a very positive contribution to the pupils' social development. This is clearly demonstrated when the pupils work with a Maths partner, and co-operatively in groups. Pupils clearly enjoy mathematics and respond well to the praise

and encouragement they receive in achieving success. There is a good range of resources to support teachers in lessons, and pupils are capable of organising resources appropriate to their learning needs.

125. The overall leadership and management of mathematics are very good. The co-ordinator has been very effective in guiding the school in the implementation of the National Numeracy Strategy. Together with the head teacher, the co-ordinator oversees the planning of the curriculum, and a programme of monitoring of the quality of teaching and learning of mathematics has been introduced. Very good use is made of analysing data to inform curriculum planning and to target specific groups of children to raise their attainment. At the moment there is no provision for intervention programmes, such as the Springboard initiatives, to raise attainment for specific children but the head teacher is currently undertaking a review of this.

SCIENCE

126. Standards in science were well above the national average and the average for similar schools in 2002. At the end of Key Stage 1, teacher assessments showed that in 2002, attainment was above the national average and the average for similar schools. Inspection evidence confirms that attainment is well above national average by the end of Key Stage 2 and above national average by the end of Key Stage 1. There has been a significant improvement in attainment since the last inspection when attainment was in line with the national average by the end of Key Stage 1 and above the national average by the end of Key Stage 2. All pupils, including those with special educational needs, make good progress across the school in each aspect of the subject, with particularly strong progress in upper Key Stage 2 in performing scientific investigations. There is no statistically significant difference between the performance of boys and girls. The subject benefits from strong leadership provided by a knowledgeable and hard working co-ordinator.
127. By the end of Key Stage 1 pupils have developed a good knowledge and understanding of each part of the science curriculum. Pupils develop a good knowledge and understanding of the basic needs of plants and animals and the way humans need a healthy diet and to maintain exercise to keep well. Pupils have good knowledge of the five senses of the body and can explain why the ear and the eye are so important to surviving. The vast majority are able to name the properties of materials and explain that some materials are safer at night whilst others are not. The way a force is a push or a pull is known and pupils talk enthusiastically about different sources of light and explain that materials that let light through are called transparent whilst those that do not are called opaque. Pupils in Year 2 develop a good grasp of how to plan and perform simple investigations and in so doing they show a good understanding of ideas associated with fair testing.
128. By the end of Key Stage 2 pupils have developed a very good knowledge and understanding of basic scientific ideas and they very competently work on their own to plan and perform scientific investigations. Pupils know the significance of the need to control those factors that can change, called variables, so that test results are accurate and reliable. Pupils automatically perform measurements more than once to reduce experimental error and use a satisfactory range of methods to record experimental findings. One area where pupils could do better is in the use of information and communication technology to improve the way that they record their work and record and use data. Most pupils can use simple mathematical equipment

to measure data such as how long it takes for a beating heart to return to normal after exercise. Pupils develop a good knowledge and understanding of the human body and the way that the basic systems and organs work for example the blood, digestive and respiratory systems. There is a good knowledge and understanding of a wide range of materials and the differing properties they have. Pupils at the end of Year 6 know the way some changes can be reversible and others are permanent and some higher attaining pupils are using advanced concepts such as those linked to simple particle theory to explain the way solids can change to liquids and gases. Pupils have a very good knowledge and understanding of physical sciences. Difficult ideas to do with forces and their effects are understood and pupils willingly use terms such as friction to describe changes in movement. Most pupils use terms such as pitch accurately in terms of sound and know that a feature of light is that when it reflects it changes direction.

129. The quality of teaching and learning in science is good overall. Teachers have a good knowledge and understanding of the science curriculum. In Key Stage 1, good teamwork between teachers and classroom support assistants ensures that plenty of practical activities are given to pupils. These inspire pupils to work hard and to enjoy science. In one lesson, Year 2 pupils responded very well to investigating whether or not a particular colour is safer to wear at night than another. The strong emphasis on fair testing ensured that pupils managed to use their initiative and develop a good idea of how to use practical skills to answer scientific questions. Teachers in Key Stage 1 set high standards and manage pupils very well. Lessons are planned to match the expectations for the pupils' age and resources are used effectively to support activities. Pupils enjoy learning and respond to the good directions from teaching and support staff by showing good levels of interest in science lessons.
130. In Key Stage 2, teachers continue to place a good emphasis on promoting very good skills of scientific investigation. The planning of science lessons is generally very good and there is a clear focus on developing pupils' knowledge of scientific words and ideas. Pupils are given challenging activities that are usually adapted within the class to meet the differing needs that exist. In a lesson that involved pupils measuring and recording their pulse rates before and after exercise, pupils used mathematical skills well to aid the gathering of data and to record their work, but the planned use of science to apply mathematics skills is not as well planned as it could be. Similarly, the use of science to develop pupils' literacy and information and communication technology skills is not systematically planned for. Teachers make satisfactory use of marking and homework is used occasionally to extend opportunities for pupils to learn. Science successfully contributes to the spiritual, moral, social and cultural development of pupils. Through working in partnership with others, pupils improve the way they share ideas and value the views of others. At times, the study of living things adds to experiences that promote a sense of spirituality.
131. Leadership and management of the subject are very good. The co-ordinator has a good perspective of the strengths and weaknesses of the subject and works hard to successfully help staff. The school's scheme and policy are suitably organised to meet pupils' needs and are in the process of being updated. Resources are well organised and are of a good quality overall although suitable information and communication technology resources are limited. Good use of assessment provides the co-ordinator with information about how well the school is doing and provides questions about whether or not some aspects of the subject can be improved.

ART AND DESIGN

132. Standards in art and design are in line with national expectations at the end of both key stages. Standards have been maintained since the last inspection. Although standards and progress are satisfactory, pupils are not achieving as well as they could, having left the Foundation Stage with above average skills in their creative development. A new co-ordinator has just been appointed to lead and manage the subject. She has already made a good start in identifying, through informal discussions with the staff, the strengths and weaknesses in provision. However there is no strategic plan for the development of art and design and the co-ordinator has not been given any time to monitor the teaching and learning. There are also no assessment procedures in place for measuring the progress that pupils are making.
133. By the end of Year 2, pupils have used a reasonable range of materials, tools and techniques in their drawings, paintings, collages, sculptures and tiles. However, there are not enough opportunities for pupils to choose their own materials and this limits their creativity and independence at times. This was a weakness at the last inspection that has not been addressed sufficiently. Because teachers have chosen most of the materials beforehand, there is also less value in the evaluation of the pupils' finished work. There are some good occasions to link art and craft with other curriculum areas. The recent focus on poetry in literacy has resulted in some imaginative paintings, models and collages to illustrate the poems. Pupils have a few opportunities to look at the work of well-known artists and to use their ideas and techniques to improve their own skills. In a lesson in Year 1, while there was a good focus on looking closely at the patterns and shapes in Picasso's paintings for their self-portraits, the challenge diminished when pupils were all given the same template of a face and coloured pencils to draw their portraits. In Year 2, pupils are working on stained glass windows as part of the displays for Christmas. They show a good awareness of shape and colour in their designs, but use materials chosen by the teacher. These pupils have also completed clay tiles with a leaf motif. The skills and techniques of clay work have been taught well and the tiles show the pupils' own individual styles and designs. Pupils are also beginning to use the computer to extend their ideas and techniques with patterns.
134. By the end of Year 6, pupils make satisfactory progress in drawing, painting, printing and three-dimensional work. By looking at examples of artists work such as Van Gogh, Mondrian and Hockney, pupils are now beginning to improve and widen the range of techniques used in their work. This was a weakness at the last inspection. However their knowledge and understanding of different artists are limited, because these aspects have not been taught enough in the past and there have been few occasions for pupils to carry out research themselves. In their patterns in the styles of Mondrian, pupils in Year 6 demonstrate satisfactory skills in mixing colours and exploring pattern and shape. Their ideas are also being extended to the computer. When pupils in Year 5 began work on their 'still life' pictures of flowers, it soon became clear that there were gaps in their skills of drawing and painting and standards were below expectations. This lesson also highlighted a lack of confidence and subject knowledge in the teaching both now and in the past. The pupils have not been taught the importance of careful observation in 'still life' drawing. There are good examples of linking art and craft with other subjects, for example, effective use was made of pupils' skills in art and craft in the three-dimensional sculpture of 'Bilbo' from the Hobbit. An added feature was the way in which pupils in Year 6 used their understanding of electricity to light up Bilbo's eyes. Although pupils' awareness of art and craft from non-European countries is limited, pupils in Year 6 recently printed

Kashmir designs on fabric and linked this work with the study of the Hindu religion in religious education.

135. The quality of teaching and learning is satisfactory in both key stages. The majority of teachers have a secure knowledge of most aspects of the subject and this is reflected in the range and quality of pupils' work seen around the school. However no one monitors the planning or teaching or checks that the skills in art and craft are being taught progressively through the school. Some teacher's plans are very brief and do not describe clearly what they want the pupils to learn or outline the stages and development of their teaching. Many of the lessons in Key Stage 2 last for a whole afternoon and expectations of what pupils can achieve are not always high enough in these lessons. In the more successful lessons in Year 1, Year 2 and Year 6, where teachers show confidence in their teaching, the first part of the lesson is used well to demonstrate the skills pupils need to make good progress. In these lessons pupils are supported well with advice and resources, although there is less focus throughout the school on encouraging pupils to evaluate and modify their work if necessary. This also limits the speaking and listening opportunities in lessons. Sketchbooks are not used and so not only do pupils miss the opportunity to have a book in which to practise and improve their skills, but teachers also lose an important record for measuring progress. Pupils generally show positive attitudes to their work. They are keen to do well and relationships are good. However levels of motivation are closely linked to the quality of teaching and occasionally in lessons in Key Stage 2, pupils' behaviour is not always as good as it should be.
136. Some valuable links are made between art and design and other subjects, particularly where the skills of art and craft are taught well. Recent examples of adding illustrations to texts being taught in literacy have heightened the pupils' pleasure and interest in literature. Tessellated and symmetrical designs in Key Stage 2 have enhanced their knowledge and understanding of shapes in mathematics. Many of the patterns and designs have been transferred to the computer, where pupils extend their information and communication technology skills and enrich their work in art and design. Because standards are not higher and lessons do not always challenge the pupils sufficiently, the contribution that art and design makes to pupils spiritual, moral, social and cultural development although satisfactory overall, could be better.

DESIGN AND TECHNOLOGY

137. Standards of attainment are below national expectations in both key stages. This is because of the absence of the designing and evaluating elements in the curriculum experienced by pupils. The same weakness was observed at the time of the last inspection and in this respect improvement since then has been unsatisfactory. Attainment in the making element of the subject is in line with national expectations throughout the school. Progress is unsatisfactory overall although pupils in both key stages make satisfactory progress in the making element. Pupils of all groups including those with special educational needs make similar progress.
138. By the end of Key Stage 1 pupils are able to work with tools, materials and components to make quality products. Pupils in year 2 use paper and split pin fasteners to make a variety of moving toys such as crocodile jaws and witches on broomsticks. They are developing knowledge of the relevant terminology. Pupils are able to label the important components of scissors using terms such as blade and pivot. Younger pupils are able to apply their knowledge of paper sliders to illustrate

parts of the Christmas story for example the Magi's star crossing the sky. Evaluation is largely through summary discussion. Pupils have little experience in planning and resourcing a project or in recording or evaluating their methods.

139. By the end of Key Stage 2 pupils display a wide range of construction skills and techniques. As part of their study on Ancient Greece, year 6 pupils constructed freestanding models of the Trojan horse complete with opening trapdoors and rope ladders. Younger pupils investigated ways of supporting photograph frames and produced a variety of prototypes. The practice of producing plans, communicating ideas with labelled sketches and recording final evaluations is not established as part of the design and technology process. Pupils' experience of the subject is erratic but has included some food technology and structures. Pupils' skills have not developed progressively and they lack appreciation of the breadth of the subject.
140. The quality of teaching and learning overall is unsatisfactory because the designing and evaluating aspect is not covered. Teaching and learning in the making element alone is satisfactory. Although the range is limited, skills are taught effectively and pupils are able to apply them in different situations. Pupils in Year 2 were encouraged to use their knowledge of sliders and levers to produce their own version of "Meg's Castle" as a moving book. Teachers ensure that pupils of all groups have equal opportunities for learning. Links are regularly made with other subjects and teachers identify good contexts for the application of design and technology for example pupils in year 5 used graphical modelling techniques to produce a floor plan as part of the information and communication technology topic.
141. Although the statutory curriculum is in place, there has been no systematic monitoring of teaching or evaluation of the outcomes. This has allowed the designing and evaluating element to be overlooked for some time. The curriculum overview identifies only the titles of topics to be covered and individual teachers draw the detail from the recommended scheme of work. The practice of moderating work has not been established.
142. Pupils work together amicably collaborating on joint projects and the subject makes a satisfactory contribution to pupils' spiritual, moral and social development. Overall there is limited use of information and communication technology to support the subject. The subject is well resourced and there are no significant shortages.
143. The leadership and management of design and technology have been unsatisfactory overall over time resulting in the weaknesses in attainment. There is now a new, enthusiastic and skilled co-ordinator who has identified the weaknesses in the subject and who has produced development plans for the future including the need to develop systematic procedures for assessing pupils' progress and for monitoring outcomes of teaching and learning and to strengthen the range of resources available.

GEOGRAPHY

144. Standards in geography are above national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. This indicates that, since the last inspection, standards have improved at the end of Key Stage 1 but have declined sharply at the end of Key Stage 2. Pupils, including those with special educational needs, make good progress through Key Stage 1 and make unsatisfactory progress through Key Stage 2. The school in its drive to raise

standards in English and mathematics has lowered the status of geography which has adversely affected attainment and progress in Key Stage 2.

145. By the end of Year 2, pupils show an understanding of different climates in different parts of the world. Year 1 pupils can identify what they would need to wear in a warmer climate. They have placed other well-known seaside resorts on the map of Britain in a link with their history topic on Morecambe. Pupils have a good understanding of basic mapping. In Year 1, they have drawn a picture of their own classroom and have drawn accurate bird's eye views of a chair, bin, stool and globe. Earlier in Year 2, they have looked at a local map, which shows their school and the surrounding area. This has been made more meaningful by some pupils finding the house in which they live, and realising how close it is to school. Year 2 have carried out a very good local study of Bare, a suburb of Morecambe, a few minutes walk from the school. This has demonstrated their good observational skills. They have explored the area on foot and then mapped it. They have photographed the local shops and decided to which category shops belong – a place to buy a service or to do their shopping. They have then made and painted their own models of shops and buildings in Bare. Information and communication technology skills have been well used to make labels for the shops and to word process a description of each shop. Other geographical work of a similar level is planned for the rest of the school year.
146. By the end of Year 6, pupils have not developed their geographical skills sufficiently. For example, they have done no further work on the local area to extend what was covered in Key Stage 1. Their work on maps is not well enough planned and does not focus enough on developing skills. Pupils are familiar with different types of map, but are not clear about their scale or which maps should be used for different purposes. Pupils in Year 6 can describe the water cycle accurately and have drawn a diagram to explain it. They are able to link this work to their visit to Brockhole in the Lake District. They are aware that the lakes in the Lake District are used as reservoirs. Pupils have little perception of what it would be like to live in another part of the world. Their knowledge of continents, countries and towns and cities is poor. Work in Geography indicates that pupils at the end of Key Stage 2 have an unsatisfactory understanding and appreciation of other cultures and how people live in different parts of the world.
147. The quality of teaching and learning over time has been good in Key Stage 1. Teachers show a good understanding of the subject and how to make it relevant and interesting. The work on maps and the local area demonstrated the teachers' understanding of the development of specifically geographical skills. The pupils are very keen to share their knowledge about the local area. In Key Stage 2, whilst satisfactory teaching and learning was observed in the inspection, the quality of teaching and learning has been unsatisfactory over time. Teachers are not planning enough activities for geography each alternate half term. Pupils are not being encouraged to use their literacy skills to really develop their research techniques using information books and the Internet and there is too little extended writing in the subject. Pupils were generally not enthusiastic about their work in geography. The contribution, which the subject makes to pupils' spiritual, moral, social and cultural development is satisfactory in Key Stage 1 but in Key Stage 2 it could be better because there are many missed opportunities.
148. The leadership and management of geography are unsatisfactory because there has been little monitoring of teaching and the quality of work produced by the pupils. The subject has not been identified as a priority in the school despite the low standards achieved in Key Stage 2. There is no systematic way of monitoring pupils' attainment and progress through an effective assessment and recording system.

HISTORY

149. Standards in history are above national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. This indicates that whilst standards at the end of Key Stage 1 have remained the same, there has been a sharp decline in standards at the end of Key Stage 2 since the last inspection. Pupils, including those with special educational needs, make good progress through Key Stage 1 and unsatisfactory progress through Key Stage 2. The school in its drive to raise standards in English and mathematics has lowered the status of history in Key Stage 2.
150. By the end of Year 2, pupils have a good understanding of chronology and Year 1 pupils are able to sequence events. In Year 2, pupils discuss important events that took place between 1600 and 2000, including the invention of the hot air balloon, the first telephone and when the first teddy bear was made. They show a good understanding of the differences between what we would take on holiday in a modern suitcase, compared with what the Victorians would have taken away with them. In Year 2, pupils use their imagination well to investigate a bag of rubbish to find out more about the family it belonged to. Pupils in Year 2 can discuss Guy Fawkes, explain the reasons he wanted to blow up the Houses of Parliament and talk about what happened to him. Pupils in Year 2 understand why Morecambe has declined as a seaside resort. They recount the days when mill workers came there from Bradford for their fortnight's holiday to the present day, when it is nearly as cheap to spend a fortnight in the sunshine in Spain.
151. By the end of Year 6, pupils have not made enough improvement in the skills they have acquired in Key Stage 1. They have been given too many unexciting work sheets. In some classes most of the work involves filling missing words or cutting out, pasting and colouring in pictures relating to their work on the Romans or Ancient Greeks. Research skills are underdeveloped. Pupils are given very few opportunities to use their literacy skills to research and write about the periods of history they are studying. Some better work occurs in lower Key Stage 2 in Year 4, where pupils have made their own full-sized Roman shields and practiced using them in formation. These pupils have also visited Lancaster Museum to look at the Roman exhibition and to meet a 'Roman soldier'. Pupils do use a range of information books and the Internet but most do not know how to extract information in note form. Their work on Ancient Greeks in Year 6 does not build enough on what they learnt about Ancient Greek Gods and Goddesses in Year 5. They show little real understanding of the differences between Athens and Sparta. There are some good links between History and other subjects, for example when Year 3 pupils learnt to march like Romans in their physical education lesson and Year 6 pupils used their design and technology skills to make a model of the Trojan horse. Some thought has been given to challenging higher attainers in Year 6 who form the challenge and research team (CHART). Their use of the Internet to find out about the Ancient Greeks resulted in a higher standard of work. Whilst pupils have studied the Victorians they did not link this to the local area and look at buildings in the Victorian area of Morecambe or find out how the town has changed. Their knowledge of important dates and people from history is unsatisfactory.
152. The standard of work in history in Key Stage 2 indicates that pupils do not have a sufficiently thorough understanding of different cultures through history. Some good

opportunities are offered to pupils to work together and develop their social skills. The contribution, which the subject makes to pupils' spiritual moral social and cultural development, is satisfactory overall but there are missed opportunities for cultural development.

153. The quality of teaching and learning is consistently good in Key Stage 1. Teachers are enthusiastic about the subject and plan work that develops the skills of the pupils. The pupils respond with enthusiasm and interest. They listen well to their teachers and are very keen to participate in any discussion about the past. Teachers put up informative and attractive history displays, which further encourage pupils to ask questions and take a real interest in history. In Key Stage 2, whilst satisfactory teaching and learning was observed during the inspection, the quality of teaching and learning over time in Key Stage 2 is unsatisfactory. As a result, pupils make unsatisfactory progress through Key Stage 2. Lessons are not planned in enough detail to fill the allotted time with meaningful activities and the pace is often too slow. Some pupils become bored and restless as a result. Most teachers use too many worksheets, many of which do not develop the pupils' historical skills or enable them to apply skills of literacy and information and communication technology.
154. Leadership and management of the subject have been unsatisfactory in recent years resulting in falling standards in Key Stage 2 but there is a new co-ordinator who is very enthusiastic and has lots of good ideas about how to improve standards. Procedures for monitoring teaching and learning across the school are weak. There is no systematic way of assessing and recording pupils' attainment and progress and there has not been the opportunity to write an action plan for the subject. There are plenty of resources in school but teachers do not make enough use of them.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. The standard of attainment at the end of Key Stage 1 is in line with national expectations. The standard of attainment at the end of Key Stage 2 is below national expectations. Although in Key Stage 2, attainment in the communicating and presenting information aspect of the subject is in line with expectations, pupils' knowledge and understanding of the other aspects of the information and communication technology curriculum is below that expected of their age. A major factor in the low standards at the end of Key Stage 2 is the fact that the funding from National Grid for Learning for improving resources has only recently been received and the impact on standards is not yet fully evident. The school has made satisfactory improvement since the last inspection because the national expectations for teaching and learning have changed significantly in the last five years and appropriate steps have been taken to meet them.
156. The quality and range of learning opportunities in information and communication technology have been unsatisfactory until recently. The improvements in the subject provision are now allowing pupils in Key Stage 1 to make good progress and pupils in Key Stage 2 to make satisfactory progress. The current plans are intended to ensure that pupils in Key Stage 2 will reach the expected levels by the end of the current school year and will make up most of the gaps in pupils' prior experience. Pupils of all groups including those with special educational needs make similar progress.

157. At the end of Key Stage 1, pupils demonstrate confidence and understanding in their use of computers. They concentrate well and complete tasks quickly. A number of younger pupils are achieving better than is expected of their age. They are competent in saving and retrieving their work and deal confidently with choices in dialogue boxes. They enter and amend text confidently and position labels on screen for example the parts of the body. They know that they can make things happen by programming a floor robot. Pupils know the scope of most tools in painting programs and are keen to explain how they can be used.
158. By the end of Key Stage 2 pupils are competent in the use of information technology to communicate and present information to an audience but their knowledge and understanding in other areas is below what is expected. Pupils use a range of programs confidently and sensibly undertake tasks in the computer suite. They use the editing facilities to present poems in appropriate and eye-catching format and produce reports in journalistic styles incorporating downloaded images. Pupils are familiar with the tools of painting and graphical programs and use them skilfully for example in copying the styles of artists such as Mondrian. Younger pupils are very confident in the use of WordArt to produce titles and captions. Pupils are familiar with the use of the internet and CD ROM for research but have little experience of collecting finding and interrogating data. Although younger pupils have begun to use graph-drawing programs to support numeracy, older pupils do not have this expertise. The initial control skills established in Key Stage 1 are not developed in Key Stage 2. Pupils are familiar with the computer microscope and have used it to investigate the effect of disclosing tablets on teeth, but pupils have little experience of using information and communication technology to sense external data.
159. The quality of teaching and learning in Key Stage 1 is now good. Teachers demonstrate good subject knowledge and teach confidently. Some examples of excellent teaching were observed during the inspection not only directly in lessons but also in the preparation of resources using information technology. In Key Stage 2 teaching is satisfactory overall. Teachers demonstrate confidence in their selecting of programs and tools for example in using tools in a desktop publishing program rather than the obvious painting program. Over time however there have been weaknesses in the quality of teaching and learning which are now being rectified. Teachers have adapted well to the use of the computer suite and employ a variety of strategies to manage large classes. Teachers ensure that pupils of all groups are included in learning. The contribution the subject makes to pupils' spiritual moral social and cultural development, is satisfactory overall but there are missed opportunities for cultural development. The quality of resources for the subject has been improved significantly. All classes use the new information and communication technology suite regularly for both subject teaching and for supporting literacy and numeracy.
160. The leadership and management of the subject are now good. The co-ordinator is very knowledgeable and has a good strategic vision for the subject. The plans for the development of the subject are appropriate and well considered. The monitoring of pupils' progress through assessment is not yet in place but the co-ordinator is preparing a comprehensive system which will be in place by the end of the school year. The co-ordinator makes a significant contribution to teachers' subject skills through regular support and as the authorised New Opportunities Fund trainer.

MUSIC

161. Standards in music have dipped since the last inspection when they were above national expectations at the end of both key stages. The standards are now in line with national expectations at the end of Key Stage 1, but are below expected levels at the end of Key Stage 2. Satisfactory progress currently exists in Key Stage 1, but in Key Stage 2 it has been unsatisfactory overall. Staffing changes have adversely affected the standards attained in music.
162. The school in its drive to raise standards in English and mathematics has lowered the status of music, especially in Key Stage 2. Added to this, the experienced co-ordinator left three years ago and has only recently been replaced. During the period without a co-ordinator, standards began to fall, especially in Key Stage 2 where she worked as a specialist teacher. The after school clubs stopped, teaching time was reduced and elements of the music curriculum were not taught, because of weak teacher knowledge and understanding. The provision is slowly improving again, especially in Key Stage 1, where a new co-ordinator is based. However the benefits of his leadership have yet to be felt in Key Stage 2, where standards, progress and teaching remain unsatisfactory. In contrast, the quality of instrumental tuition in the school is outstanding. Almost half the pupils in Key Stage 2 benefit from the specialist teaching of skilled musicians for recorders, violin, clarinet, guitar and brass. In many cases the standard of playing from these pupils is well above average.
163. Pupils by the age of seven enjoy singing. They sing tunefully and diction is good. The co-ordinator takes singing practices for the pupils in Key Stage 1 and is working on many successful strategies to improve the dynamics and phrasing, which are weaker elements of the singing. He is also challenging the pupils more by introducing a wider range of songs and singing in rounds. Although in the past, little attention was paid to how pupils might improve their singing and playing, this is becoming more of a feature of lessons. A good example was seen when the pupils in Year 1 and Year 3 joined together to share the songs and compositions they had practised in class. Some positive ideas were suggested by pupils and teachers for further improvements to their work. This was a useful session in helping to raise standards and expectations as well as giving pupils the opportunity to perform to an audience. In Year 2, pupils have been improving their composition skills by exploring sounds made by different instruments and using their ideas as an accompaniment to a poem they are studying in literacy. This level of composition could be higher as none of the pupils are yet at the stage of improvising repeated patterns or combining sounds together.
164. By the end of Key Stage 2, attainment is below national expectations. A lot of the singing is done in assemblies or in a weekly hymn practice, when it is more difficult to improve the quality of the singing with the large numbers of pupils involved. Although pupils occasionally sing in rounds, they do not extend their singing to two parts. The singing in assemblies is satisfactory and shows that pupils have been taught to use the correct phrasing, although expression is weaker. Composition is underdeveloped because pupils in the past have not been taught the skills they need to improve. This was due to a lack of subject knowledge and confidence by teachers. In addition the pupils who were not learning an instrument in specialist teaching had very little awareness of the structure of music. Although improved planning and guidelines have been introduced to support the teaching of composition this year, there is a lot to do to improve standards. For example no recognition is made of the considerable skills of many pupils in their instrumental playing. Most pupils in lessons are only now being given the opportunities to describe and evaluate different kinds of music including improvements to their own work. Therefore their skills of appraisal are below what they should be. Despite the weaknesses, pupils respond well to music and enjoy the

activities provided. There is now a better range of music in assemblies for all pupils in the school to listen to, although more examples of music from different countries and cultures are needed.

165. The quality of teaching and learning is satisfactory in Key Stage 1. It is unsatisfactory in Key Stage 2 because in the past pupils were not given access to all aspects of music and particularly composition and appraisal. More opportunities are now being provided in the teaching for pupils to practise and learn the important skills in these weaker areas of provision as they move through Key Stage 2. Although the co-ordinator is now supporting teachers with their planning, he has not been given time to lead in-service training or monitor the teaching and learning. There is no strategic plan to address the current weaknesses in music and tackle the lack of subject knowledge by teachers in Key Stage 2. In contrast the teaching in Key Stage 1 is improving because the co-ordinator is based there and as well as teaching his own class, he is also responsible for teaching some other groups of pupils in Key Stage 1. He uses a good range of strategies to challenge the pupils and helps them listen more carefully and learn about the structure of music. Lessons provide a good variety of activities for singing and playing which keep the pupils motivated and keen to learn. Skills are taught well and levels of achievement are rising.
166. In recent years the quality of leadership and management in the subject has not been effective in developing music across the school. The current music co-ordinator is energetic, knowledgeable and very enthusiastic but the profile of music in the school is still rather low. Support for developing the subject and for monitoring the quality of teaching and learning has been unsatisfactory in recent years. The wealth of musical talent from so many pupils and specialist teachers is still largely overlooked as an important resource and enrichment in the life and work of the school. In particular there are many missed opportunities in music to enhance the spiritual, social and cultural development of the pupils. Information and control technology has not yet been introduced into the music curriculum but resources are satisfactory overall. There are also no assessment procedures in place to measure the progress that pupils are making. However a positive feature of provision is the planned Christmas concert this year when the skills of English and music will be combined in a presentation of carols and readings to parents.

PHYSICAL EDUCATION

167. Pupils' attainment in physical education is well above national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. There has been good improvement since the last inspection in 1997. Pupils of all ages and abilities, including those with special educational needs, make very good progress by the time they reach the end of Key Stage 1, and by the end of Key Stage 2 all pupils, including those with special educational needs, make good progress overall. Pupils' performance in gymnastics is a strength, and they work with growing confidence on the floor, readily and effectively transferring their skills when working with apparatus. Key Stage 2 pupils have a wide range of extra-curricular activities available to them that provide additional opportunities to develop their skills, and in the course of a year participate in sporting activities that include football, netball, athletics, kwik cricket and rounders. Through these, pupils gain experience of teamwork in games and matches, and develop their understanding of rules and fair play. In inter-school matches and competitions the school's performance compares favourably with that of others

168. By the end of Year 2, pupils have a good understanding of the effect of exercise on their bodies. In gymnastics they are able to utilise apparatus safely, displaying a variety of shapes as they travel, and land safely with precision and control. Most pupils demonstrate good co-ordination in their work. A very good overall feature of lessons, through the good and supportive encouragement given by teachers, is the mature way in which pupils reflect upon their achievements, observe that of others, and review and evaluate their own performance as a result. Pupils work confidently and perform with good levels of agility, and during the course of the year pupils experience the full breadth and range of the curriculum including dance, gymnastics and games.
169. By the end of Year 6 pupils have acquired good skills in all aspects of physical education. Swimming is of a good standard and nearly all pupils are able to swim above the expected standard for pupils of this age. In gymnastics they perform well-managed sequences of movements that are linked through a series of balances and controlled connective movements. Older children are able to understand the close link to movement and music. As a result, in dance, they carefully listen to a particular style of music before interpreting the sounds into a formal dance with good results. Pupils' games skills are well developed and they understand the tactics and rules of the games in which they participate. Older children, both boys and girls, are able to demonstrate good football skills and control, and are keen to observe and learn from others. The school makes good provision for Year 6 pupils to participate in a number of outdoor pursuits at a residential venue each year. This enables pupils to experience a variety of water sports, canoeing, rock climbing and abseiling.
170. The overall quality of teaching and learning in physical education is good. Each lesson is effectively planned, and includes a warm up, main activities using the floor and apparatus, and a cool down session to finish. The best teaching is characterised by clear learning intentions or objectives which are made explicit at the start of the lesson, good subject knowledge by the teacher, and good explanations. Teachers have high expectations and high levels of challenge, that ensure the pupils enjoy their work and achieve their best. Teachers give a high priority to showing the importance of warm up activities, and pupils are able to clearly explain why. This is consistently good throughout both Key Stages. There are many good examples of both the teachers and pupils demonstrating an activity, and the pupils respond well to this. There is good organisation of team and group activities during the main part of the lessons. Particularly effective use is made of team leaders who organise the apparatus and offer advice and support while activities are taking place, often reporting back on the team's progress. Good, focussed questioning to introduce and reinforce important teaching points is a good feature of teaching, and pupils are able to respond well, using a wide and appropriate vocabulary to demonstrate their understanding. Pupils are usually well motivated, enthusiastic and keen to participate, and behaviour is good. A particularly effective feature is the way that physical education is used to support other curriculum areas. For example, using a movement lesson to discover and then practise how a Roman army may have marched using Latin commands enhances Lower Key stage 2 pupils' work on the Romans.
171. Overall the leadership and management of physical education are good. The co-ordinator monitors the breadth and balance of the curriculum offered, so that it satisfactorily matches requirements. Resources and accommodation to support teaching and learning are satisfactory with good outdoor facilities. Physical education makes a positive contribution to the pupils' social education. There are many good examples throughout the school where pupils work effectively and co-operatively in pairs. Particularly effective is where the pupils take responsibility in organising their

own apparatus, often with minimum direction from the teacher. In games the pupils have many opportunities to appreciate and understand the need for rules, and are encouraged to promote the principles of fair play.

RELIGIOUS EDUCATION

172. The standard of attainment at the end of Key Stage 1 is in line with the expectations of the Lancashire Agreed syllabus. The standard at the end of Key Stage 2 is below the expectations of the syllabus. Recent changes in the way religious education is managed and taught mean that there is good progress occurring at the moment. Pupils of all groups including those with special educational needs are making good progress in Key Stage 1. Attainment has declined since the last inspection at the end of Key Stage 2. Since the last inspection, progress has been slow and erratic but pupils are currently making satisfactory progress and standards are rising.
173. By the end of Key Stage 1 pupils are gaining in knowledge and understanding, applying basic skills and working at a suitable pace. They know some of the Old Testament stories for example Noah and retell the story of the Creation in their own words and pictures. Pupils have begun to study feelings and response and are able to identify the impact of actions. Older pupils describe in their own words occasions when they felt rejected and when they were accepted again. All pupils in Key Stage 1 are aware of the story of Christmas and some attempt to explain it.
174. By the end of Key Stage 2 pupils have adequate knowledge of Christianity but not of the other world faiths. Most pupils show understanding of the Christian tradition and demonstrate familiarity with the Church year for example Advent as a time of preparation. Pupils are aware of the Bible as a sacred text and recall some of the better known Bible stories. They use the proper chapter and verse references to find them and are beginning to appreciate the differences between the Gospels. Younger pupils are aware of some similarities and differences between Christian and Moslem festivals. In relation to the whole syllabus however pupils have not acquired knowledge and understanding at the expected rate or depth and have not built up a bank of basic skills. These gaps in the pupils' knowledge and understanding impede the pupils' progress and prevent them considering issues at the proper level.
175. The planned curriculum is in accordance with the locally Agreed syllabus. The co-ordinator has recently revised the scheme of work and the school has begun to implement it this term. There have been gaps in the curriculum previously experienced by older pupils. Insufficient attention has been paid to the development of an understanding of world faiths. Although the statutory curriculum has been in place the outcomes of learning have not been monitored adequately. Inspection evidence shows that there are differences in teachers' expectations for example in the depth of study and the development of personal response both orally and in writing. There is a difference in the level of challenge for pupils of the same age in different classes. Although there are established links with the local Christian communities, there has been limited contact with other faiths. Use of information and communication technology to support learning is limited.
176. The quality of teaching and learning is currently good in Key Stage 1. Teachers have good subject knowledge, identify learning objectives well and devise approaches that actively involve pupils. Year 2 pupils were absorbed in finding in a mystery box the Nativity figures for their crib and delighted in describing the role of each one. Teachers

encourage pupils to share in their learning by good questioning and discussion skills. In Key Stage 2 teaching is satisfactory overall. Teachers ensure that pupils of all groups are included in learning. When teaching is good, pupils are encouraged to relate to other people's problems and to imagine themselves in that position. Older pupils showed understanding of sibling conflict when writing imaginary interviews with Cain about the murder of Abel. Teaching has less impact when familiar topics are revisited such as the Creation without a change in challenge.

177. Pupils' attitudes are satisfactory overall. Many pupils especially those in Key Stage 1 show interest and enthusiasm for the subject. In Key Stage 2 however a small number of pupils display inappropriate behaviour in lessons and lack respect for their teachers and their peers. The contribution, which the subject makes to pupils' spiritual moral social and cultural development is satisfactory overall and in Key Stage 2 is not as significant as it could be.
178. The leadership and management of the subject are now satisfactory and the recent innovations are having a beneficial impact on the quality of teaching and learning but many weaknesses remain. The improvements that were identified as being in the planning stage at the time of the last inspection have not been addressed in full especially those relating to the study of world faiths. There is no systematic assessment in place at present but the co-ordinator is arranging procedures for assessment at the end of the present school year. The subject resources have been re-organised recently to ensure accessibility and relevance and are satisfactory.