

INSPECTION REPORT

CLAYTON BROOK PRIMARY SCHOOL

Bamber Bridge, Preston

LEA area: Lancashire

Unique reference number: 119331

Headteacher: Mrs A. Smith

Reporting inspector: Mr G. T. Storer
19830

Dates of inspection: 25th – 28th November 2002

Inspection number: 247998

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Great Greens Lane
Bamber Bridge
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Appropriate authority: The governing body

Name of chair of governors: Cty. Cllr. Mrs M. Livesey

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G. T. Storer 19830	Registered inspector	Art and design Physical education Design and technology English as an additional language	What sort of school is it? How high are standards? School improvement How well is the school led and managed
Mrs M. Roscoe 9884	Lay inspector		Attitudes, behaviour and personal development Attendance Spiritual, moral, social and cultural development How well does the school care for pupils? Partnership with parents
Mrs M. Palmer 20646	Team inspector	Foundation Stage Mathematics Religious education	How well are pupils taught?
Mr D. Pattinson 19120	Team inspector	Science Geography History Special educational needs	Curriculum and other opportunities
Mrs S. Heaney 5862	Team Inspector	English Information and communication technology Music	Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clayton Brook Primary School is situated in a residential area midway between Preston and Chorley. It serves the local community living on nearby housing association estates. With 245 pupils on the school roll, this school is about the same size as other primary schools nationally. However, numbers on roll have fallen over the last four years and the school is currently under-subscribed. The school faces very challenging social and educational circumstances. Unemployment in the area is high and many families experience hardship. Over half of the pupils are eligible for free school meals. This is high in comparison to the national average. Children's attainments on entry to the nursery are well below average and a considerable number of pupils face difficulties in their learning. There are an above-average number of pupils on the school's register of special educational needs and 11 pupils have Statements of Special Educational Need. The number of Statements is well above average for a school of this size. Three pupils speak English as an additional language. This is typical of schools nationally. The school also deals with a high turnover of pupils. In recent years, it has been as high as 20 per cent of all pupils and last year 45 pupils entered or left the school at times other than the beginning of the reception year and the end of Year 6. Many pupils moving into the school bring quite profound social and educational problems and this is reflected in the outcomes of the national tests and in overall levels of attendance.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. Most pupils make good progress and achieve standards that are on a par with those in similar schools. The overall quality of teaching is satisfactory and there are examples of good teaching throughout the school. The school promotes pupils' personal development well and provides sound personal support and guidance. The headteacher provides effective leadership and receives sound support from senior staff and governors. The school provides good value for money.

What the school does well

- The headteacher provides effective leadership that ensures good levels of commitment and teamwork amongst staff.
- Most pupils make good progress during their time in the school.
- Pupils enjoy coming to school and have positive attitudes to their work.
- Teachers and learning support assistants deal effectively with pupils who display challenging behaviour.
- The school's arrangements for pupils with special educational needs are very effective.
- The school promotes pupils' moral and social development very effectively. As a result, most pupils understand the consequences of their actions and relationships at all levels are very good.
- The school uses grant funding very effectively to provide additional good quality support for many of its pupils.

What could be improved

- By the time that pupils leave the school, standards in mathematics are well below the national average and standards in English and science are below average. Pupils' work in geography and history is also below the nationally expected standard for 11-year-olds.
- The curriculum does not always ensure that pupils' learning builds systematically in small and manageable steps.
- The governing body is not rigorous enough in holding the school to account for what it achieves or in ensuring that the school meets all statutory requirements.
- Current procedures for assessing pupils' attainment are not giving teachers the information they need to plan effectively for pupils of differing abilities in the class.
- The monitoring of teaching and of other aspects of the school's work is not rigorous enough and so weakens school improvement planning.
- Attendance is well below the national average.

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 maintained a satisfactory rate of improvement since its previous inspection. Teaching is better than it was. There are fewer incidences of unsatisfactory teaching and teachers throughout the school manage pupils who display challenging behaviour more effectively. The teaching of music has also improved. The school's arrangements for moral and social development are more effective and make a strong contribution to pupils' personal development. Monitoring of teaching is now fully in place and all teachers have targets to aid their professional development. There are better links between the school improvement plan and budget. All improvement initiatives are properly funded, but the current plan is missing the need to improve some important areas of the school's work because the monitoring of some aspects of the school's work is not searching enough. The governing body has improved the monitoring of health and safety, but is still not rigorous enough in carrying out risk assessments covering all aspects of the school's work and ensuring that prompt action is taken. Pupils' annual progress reports give parents more information about their children's progress. Overall, the school is providing better value for money.

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	E*	C	E	B
Mathematics	E	E	E	C
Science	E*	E	E	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 lowest 5% nationally E*

When children enter the nursery, their attainments are well below those normally expected of three- or four-year olds. Children in nursery and reception classes make satisfactory progress, but in most areas of learning their attainments remain well below average by the end of the Foundation Stage¹. In the most recent national tests for 7-year-olds, pupils' attainments were well below the national average in reading, writing and mathematics, although all pupils attained the nationally expected standard in science. The school's results in the tests for 11-year-olds were well below the national average in English, mathematics and science. Inspection evidence is largely consistent with the 2002 test results, although pupils' work in Year 6 indicates that slightly more pupils are currently on course to achieve or exceed the nationally expected standard² in both English and Science in 2003. Despite these improvements, standards in the core subjects³ remain below or well below average throughout school; but this does not indicate serious weaknesses in teaching and learning. The school faces very challenging social and educational circumstances and, in relation to their attainment on entry and to the difficulties that they face, most pupils make good progress during their time in school. In 2002, standards in reading at the end of Year 2 were well above those in similar schools and in writing, standards were above those in similar schools. In Year 6, the 2002 English results were above the average for similar schools, while results in mathematics and science were on a par with results in schools facing similar circumstances. Pupils with special educational needs make good progress towards targets in their individual education plans. There was insufficient evidence to evaluate pupils' attainment in art and design. In most other subjects, pupils are working at the standard that is normally expected for their age and their progress is good. Standards in religious education are in line with those set out in local guidelines. In geography and history, standards are below national expectations, but, in relation to prior attainment, pupils' progress is satisfactory.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world, and physical and creative development.

² The nationally expected standard for pupils at the end of Year 2 is National Curriculum Level 2 and at the end of Year 6, it is Level 4. Pupils who achieve Level 3 in Year 2 or Level 5 in Year 6 are exceeding national expectations.

³ The core subjects are English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show interest in their work and make an effort to improve.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave appropriately in lessons and around the school. There are few incidents of bullying or unpleasant behaviour.
Personal development and relationships	Good. Staff and pupils treat each other with respect. Pupils are pleasant and courteous and relationships are very good
Attendance	Unsatisfactory. Levels of authorised and unauthorised absence are higher than in schools nationally.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory. During the inspection, teaching was satisfactory or better in almost all lessons. Just over half of the lessons were good or very good. There was good teaching in all phases, though most frequently in Years 3 to 6, where all of the very good teaching took place. Only two out of 52 lessons were unsatisfactory. The teaching of the basic skills in English and mathematics is sound. Teachers have high expectations of pupils' attitudes and behaviour. As a result, most pupils are attentive, join in well and persevere with their work. Teachers' management of their pupils is almost always effective. Teachers ensure that pupils are interested, involved and motivated to succeed. When pupils occasionally become truculent or disaffected, most teachers use the school's agreed procedures effectively to ensure that any disruption to the learning of others is kept to a minimum. The teaching of pupils with special educational needs is consistently good. There is very good teamwork between teachers and classroom assistants that improves the quality of pupils' learning. These pupils make good progress towards the targets in their individual education plans. However, teachers seldom set work for higher-attaining pupils at a sufficiently challenging level to allow them to attain above average standards in many subjects by the time that they leave the school. This is because many teachers are not yet making enough use of on-going assessments to match work precisely to the needs of individuals and groups within the class. Teachers use homework satisfactorily to extend pupils' learning, although there are some variations in the frequency of assignments and in the amounts of work that teachers set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum receive suitable emphasis, although the current structure does not ensure best progress in all subjects. Staff provide a good range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Thorough planning and the very good relationships that exist between support staff and pupils ensure that these pupils are included in and benefit from everything that the school offers to all its pupils.
Provision for pupils with English as an additional language	Good. These pupils receive well-focused support that allows them to make rapid gains in their competence in English, to participate fully and to succeed and make progress alongside others in the class.
Provision for pupils' spiritual, moral, social and cultural development	Good. The school's arrangements for promoting pupils' moral and social development are particularly effective. However, pupils are not learning enough about the richness and diversity of other cultures.
How well the school cares for its pupils	This is a caring school. Nevertheless, procedures for monitoring and improving attendance, for assessing pupils' attainments and for using assessment information as a basis for planning are unsatisfactory.

There are effective links with parents, who fully support most aspects of the school's work. However, the school still needs to improve some of its information for parents

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher lives out her vision for the school each day. This, combined with effective support from senior staff, results in a good level of commitment and teamwork amongst the staff. However, some staff with subject management roles do not get enough time to carry out responsibilities or to influence school improvement.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body fully supports the work of the school, but governors are not active enough in seeking first hand information, assuring quality in key areas or in holding the school to account for what it achieves.
The school's evaluation of its performance	Unsatisfactory. Procedures for monitoring aspects of the school's work are not rigorous enough to ensure that the school improvement plan identifies the most important areas for development.
The strategic use of resources	Very good. The governing body uses the school's budget and other grants very effectively, according to principles of best value and in the interests of the pupils. As a result, staffing and accommodation are maintained at good levels.

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 school expects pupils to work hard and achieve their best. • Parents are comfortable in approaching staff with questions or problems. • The school is helping their children to become mature and responsible. • Their children are making good progress. • Teaching is good. • The school is well led and managed. • Their children like school. • The school works closely with parents. • Pupils' behaviour is good. • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • The work that their children are expected to do at home. • The information that parents receive about how their children are getting on.

Parents returned 132 questionnaires (54 per cent) and 14 parents attended the meeting for parents. Most parents' responses supported the school and the quality of education it provides for their children. However, a number of parents expressed concerns. The inspection endorses most of the positive views, but also finds evidence to support some of their concerns. There are some inconsistencies in teachers' use of homework, but it usually relates to the work that pupils are doing and so contributes appropriately to their attainment. The pupils' annual progress reports are satisfactory and have improved since the last inspection. However, some reports still do not give parents clear information about what pupils know, understand and can do.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery class, most are attaining standards that are well below those normally expected of children of this age. By the time that they reach the end of the Foundation Stage, few reach the nationally identified early learning goals⁴ in all areas of learning. Children's attainments in communication, language and literacy and in their mathematical development are well below average. Their knowledge and understanding of the world, creative and physical development are also well below the standards normally expected of five-year-olds. More children achieve average standards in their personal and social development, but, overall, standards are below average in this area of learning. However, in relation to their low attainment on entry, children in the nursery and reception classes improve in all areas of learning and make good progress in relation to their personal and social development.
2. In the most recent national tests and assessments at the end of Year 2, pupils' attainments were well below the national average in reading, writing and mathematics, although all pupils attained the nationally expected standard in science. The school's results in the tests at the end of Year 6 were also well below the national average in English, mathematics and science. However, standards are as they are largely because of the very challenging social and educational factors that affect the work of the school:
 - levels of hardship and deprivation in the community that are well above average;
 - attainment on entry that is well below average;
 - overall levels of special educational need that are above the national average and the number of Statements of Special Educational Need that is well above the national figure;
 - an annual turnover of pupils in the region of 20 per cent.
3. Current standards do not, therefore, indicate serious weaknesses in teaching and learning. Indeed, at the end of Year 2 in 2002, standards in science were very high in comparison with similar schools, standards in reading were well above those in similar schools and in writing, standards were above those in similar schools. Only in mathematics did the results for 7-year-olds fall below those in similar schools. The 2002 English results at the end of Year 6 were above the average for similar schools, while results in mathematics and science were on a par with results in schools facing similar circumstances. Furthermore, over the last four years, while remaining well below national averages, the school's results have improved at a similar rate to results in schools nationally.
4. Inspection evidence is largely consistent with the 2002 test results, although pupils' work in Year 6 indicates that slightly more pupils are currently on course to achieve or exceed the nationally expected standard in both English and Science in 2003. In relation to their attainment on entry and to the difficulties that they face, most pupils are making good progress during their time in school. Older pupils make more rapid progress because teaching and learning in Years 3 to 6 are more successful. Almost all pupils make sound progress in the skills of literacy and numeracy. Teachers make satisfactory use of the national strategies for promoting literacy and numeracy and provide suitable opportunities for pupils to reinforce these skills through their work in other subjects. Where pupils have Statements of Special Educational Need or speak English as an additional language, the effective support, closely focused on the individual, results in good progress across a wide range of areas. However, teachers are not making enough use of assessment information to plan work that is specifically matched to the needs of pupils of differing abilities. This particularly affects the school's higher attaining pupils who often complete the same work as others in the class and so do not make the progress that they should.
5. By the time that pupils leave the school, they attain satisfactory standards in most other National Curriculum subjects seen during the inspection. Standards in religious education are in line with those set out in the local authority's guidance. In geography and history,

⁴ Early learning goals – These are the standards that children are expected to reach by the end of their reception year.

standards are below national expectations but, in relation to prior attainment, pupils' progress is satisfactory. Timetable arrangements made it impossible to inspect the teaching of art and design in depth, so there is insufficient evidence to make a judgement on standards in this subject.

6. Most pupils make good progress in their personal and social development. This progress is an important factor that allows most pupils to adopt helpful patterns of behaviour and response and enables teachers to establish conditions in which satisfactory learning can take place.

Pupils' attitudes, values and personal development

7. In most respects, the school has successfully maintained the good standards identified during the last inspection. Pupils of all ages have good attitudes and enjoy their time in this friendly school. Most show interest in their work and make a good effort to improve. They keenly take part in the wide range of activities available, which helps to build their confidence. Many parents say that their children like school and comment on their increased interest and enjoyment of lessons. Most pupils take care with their work and are eager to achieve more. For example, during a geography lesson in Year 1, pupils took care to spell words correctly because they 'wanted to get it right'. Pupils usually wait their turn to speak. They put hands up to answer questions and rarely interrupt the teacher. Most pupils persevere with things they find difficult and are then proud of what they have achieved. However, a minority of pupils, mainly boys, has poor attitudes. Despite teachers' best efforts to sustain their interest and involvement, a few pupils tend to 'opt out' of learning and waste time in some lessons.
8. Behaviour is satisfactory overall. Many pupils behave very well in and around school. They understand what is expected from them and meet teachers' high expectations. During whole-school assemblies this is particularly noticeable. Playtimes are peaceful because boys and girls tend to get on well. The majority of pupils are good-humoured and tolerant. They respect others' property and play pleasantly together. Some classes are a little noisy because a few boys find it difficult to settle and concentrate on their work, especially when they are unsure how to proceed. Again, it is mainly boys that are impolite when asked to participate in class assemblies. A minority of pupils need constant reminders about their disruptive behaviour and are given short but regular 'cooling off' periods in alternative classrooms so that their behaviour does not adversely affect the learning of others. Isolated incidents of bullying occur. Pupils report these to staff and action swiftly follows. Three exclusions have occurred during the last school year. The school uses exclusions judiciously and in the best interests of pupils. Although the number of exclusions varies slightly from year to year, it remains consistently low.
9. Personal development is good. Pupils form very good relationships with members of staff. Staff encourage pupils to succeed and reward them in many ways. This enables all pupils, and especially those with special educational needs, to maintain a positive self-image and to persevere in the face of difficulties. Pupils are outgoing and polite to visitors. The majority of boys and girls respect their teachers. This creates a 'family feeling' where learning and affection go hand in hand. They also learn to respect differences such as gender and ethnic heritage. They are sociable and collaborate effectively together in lessons to share learning. Pupils undertake a range of day trips with residential opportunities in Key Stage 2. These foster an emerging sense of independence. Prefects, monitors and school councillors take on responsibility. They complete tasks sensibly and with obvious pride and explain these roles confidently to visitors. Pupils are not, however, expected to be responsible for organising enough aspects of their own learning, or setting targets for improvements in their class work. Because the school's arrangements for promoting moral and social development are very good, pupils are used to sharing feelings and experiences with adults. For example, many reflect sensitively on how staff have helped them improve their behaviour and honestly say 'better a pat on the back than to be shouted at'. Some eagerly explain the importance of friendship and of the personal satisfaction helping others brings.
10. The school's efforts to improve attendance levels have not been effective. There has been a downward trend in pupils' attendance. Attendance levels are lower now than at the time of the last

inspection and are well below the national average. This is affecting the progress of a number of pupils and is unsatisfactory.

HOW WELL ARE PUPILS TAUGHT?

11. The overall quality of teaching is satisfactory. There are examples of good teaching in all phases of the school. Most notably, teaching was good in two thirds of lessons observed in Years 3 to 6. This contributes strongly to pupils' achievements. During the inspection, only two of the 52 lessons seen were unsatisfactory. This is a marked improvement since the previous inspection, when one in every seven lessons was unsatisfactory and some lessons were poor.
12. The teaching of pupils with special educational needs is mostly good. This is because individual education plans and other targets are accurate in their assessment of need. Teachers and learning support assistants are conscientious in using these targets to focus pupils' learning on key skills. This works particularly well in English and mathematics lessons, during which pupils with special educational needs make good progress. Teachers use a wide range of strategies to motivate and involve pupils. All maintain and regularly update special educational needs records in order to carefully track pupils' progress and to ensure consistency of approach.
13. Teachers' evident commitment to promoting pupils' self-esteem and social skills is a strength of teaching in the Foundation Stage and throughout the school. Teachers successfully encourage co-operation through group work. Well-managed discussions effectively promote pupils' self-awareness and respect for others, as when pupils in Years 4 and 5 talked about the qualities needed to sustain friendship in a personal, social and health education session. Teachers and support staff consistently recognise and reward pupils' efforts. Teachers show the value they place on pupils' work by carefully mounting and displaying it throughout the school. These arrangements successfully foster pupils' good attitudes and willingness to learn.
14. Teachers work hard to maintain very good relationships with all pupils. This enables them to manage pupils well and successfully promotes pupils' active involvement in lessons. Pupils understand the school's 'Assertive Discipline' policy. In almost all instances, teachers apply it consistently so that pupils' behaviour is satisfactory. There are, however, times when some teachers can use the 'time out' strategy too quickly and this can disturb the progress of pupils in the class that receives the disaffected pupil. Most teachers have high expectations of pupils' behaviour and response, but, occasionally, teachers' demands on pupils are not high enough. For example, in the examples of unsatisfactory teaching in information and communication technology and literacy, pupils became restless and inattentive because the lessons lacked the necessary pace and challenge to maintain their interest and concentration. The quality of pupils' learning suffered as a result.
15. Teachers question pupils skilfully. This is particularly successful at the beginning of lessons, when previous work is reviewed and new work introduced, and in discussions at the end of sessions when teachers consolidate pupils' learning and assess their level of understanding. For example, in a Year 4 religious education lesson the teacher's carefully directed and well-structured questions ensured that all pupils were engaged and thoughtful. As a result, pupils made good progress in understanding the symbolism associated with the Christingle. Skilful questioning is also an important feature of work with pupils who speak English as an additional language. Teachers and support assistants choose their words carefully, making sure that pupils understand underlying concepts and ideas. These pupils take a full part in question and answer sessions and all other activities. They succeed and make progress alongside others in the class.
16. Teachers' subject knowledge is satisfactory. They have a secure knowledge of the National Literacy and Numeracy Strategies and, as a result, the teaching of basic literacy and numeracy skills is sound. Teachers plan appropriately structured English and

mathematics lessons, although introductions are occasionally too long. This reduces time for practical and follow-up tasks and limits pupils' progress. Teachers usually ensure that pupils are clear about what they are to achieve in the course of the lesson. When this occurs it promotes a more purposeful approach to tasks and activities and promotes learning.

17. Teachers prepare carefully for lessons and ensure that items to support teaching are ready in advance so that lessons can proceed briskly. They employ a satisfactory range of teaching styles, with a balance between direct teaching of the whole class and working with groups and individuals. They also ensure that the work of nursery nurses, classroom assistants and special needs support assistants is carefully planned. The non-teaching staff have a clear understanding of their specific roles so that they support the work of teachers very effectively and contribute significantly to pupils' learning. Teachers mark work regularly, although their comments do not consistently indicate to pupils what they need to do to improve. Homework is satisfactorily used to extend and complement the work pupils do in school.
18. A significant shortcoming in teaching occurs when teachers do not ensure that pupils' tasks are well matched to their abilities. Although teachers ask direct questions and check pupils' work to highlight what they know and understand, they do not use this information well enough as a basis for planning future work. In consequence, individuals' tasks are not closely related enough to what they need to learn next. Groups of pupils, sometimes in different year groups and often within the same class, are set work at a similar level, although older or more able pupils are ready to tackle more challenging work. For example, in a mathematics lesson in an infant class the teacher set identical measuring tasks for all pupils. This limited the progress of the more able.

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

19. The school provides a satisfactory curriculum. The quality and range of learning opportunities for pupils in the Foundation Stage of learning are satisfactory. Pupils take part in a wide range of planned and structured activities and first-hand experiences that help them to make sound progress towards the early learning goals. All subjects required by the National Curriculum, and religious education, are represented in the curriculum for pupils in Years 1 to 6. There are some good links between subjects, which help to make the curriculum more meaningful for pupils. The National Strategies for Literacy and Numeracy and other government-funded initiatives, such as teaching and learning in information and communication technology, are embedded in the school's work. These are helping to ensure that most pupils make at least sound gains in learning. Literacy skills are increasingly promoted in other subjects such as history, which helps pupils to improve their written English.
20. The curriculum is well organised to meet the needs of pupils with special educational needs. All pupils make good progress towards the targets on their individual education plans because objectives are precise, time scales are rigorous and approaches used by teachers are consistent. Work is almost always carefully matched to their needs in English and mathematics. This enables them to steadily develop their literacy and number skills and to overcome many of the problems that they face. The school's arrangements for pupils who speak English as an additional language are similarly successful. Because they are relatively few in number, the school seeks to meet their needs on an individual basis. Effective links with local authority specialist services and with the community usually enable the school to provide one-to-one support, native language speakers and resources such as dual language texts. This level of provision ensures that the school meets the pupils' academic and personal needs effectively and that pupils make rapid progress in their confidence and competence in English.
21. This is an inclusive school. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs and pupils who speak English as an additional language take a full part in the life of the school. All pupils are learning to respect one another and support each other's learning. A small number of pupils find this difficult. However, the 'Acorn initiative', through which

staff involve pupils in discussions about solutions to conflict, has made a really good start in helping them to develop skills of social interaction so that they can take part fully in all that the school offers without disrupting the learning of others.

22. A number of visits and visitors enrich pupils' learning. For example, pupils visit Knowsley Safari Park, a local Outdoor Education Centre and Cuerdon Valley Park to help bring the curriculum to life for them. Visitors such as grandparents also extend pupils' learning by sharing their experiences of life in former times. A good number and range of clubs and after-school activities appeal to the interests of pupils. Clubs such as football, running, keep fit, art and design, chess, sewing and baking are well supported and greatly appreciated by pupils.
23. Teachers strongly emphasise pupils' personal, social and health education, which underpins all learning. Pupils become good citizens by supporting local and national charities. They learn to respect each other's points of view by taking part in discussions about issues that concern them, such as being kind and helpful. Pupils understand the need for rules based on safety, protection and fairness and most follow them. Teachers regularly give praise to enhance pupils' self esteem and successfully employ a range of approaches to encourage them to do their best. Older pupils have special duties, which help to increase levels of initiative and responsibility. Sex education is included in the school's personal, social and health education programme (PSHE), in line with the governors' agreed policy. Older pupils learn about the use and misuse of drugs. The school's involvement in a countywide Healthy Schools Award scheme has helped to ensure that its health education programme has a high profile and makes pupils aware of the need for a healthy diet, hygiene and exercise in order to maintain a healthy life style.
24. The community makes a good contribution to pupils' learning. For example, there are established links with two local football clubs and a local supermarket, which benefit pupils by contributing to the school's programme of activities and educational visits. There are sound links with the many schools to which pupils' transfer at the age of 11, helping to ensure a smooth transition for Year 6 pupils to their new school. Links with local primary schools and other educational establishments are good. For example, the school is part of a group of schools that engages in regular physical education initiatives and acts as host for an annual athletics event.
25. Despite these strong features, there are, nevertheless, weaknesses in the curriculum. In subjects such as history and geography, units of work are not structured carefully enough to enable pupils of different ages or abilities to make the best possible progress. Schemes of work are not organised to ensure pupils in different year groups and classes build carefully on previous learning. For example, pupils in different years and classes are sometimes taught the same topic at the same level of difficulty. This often prevents older or higher attaining pupils from achieving well in history and geography because work is not sufficiently challenging. There are also too few opportunities for pupils to use and develop number skills through their work in other subjects and this is a contributory factor to the current low standards in mathematics.
26. The school provides well for pupils' spiritual, moral, social and cultural development and this is an improvement since the previous inspection. Arrangements for promoting pupils' moral and social development are very good. Cultural development is at a satisfactory level.
27. Provision for pupils' spiritual development is good. Assemblies provide an opportunity for worship, reinforcing values and acknowledging achievement. They meet statutory requirements. Religious education and personal, social and health education lessons give pupils regular and well-planned opportunities to reflect on their own experiences and how these relate to their personal circumstances. Much happens which is thought provoking because teachers value pupils' questions and give them the time and space to comment reflectively in lessons. This was true in Year 1 as pupils, many of whom have not travelled far beyond the immediate locality, were in awe when they tracked Barnaby Bear's journey from Preston to France. Pupils in Year 3 were similarly 'stopped in their tracks' and gasped in wonder as they compared the quality of their work to others in a design and technology lesson. The school successfully promotes a sense of global community by encouraging pupils' involvement in caring for the environment. For example, the splendour and scale of the world is displayed on a corridor wall and pupils gleefully point to a tiny sign showing their school.

28. The school fosters pupils' moral development very well. Teachers unfailingly recognise and encourage pupils' personal efforts both in class and in assemblies. Here, moral themes are given considerable emphasis, such as 'working and learning together'. These values are reinforced through posters and classroom displays. Staff are very consistent in the ways in which they promote and practise principles of care, respect for others and trustworthiness. There are good opportunities for pupils to explore the meaning of right and wrong. For example, staff consistently encourage pupils to take on responsibility for their own actions and understand that these sometimes incur consequences. Teachers and supervisory staff always follow up incidents with the pupils concerned, ensuring that they understand the underlying principles and appreciate the impact that their actions have on others. The school council provides valuable opportunities for pupils to influence the school discipline code, its rewards and sanctions. This forum is well established and operating successfully because staff have impressed upon pupils the importance of their contributions to the corporate life of the school.
29. Pupils' social development is promoted very well through an emphasis on very good relationships, tolerance and respect. The benefits of supporting one another in play, in lessons and at lunchtime are underpinned by the wide range of jobs offered to pupils, who explain that helping others makes them feel 'just a bit special'. Pupils are also learning to co-operate and work together effectively by taking part in special events, such as the residential outdoor activities visits. These visits give pupils valuable first-hand experience of solving problems, overcoming difficulties and supporting one another in an unfamiliar environment. They develop an understanding of citizenship by raising money for charitable appeals and undertaking leadership roles. Working together in pairs in a classroom situation to aid learning is not a regular feature of lessons, although some teachers do encourage an 'ask a friend before you ask me' approach.
30. Provision for cultural development is sound. Through history and religious education, pupils are coming to a satisfactory understanding of the beliefs of other faith communities and about people who lived in the past. Work in English, music, dance and art gives pupils an insight into aspects of the British and European cultural heritage. Links with the community are good and beneficial to pupils. For instance, the infants visited a local superstore recently to taste various vegetables and foodstuffs. The celebration of the Queen's Jubilee was an important school event and gave pupils a sense of national identity. However, pupils are not learning enough about the richness and diversity of other cultures that are represented in society. For example, non-European cultures are rarely represented in work in art or music and this restricts pupils' cultural development as a whole.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Overall, the steps taken to ensure the pupils' welfare, health and safety are satisfactory with some notable strengths. This picture is similar to that of the last inspection. All members of the school's staff maintain a supportive environment. They work hard to promote the welfare and health of pupils and they value them for their individuality. Parents are confident that their children are well looked after during the day and pleased that staff 'go the extra mile' to ensure comfort and security. First aid cover is good and supports pastoral care well.
32. All members of staff are familiar with child protection procedures because information and updated training is provided regularly. Routine checks on fire equipment and alarms have taken place. There are, however, some areas of weakness. Previously, the school's health and safety procedures for completing formal, recorded risk assessments were judged inadequate. There have been some improvements. For example, regular surveys of the premises now occur and new fences have been erected and, as a result, the school is a safer place for pupils and those who work there. However, there are areas still outstanding, such as the recognition of risk in how the school is used at different times. Potential hazards are not fully recognised or effectively controlled because formal assessments are not searching enough. Completing these and taking the necessary action will bring the school in line with current statutory requirements.
33. Attendance is well below the national average and procedures for monitoring and improving the levels are neither rigorous nor efficient enough. The school recognises and celebrates pupils' improved attendance on an annual basis and is increasingly using the services of the education welfare officer in cases of concern. These procedures have not proved to be effective because attendance levels continue to fall. Some monitoring of attendance occurs, but too little is done too late to systematically follow up absences as they occur. The school does not routinely contact families on the first day of a pupil's

unexplained absence and so some unwarranted absences go unchecked for several days. Current monitoring is not searching enough to give a full picture of absence patterns of, for example, boys and girls or pupils of different ethnic origin. It is, therefore, difficult to target efforts effectively to address the problem of low attendance rates.

34. The school's procedures for monitoring and promoting good behaviour and personal development are satisfactory overall. A team of alert and capable midday support assistants plays a crucial role in encouraging and promoting peaceful dinner times. Many have a dual role in school and this strengthens the personal care they offer to all because their relationships with most pupils are well established and productive. They deal effectively with any unkindness seen and helpfully sort out problems as they arise.
35. Most teachers are helping to lay the foundations for orderly learning behaviour by maintaining high expectations of pupils' behaviour and response and by clearly explaining tasks so that pupils know exactly what to do next and how it should be done. Rewards are plentiful and are publicly acknowledged in assemblies. These schemes work very well for most. Most teachers use the school's agreed discipline procedures effectively to manage and control disaffected pupils or incidents of disruptive behaviour. The 'time out of class' sanction, used judiciously, is an effective means of calming and re-integrating a disaffected pupil. The monitoring of this aspect of the school's work has not been systematic enough to identify and remedy such inconsistencies in an otherwise effective procedure. Procedures for monitoring and eliminating oppressive behaviour are good. Because staff are watchful and protective towards all pupils, unkindness in any form is not tolerated. Pupils are helped to understand about these issues through the school's effective provision for PHSE.
36. The procedures for monitoring and supporting pupils' personal development are satisfactory. All adults know pupils well and share any concerns they might have about individuals. Teachers summarise and record information from the monitoring of pupils' behaviour and, where necessary, initiate individual behaviour plans that are agreed with the parents and pupil concerned. In addition, teachers evaluate pupils' effort and attitude to their work and share this with parents each term. All staff provide good levels of personal support and guidance for pupils. There is an effective induction programme for pupils arriving newly at the school, particularly for those arriving from overseas with little command of English. Classroom assistants encourage and guide pupils well, building their self-esteem as well as supporting their learning.
37. The school's arrangements for monitoring and supporting pupils' academic progress are unsatisfactory. In the Foundation Stage, assessment records are too extensive and have become difficult to use as a tool for the effective identification of the strengths and weaknesses of individual pupils. In Years 1 to 6 there are sound procedures for assessing what pupils know and understand and can do on an annual basis in English, mathematics and science. These involve the use of both statutory and optional National Curriculum tests. The system for recording and analysing test data came into place relatively recently. Senior staff are already using this information effectively to track pupils' progress from year to year, to set global targets for the raising of attainment, to identify strengths and weaknesses in the curriculum and to highlight groups of pupils who are not doing as well as they should. However, the information from these assessments is not yet used sufficiently well as a guide to planning. Although target setting for individuals has recently been introduced in English, mathematics and science, some of these targets need to be sharper if they are to focus teachers' planning on what pupils need to concentrate on particularly. It is too early to judge the impact of these targets on pupils' progress.
38. In the medium and shorter term, assessment in these subjects focuses on objectives from the national guidelines, but these objectives do not form a good basis for assessment. They are too general and do not give teachers a clear enough picture of exactly what pupils have achieved. Teachers review their planning for English and mathematics on a daily and weekly basis. However, their evaluations of problems or successes experienced by pupils during the lesson are often too general and do not identify accurately those pupils who have not achieved the lesson's target or those who need to proceed to a higher

level. As a result of this, teachers are not able to 'fine tune' their planning and work given to pupils next time is not always closely matched to their needs.

39. In most other subjects, assessment is informal. The lack of uniform procedures for the assessment of the foundation subjects means that teachers do not know sufficiently well how pupils are doing. For example, pupils' development of important skills in subjects such as geography and history is not recorded and their knowledge and understanding are not assessed consistently over time.
40. As a result of weaknesses in assessment procedures, the school's use of assessment information as a guide for planning is also unsatisfactory. This is because:
- the targets that teachers set for individuals are not sharp enough to have a significant impact on the progress that they make;
 - teachers do not always plan tasks at different levels and, when they do, it is usually on the basis of broad target levels from the National Curriculum and not on the basis of what individual pupils or groups within the classes know, understand and can do;
 - lessons are sometimes pitched at the wrong level and pupils do not make as much progress that they should;
 - higher attaining pupils often complete the same simple tasks as others in the class before going on to more challenging activities that move them on in their learning. This reduces the progress that these pupils make.
41. However, this is not the case for pupils with special educational needs. The identification and assessment procedures for these pupils are clear, understood and effective. Pupils' work is regularly monitored to ensure that they are making progress towards the targets set for them. Regular reviews of pupils' progress help to ensure that work is suited to their needs and to determine whether outside agencies are required to help pupils to meet their specific targets. These arrangements work well and contribute to the good progress that these pupils make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school maintains good links with parents. In questionnaire returns and in spoken and written comments, parents made it clear they hold very positive views of the school. They are pleased with the care it provides and agree this is helping their children to be more self-disciplined and responsible. Parents feel very comfortable approaching the school, whether it is to share concerns, to pay weekly biscuit money or to seek support with problems that go beyond their children's education. They described teachers as 'brilliant' and agree that their children like school and all it offers to them.
43. The quality of information that the school provides for parents is satisfactory. The school prospectus gives a good overview of what is provided. However, it leaves out details of what each year groups will be studying and when. Some parents said that they would find this valuable as a means of helping their children outside school. Pupils' annual reports contain a wealth of information, but are inconsistent in how they describe areas where progress has slowed. Some describe clearly what has been achieved and include a target for improvement, while others don't. Information about how parents could help children learn is not consistently provided. This again would help parents to become more involved in their children's learning at school and at home and particularly with their reading. Partnerships with parents are not fully developed because not all parents have the information they need to make a worthwhile contribution to their children's learning.
44. Parents find the communication systems good if they can get to school. The school has a genuine 'open door' policy and many parents take advantage of this to keep in touch with teachers and events taking place in school. Those that cannot get into school regularly find that letters lack essential information. However, written communications are always straightforward, of good quality and friendly in tone. Newsletters are in the main organisational and, therefore, miss opportunities to provide information focused on children's learning. At a meeting held before the inspection, parents

reported that 'we have a newsletter about once a term, but that's about school life and not the curriculum'.

45. Regular times are set aside when parents can meet with staff and discuss their children's progress. Parents appreciate the 'settling-in' meeting in the autumn term and the half-termly sheet, which provides an overview of their child's behaviour and effort. However, some parents would like more opportunities to find out how pupils are getting on and feel that the one report and a follow-up meeting provided at the end of the year are too late to address their emerging concerns. Nevertheless, parents make a satisfactory contribution to children's learning at school at home. They support homework activities as best they can, but would like to see it increase as children move into Years 5 and 6.
46. Despite some difficulties over communication, the impact of parental involvement is good. This is because of the positive manner in which parents support most of the school's aims. Many signed a home-school agreement and staff report that attendance at most meetings is good. The parent-teacher association is active and helps to provide social events throughout the year. Parents are well represented on the governing body and others help out in classes voluntarily. The school places great emphasis on good links with its parents. These should be better used to help reduce absence rates.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides effective leadership. She has a very clear vision for the school. It is her mission to ensure that the school remains at the very heart of the local community, providing education as well as care, support and nurture for pupils, their families and the community at large. The headteacher has a high profile in the school and she leads by example. She inspires a sense of commitment and shared purpose amongst staff because she lives out her vision each and every day.
48. The headteacher is also well aware of her weaknesses and for this reason has selected a deputy headteacher who brings skills that complement her own. Together, they form an effective team because the deputy headteacher uses her analytical skills very effectively. She is working hard to ensure that the school's other aim, the pursuit of excellence, becomes a more prominent feature of its life and work. For example, she has recently introduced the detailed analysis of test and assessment data as a means of tracking pupils' progress and of identifying strength and weaknesses in the curriculum. However, it is still too early for this work to be raising standards. The headteacher also delegates specific tasks to other members of the school management team. Senior staff make a satisfactory contribution to school management by overseeing the curriculum in the upper and lower parts of the school, mentoring and supporting newly qualified teachers and fostering positive links with the community.
49. The school's improvement plan is better than it was at the time of the previous inspection. It is more forward-looking, giving clearer pointers for the future development of the school in outline as well as the current year in detail. It highlights the key areas for development. There is a focus on raising standards, particularly in literacy, numeracy and information and communication technology. It provides a framework for staff and governors because it sets clear targets, establishes who will oversee each task and identifies completion dates and the resources needed to get the job done. There are also better links to the budget cycle and to the systems for monitoring spending. All staff and governors take part in the improvement planning process. Senior staff bring information from their checking of standards and the quality of aspects of the school's work. Governors contribute community concerns and their monitoring of matters such as health and safety. Subject managers provide evaluations of the work in their subjects. However, despite this wealth of information, the school improvement plan is still not as effective as it should be. This is because the school's procedures for monitoring the quality of education that it provides are not rigorous enough. Many subject leaders have not had the opportunity to observe colleagues at work and so much of their evaluation is based on secondary sources of

information, such as informal conversations or looking at displays. Monitoring has failed to identify:

- structural weakness in parts of the curriculum;
- that current assessment procedures are not providing useful information that improves teachers planning;
- that teachers are not providing work that challenges and extends higher attaining pupils.

As a result, issues such as these do not feature strongly in the plan and the pace of improvement is reduced.

50. The full governing body meets once each term and attendance is good. Committees are established for health and safety, curriculum and policies, finance and personnel. These committees meet as required, but at least once each term. Governors are more systematic in their checking of health and safety matters than they were at the time of the last inspection. However, in this and in other areas relating to governors' monitoring of standards and quality, governors would benefit from additional training. This would put them in a better position to hold the school to account for what it achieves and to ensure that those areas for which governors have a statutory responsibility are really secure. There is a very good working relationship between the governing body and the school management teams. The governors have a sound understanding of their responsibilities and they are fulfilling their role as a friend to the school. However, in areas other than those relating to the budget and finance, they are not carrying out the role of a *critical* friend satisfactorily. They are insufficiently involved in monitoring the teaching, the standards pupils achieve and the school's overall performance. Although they are well informed of the details in the school improvement plan, they are not sufficiently involved in shaping the direction of school development and this is unsatisfactory.
51. The school has a sound performance management programme. There is a three-year cycle covering the monitoring of planning, teaching, staff training and a detailed work scrutiny to monitor standards. The headteacher gives high priority to providing professional support for staff, both by support in school and by giving them access to appropriate in-service training courses. All teachers have personal targets and their progress in achieving them is monitored by the headteacher. Staff training and development opportunities extend to all staff. Many of the school's supervisory and education support staff have been trained by the school or have gained additional qualifications, including qualified teacher status, as a result of opportunities provided by the school. This adds significantly to the loyalty and commitment shown by staff at all levels within the school. The school has good procedures for the induction of all new staff. Their mentors give good support to them and this enables them to quickly settle into their new posts, develop their teaching skills and play an active part in the life of the school.
52. The co-ordination of the school's provision for pupils with special educational needs is good. The co-ordinators' effective management and organisation of the teaching assistants has resulted in good quality support being given to pupils and teachers in the classrooms. They successfully target the support to the pupils who are entitled to it and the quality of this support enables these pupils to make good progress in their studies. Individual education plans are reviewed termly in full consultation with parents. Pupils with behavioural difficulties have personal support plans that detail handling procedures. This promotes consistent support for these pupils throughout the school.
53. Financial planning and monitoring are strengths of the school. Financial planning is thorough. It ensures that the school's budget is used in the best interests of the pupils and that additional grants, such as those for pupils with special educational needs or for pupils speaking English as an additional language, are used for their intended purpose. Effective forward planning also enables the governing body to undertake important improvements to the school premises. The school is currently awaiting the final go-ahead for a major building project and this explains why there was such a large carry-forward from last year's budget.
54. Daily routines are well established and the school runs smoothly. The headteacher and the secretary have established working practices that minimise overlap of responsibility and result in the school's routine administration and organisation being efficient. The systems for ordering, checking deliveries and processing invoices are effective and efficient. The secretary makes good

use of information and communication technology in the day-to-day monitoring of the budget. She keeps the headteacher and other budget-holders well informed about their expenditure and prepares good financial reports for the full governing body and its finance committee. The school has acted upon the details outlined in the last auditor's report and all financial systems and procedures are safe and secure. Other staff with management responsibilities also use new technology effectively. Pupils' records, attendance data, performance data, progress reports and school policies and other documents are all produced, stored, analysed and communicated electronically in order to make aspects of management and administration more efficient.

55. The numbers of teaching and support staff have been maintained at a good level and are appropriate to the needs of the school. There is a good mix of age, experience and skills amongst a staff that includes two teachers who are newly qualified. When necessary, the school recruits experienced staff or voluntary helpers to give effective support to pupils who speak English as an additional language and there is a member of the school's full-time staff who co-ordinates work in this area. Classroom assistants are also suitably qualified and experienced. They work closely with teachers and support pupils well in their learning.
56. The accommodation is clean, bright and supports teaching of the curriculum. Classrooms are mainly of adequate size, although some are cramped and awkwardly shaped. The library is situated outside the main building and cannot, therefore, be at the centre of learning. Toilet facilities are good and welcoming because of appealing, lively décor. The outdoor play areas are generally good, but the secure area for reception children is inadequate because it limits their access to wheeled toys and development of physical skills. Learning resources are satisfactory overall and teachers make good use of the available equipment. Educational visits are used well to support pupils' learning and personal development. However, the book stock in the library is limited and its size and location limits its value and use. There are also too few computers for the number of pupils on roll. The school has clear plans to remedy these deficiencies when its planned building extension is completed sometime in the next year.
57. Pupils enter the school with attainment levels well below average. The number of pupils known to be eligible for free school meals is well above the national average, as is the number of pupils identified with special educational needs. The problems resulting from the high number of pupils who enter or leave the school during term times are well managed by the staff. All of these factors have a detrimental effect on the overall standards achieved by pupils at the school. In spite of the below average standards in English, mathematics, science, geography and history, there are signs that standards in some areas of the curriculum are improving. Teaching and learning are satisfactory, overall, with many good features. Behaviour, relationships and personal development are good. Pupils with special educational needs and English as an additional language are making good progress. Leadership is effective and the school runs smoothly. The school achieves this at a cost that is similar to that of educating pupils in most schools nationally. Taking this into account as well as the overall standards that the school achieves, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to extend the school's current achievements and to further raise standards of attainment, the governors, headteacher and staff should jointly:
- (1) raise standards of attainment in English, mathematics and science by using assessment information and pupils' individual targets to adapt the curriculum for pupils of different levels of ability, particularly for more able pupils; (paragraphs 2, 18, 37, 71, 79-80, 82, 87, 90, 92)
 - (2) raise standards in geography and history by improving the structure of the curriculum so as to ensure that pupils' learning builds more systematically on their prior attainments and experience; (paragraphs 5, 25, 102, 107)
 - (3) improve teachers' planning in the medium and shorter term by:
 - i) identifying the criteria that are to be used in assessing pupils' attainment and progress in all subjects;
 - ii) ensuring that staff have the necessary training to use these criteria consistently;
 - iii) devising a manageable way of recording assessment information so that it is readily available to teachers when topics or skills are revisited;
 - iv) ensuring that teachers use assessment information more systematically to identify what pupils of different levels of attainment need to learn next; (paragraphs 18, 38-40, 62, 79, 82, 90, 95, 100, 112, 117, 121, 127)
 - (4) improve the governing body's role in overseeing the work of the school by:
 - i) ensuring that governors monitor more rigorously the quality of education that the school provides and the standards that pupils achieve;
 - ii) developing governors' role as *critical* friends of the school, so that they are more active in holding the school to account for what it achieves and in ensuring that statutory responsibilities are met in full; (paragraph 50)
 - (5) improve the school's strategic planning by:
 - i) ensuring that the monitoring undertaken by the headteacher and senior staff focuses more rigorously on key elements of the school's work;
 - ii) ensuring that all subject managers have regular opportunities to gather information about standards in their subjects by observing teaching and learning;
 - iii) including members of the governing body in the monitoring of standards and quality;
 - iv) using monitoring information more systematically to identify areas for improvement; (paragraphs 48-50, 92, 100, 102, 107, 122)
 - (6) improve the overall attendance rate and the measures that the school take to monitor and raise attendance by:
 - i) giving parents clearer information about the importance of regular attendance and about the school's expectations and their rights and responsibilities in this regard;
 - ii) monitoring attendance more rigorously and taking a stronger position on all incidents of regular or unexplained absence;
 - iii) using monitoring information to target specific causes of poor attendance;
 - iv) raising the profile of attendance in the minds of the pupils so that they take pride in coming to school every day (paragraphs 10, 33).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	25	21	2	0	0
Percentage	0	8	48	40	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	226
Number of full-time pupils known to be eligible for free school meals	0	127

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	1	64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	11	11
	Girls	11	9	7
	Total	22	20	18
Percentage of pupils at NC Level 2 or above	School	85 (83)	77 (92)	69 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	15	15
	Girls	11	9	11
	Total	23	24	26
Percentage of pupils at NC Level 2 or above	School	88 (86)	92 (89)	100 (83)
	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	12	15	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	4	9
	Girls	11	9	12
	Total	16	13	21
Percentage of pupils at NC Level 4 or above	School	59 (79)	48 (54)	78 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC Level 4 or above	School	59 (50)	48 (71)	78 (74)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
210	3	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0
0	0	0
0	0	0
0	0	0
8	0	0
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
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	225

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2001 / 02
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	£
Total income	640, 398.00
Total expenditure	618, 580.00
Expenditure per pupil	2, 515.00
Balance brought forward from previous year	105, 426.00
Balance carried forward to next year	127, 244.00

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 54%

Number of questionnaires sent out	245
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	3	2	2
My child is making good progress in school.	66	29	2	2	1
Behaviour in the school is good.	57	35	6	1	1
My child gets the right amount of work to do at home.	35	48	8	4	5
The teaching is good.	73	22	1	0	4
I am kept well informed about how my child is getting on.	70	18	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	18	2	0	1
The school expects my child to work hard and achieve his or her best.	74	23	1	0	2
The school works closely with parents.	70	23	4	1	2
The school is well led and managed.	79	15	1	0	5
The school is helping my child become mature and responsible.	67	30	1	0	2
The school provides an interesting range of activities outside lessons.	63	27	5	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The educational provision that the school makes for the children in the Foundation Stage is satisfactory. Almost all children join the nursery in the September following their third birthday. They attend for morning or afternoon sessions only. Children join the reception class in the following September. They attend part-time for the first few weeks and then commence full-time.
60. Parents and children visit the nursery and reception class and meet their teachers, nursery nurses and the headteacher before joining the classes. If parents wish, staff will also visit children in their homes and meet their family informally. These arrangements successfully promote a smooth transition between home and school and enable effective links with home to begin to be established.
61. Most children enter the nursery attaining standards that are well below those expected for their age. The teacher and nursery nurse work hard to ensure that the nursery class is calm and welcoming. This ensures that all boys and girls settle securely into school life and are well motivated to learn. Most children make sound overall progress in the nursery and reception class, although by the end of the Foundation Stage their attainments in most areas of learning are well below the early learning goals for children of their age. Children's personal, social and emotional development is particularly successful, although the standards most children reach are below those expected in this area of learning. Teachers, nursery nurses and special support assistants very effectively support children with special educational needs. Their learning is well promoted and they make good progress towards the targets identified in their individual education plans. All staff successfully encourage children for whom English is an additional language to participate actively so that they make good progress in their learning.
62. The quality of teaching is satisfactory, with good teaching in almost half of the sessions observed. The teachers ensure that the nursery nurses are clear about what the children are to learn in the course of each session. With the special support assistants, they support groups and individuals purposefully and make a significant contribution to children's learning. The teachers have a secure knowledge and understanding of how young children learn and their long-term planning successfully incorporates the required areas of learning. The nursery and reception class teachers complete a range of assessments, using both local authority materials and those developed in school. They build up an individual profile for each child in addition to various records indicating attainments in literacy, mathematics and information and communication technology skills. However, there are no clear, manageable arrangements for systematically using the results of these assessments to plan what individuals, notably the higher attaining children, need to learn next. As a result, they are not consistently challenged and supported in lessons to enable them to make the progress that they should.
63. Leadership and management of the Foundation Stage are sound. The nursery and reception class teachers work together effectively as a team. They are strongly committed to raising standards in the Foundation Stage and have drawn up a satisfactory action plan as the basis for development. The nursery and the reception classroom are thoughtfully organised with a satisfactory range of resources to stimulate children's curiosity and encourage them to become independent learners. Nursery children have direct access to a secure outdoor area, which provides valuable opportunities for children to learn by working on a more active scale than is possible indoors. For example, children improve their co-ordination and control when they use a good range of wheeled vehicles. Although reception class children do not have ready access to this area, the teacher plans a satisfactory range of opportunities to promote children's physical development in the course of the week. Also, although the reception classroom is much smaller than the nursery, the teacher ensures that the children have access to a satisfactory range of further activities in the shared work area adjacent to the classroom.

Personal, social and emotional development

64. Children make good progress in their personal, social and emotional development, although most do not attain all the early learning goals. Children demonstrate trust in their teachers and other practitioners who work with them. Most are quietly confident and used to the classroom systems. However, a small but significant number are easily upset by changes in routine or the appearance of unfamiliar adults in the room. The teachers and nursery nurses consistently encourage children to develop independence and they respond well. Almost all put on their own aprons or coats as required. Most children respond appropriately to instructions and put away equipment busily. They show interest in tasks and often settle with concentration for short periods. Children handle books and equipment carefully. When moving around school, as when they go to the hall for assembly, almost all reception class children behave sensibly and co-operatively. In most instances, children are patient and take their turn. Teaching in this area of learning is good. Plans include topics, such as *House and Home* and *Ourselves*, which successfully promote children's self-knowledge and displays of photographs, such as *My Family*, boost children's self-esteem. The teachers and nursery nurses value each child's efforts and give lots of individual praise and encouragement. Such arrangements effectively build up children's confidence in learning and in their relationships with others.

Communication, language and literacy

65. **Although they make satisfactory progress in acquiring communication, language and literacy skills, most children's attainments are well below the standards expected for their age. The quality of teaching is satisfactory. The teachers plan a satisfactory range of worthwhile opportunities for children to improve their skills. Children have regular opportunities to talk to adults when they work alongside them in very small groups, for example, when involved in art and craft projects. Teachers and nursery nurses successfully promote children's speaking and listening skills. They consistently encourage children to express their needs in words, although most children communicate their thoughts and feelings using a very restricted vocabulary. Staff ask well-directed questions and when responding to children they regularly use words and expressions which extend the children's vocabulary. The teachers prepare a satisfactory range of activities to stimulate children's interest in reading and writing. Children enjoy listening to stories and joining in with familiar rhymes. They have regular opportunities to select from the range of attractive books in both the nursery and reception classroom. Children also choose books to share at home each week. By the time they reach the reception class, children demonstrate increasing confidence in handling books. They begin to talk about books, although only a minority recognise familiar words and consistently associate letters and sounds. Teachers plan opportunities for children to experiment with writing, such as making shopping lists as part of role-play in the nursery. By reception, many write their own name, although their letter formation is often inconsistent. A small number write familiar words and simple phrases independently, but most rely heavily on adult support.**

Mathematical development

66. **Children make satisfactory progress in mathematical understanding, although their attainment is well below the early learning goals. They show a satisfactory interest in number and counting and enjoy joining in with counting routines. Children become familiar with numbers to 10 and higher attaining children reliably recognise numerals to five. They make sound progress in learning the names of colours and common two-dimensional shapes. Children make much slower progress in recording numerals accurately and in learning and using mathematical language associated with pattern, position, adding or subtracting. The quality of teaching is satisfactory with regular, carefully planned activities to promote children's mathematical development. Teachers plan a satisfactory range of practical sorting and matching activities, which successfully promote children's understanding. For example, reception class children found the 'tallest' child by standing small groups of children back to back. Also, in the course of the day, teachers introduce**

counting songs and rhymes which successfully support children's understanding of number.

Knowledge and understanding of the world

67. **Most children enter the nursery with very limited knowledge and understanding of the world. They make satisfactory progress through regular involvement in well-prepared activities. However, most demonstrate limited skills in gathering information for themselves, for example, by asking questions of adults or each other. Their attainment is well below that expected for their age. They learn about the properties of materials such as sand, water, dough and clay by handling and working with them. They have experience of mixing ingredients to make biscuits and cakes. Children make satisfactory progress in finding out about living things through such activities as visiting Animal World and observing spring plants and trees on a walk around the school grounds. The teaching of this area of learning is satisfactory. Careful planning ensures that many of the children's activities are linked to their current topic. This adds relevance to children's work and stimulates their interest. For example, children have regular opportunities to use a range of simple computer programs, which soundly support their learning, for example, in using the mouse to make selections or to drag and drop items. In the course of the year, teachers organise a programme of visitors to support topics, such as *People in the Community* and *People Who Help Us*. Visitors include fire-fighters, the school nurse and a dentist. These arrangements successfully promote children's knowledge and understanding in this area of learning.**

Physical development

68. Most children's physical development is well below that outlined in the early learning goals. Children move safely in and around the nursery and reception classroom. They make satisfactory progress in learning to adjust their speed or change direction when engaged in vigorous free play outdoors. They learn to respond appropriately to instructions. Reception children travel carefully around the hall in physical education lessons and avoid bumping into each other. They walk and jump with confidence, although many have difficulty in balancing and skipping. Children enjoy working with balls of different shapes and sizes, although their throwing and catching skills are very limited. The quality of teaching is satisfactory. Children have frequent opportunities to fit together jigsaws and construction materials and use equipment such as paint and paste brushes. However, they often display limited manipulative skills when carrying out small-scale movements.

Creative development

69. Children make satisfactory progress in developing their creative skills. However, their standards are well below those expected for children of their age. They are heavily dependent on adults to initiate activities and they demonstrate very limited skills in expressing and communicating their ideas. Most join in readily with action songs and number rhymes and the reception class enjoys joining the rest of the school for hymn practice. The quality of teaching is satisfactory. Teachers ensure that children have frequent opportunities to draw using pencils and a satisfactory range of markers. They regularly make collages and use paints in various ways, such as printing with their hands to create a tree in autumn colours. Children have access to musical instruments and enjoy exploring sounds. Teachers plan activities which successfully engage pupils' interest and promote their imaginative play. For example, children in the reception class enjoy looking after the baby dolls.

ENGLISH

70. The standards achieved by pupils at the age of 7 are well below average and pupils' attainments at the age of 11 are below average. However, pupils make satisfactory

progress up to Year 2 and most make good progress from Year 3 to Year 6. Despite the school's below average results in national tests, pupils are achieving well because:

- pupils' attainment on entry is well below average;
- there is an above average number of pupils with special educational needs and many of these have specific difficulties in the area of language and literacy;
- the proportion of pupils whose mother tongue is not English is higher than most schools;
- there is a high turnover of pupils, many of whom arrive with a record of low standards and a disrupted education;
- these pupils make good progress, as do most lower and average attaining pupils, but many do not achieve the nationally expected standard in English because of difficulties they face.

71. The performance of these pupils in the national tests reflects in the school's overall results, but it is the low number of pupils achieving above average levels that really depresses the school's test scores. In comparison to all schools nationally, the 2002 results were well below average in both Year 2 and Year 6. However, in comparison with schools facing similar social and educational circumstances the school's results were well above average in reading and above average in writing at the end of Year 2 and results for English at the end of Year 6 were above average. Despite year-on-year variations, standards have risen in line with national improvements and inspection evidence indicates that improvement is likely to continue.
72. Although there is no scheme of work to support the teaching of speaking and listening, most pupils are willing to answer questions in lessons and enjoy talking to others, but they often struggle with vocabulary. Their spoken language improves because teachers:
- explain specific vocabulary, model the use of these words in their own sentences and then encourage pupils to use them when answering questions and when writing;
 - encourage pupils to rehearse ideas with others before answering questions;
 - use open-ended questions and provide prompts to help pupils give extended answers.
73. By the age of 7, most pupils show an enthusiasm for books and reading. They recognise familiar words in simple texts, deal with unfamiliar words by sounding them out and understand that books may contain stories or information. At the age of 11, most pupils read fluently and with expression by responding to punctuation appropriately. More able pupils use the meaning of a sentence to help them read difficult or unfamiliar words. Most pupils show preferences for books written by particular authors and can explain their choice of adventure or mystery stories, while others explain that they prefer to read for information when reading independently. Pupils make good progress in reading because teachers:
- monitor pupils' reading on a regular basis;
 - check that pupils are selecting books that are neither too easy nor too difficult for them to read independently;
 - set targets for improvement that are shared with and understood by pupils;
74. By the age of 7, most pupils can add full stops and capital letters to correct simple written paragraphs and can sequence sentences to retell a familiar story. However, these pupils have too few opportunities to experiment with interesting vocabulary or to use the skills they have been taught in their own writing. At the age of 11, pupils write for a range of different purposes using a variety of styles. Most pupils use basic punctuation accurately, use complex sentences more competently and show an increased awareness of paragraphing. In their narrative writing most pupils demonstrate an understanding of character, setting and plot and can re-write a story as a play script. They know how to write a letter and can adapt their style when writing formally or to a friend. However, these older pupils are not given sufficient opportunity to draft and re-draft their own work nor to

prepare extended pieces of writing. Pupils' progress as writers is improved because teachers:

- set targets for individual pupils;
- explain, when marking, why pupil's writing is satisfactory and note the next steps pupils should take to improve;
- provide opportunities for pupils to use the skills they have been taught in their own writing.

75. Although pupils use information and communication technology to practice their word-recognition and their use of words, they have limited opportunities to use the computer to draft and edit their own writing. By the age of 7, pupils spell some commonly occurring words correctly, but a few show inconsistencies even when writing their own names. At the age of 11, pupils have some knowledge of spelling conventions, use terminology such as vowel and consonant appropriately and split words into syllables that they recognise in order to spell them correctly. However, pupils have too few opportunities to use the words they have learnt to spell correctly in their own writing and they use dictionaries to check spellings infrequently.

76. Pupils' handwriting is poor. At the age of 7, pupils write from left to right and from the top to the bottom of a page, but their letters are not regular in size or shape and their words are not often regularly spaced. By the age of 11, pupils' writing has improved; most use a more flowing style of writing, but some continue to show irregularities in letter formation and in the way they join letters.

77. Literacy skills are reinforced during the teaching of other subjects. Pupils produce written accounts in history and teachers successfully encourage pupils to use specific vocabulary in science and mathematics. However, pupils are not skilled in using the library, nor are they adept at using information and communication technology to research topics.

78. Teaching and learning are satisfactory. Teachers have satisfactory levels of subject knowledge. They have good class management skills, show good relationships with pupils and use praise and encouragement effectively. As a result, pupils listen to their teachers, contribute answers when asked to do so and work hard to complete the tasks they are set. Pupils with special educational needs receive effective support and make good progress. They and pupils who speak English as an additional language join in with and benefit from everything that the school provides. Most lessons follow the structure expected by the National Literacy Strategy. When teaching and learning are most effective, teachers:

- know exactly what they expect pupils to learn;
- have high expectations for pupils' achievement and progress in lessons;
- work at a brisk pace;
- adopt a variety of teaching methods and engage and maintain pupils' interest;
- use the last part of the lesson to check what pupils have learnt.

For example, in a lesson with pupils in Year 3 the teacher wanted pupils to learn how to make notes from an information text. The objectives for the lesson were shared with pupils and the teacher showed them how to use bullet points when making notes. The teacher explained tasks clearly, so that the pupils worked with confidence and concentration. At the end of the lesson, the teacher checked what pupils had learnt in order to consolidate their learning and to inform the planning of the next lesson. The teacher selected resources, tasks and methods effectively in order to ensure that pupils were motivated and made good progress.

79. However, pupils do not always make the progress that they should. Current procedures for assessing pupils' attainment are not rigorous enough. They do not tell teachers exactly what individual pupils know, understand, can do and need to learn next. Consequently, teachers' planning for pupils of differing abilities is unsatisfactory. This mainly affects pupils with the potential for above average attainment. They often undertake tasks that do

not move their learning on quickly enough because they are too easy. Such undemanding work reduces the progress that these pupils make and the standards that they achieve.

80. The leadership and management of the subject have improved since the last inspection. The headteacher and senior staff analyse test results and use this information to set targets for improvement. However, medium and short term targets have not been in use for long enough for them to improve the English curriculum or to ensure that the learning needs of individual pupils are met. Although the school's plans for the teaching of English draw from the national framework for the teaching of literacy, there are no policies to guide the teaching of speaking and listening, spelling nor handwriting. The headteacher and subject leader recognise that these are important areas for development and form the basis of the next phase in raising standards. Learning resources are satisfactory, but the library is not well used because of its location outside of the main building and the use of information and communication technology to support pupils' learning is underdeveloped. There are plans to improve both of these areas as part of the forthcoming buildings development project.

MATHEMATICS

81. Pupils' standards in mathematics are well below the national average, but their overall achievement is good because:
- pupils enter the school with standards well below those expected for their age;
 - by the time they leave the school pupils' standards in mathematics are in line with those of similar schools;
 - the number of pupils in school with special educational needs is above average. These pupils receive very good support, which enables them to make good progress towards the targets set in their individual education plans;
 - teachers and support staff are aware of the needs of pupils for whom English is an additional language. They are effectively encouraged and supported so that they gain confidence, participate well and make good progress in learning.
82. However, pupils do not always make as much progress as they could. In particular, higher attaining pupils' progress is limited because:
- teachers do not use the results of assessment well enough in planning to consistently match pupils' tasks to their differing needs and abilities and build on their prior learning;
 - inspection findings show that teachers do not consistently help higher-attaining pupils to move on to more challenging work. This limits their progress;
 - in the 2002 national tests for 7-year-olds and 11-year-olds, the proportion of pupils attaining above average levels was below that in similar schools. School targets and inspection evidence indicate that in the current Year 2 and Year 6 the proportion of pupils likely to attain above average standards will not show an improvement.
83. Year 1 pupils enjoy participating in a satisfactory range of activities, including number games and rhymes, which successfully promotes their counting skills. They make satisfactory progress in recognising, reading and accurately sequencing sets of numbers. They learn to add and subtract within 10 and sometimes above. With much encouragement, they learn to record the time in 'o'clock'. By the end of Year 2, most pupils identify odd and even numbers. Many count by rote within 100 and some count backwards accurately. Although their mental recall of multiplication tables is very limited, some pupils carry out basic calculations involving the two and five times tables. They begin to learn about division through a satisfactory range of practical 'sharing' tasks. Pupils are familiar with a range of two- and three-dimensional shapes. They begin to measure in centimetres and draw lines of a particular length, using a ruler. However, most pupils need much support to complete these tasks accurately. Pupils steadily extend their mathematical vocabulary and most can identify the 'longer' or 'shorter' of two lines. Pupils collect information, such as the kinds of vehicles seen outside the school, and present it as a block graph or pictogram.

84. In Years 3 to 6, teachers tirelessly encourage pupils' involvement and effort so that they continue to make satisfactory progress. Many pupils improve steadily, but need much reinforcement to consolidate what they have learned. For example, many Year 3 pupils recognise $\frac{1}{2}$ and $\frac{1}{4}$ and learn to calculate fractions of numbers to 10. However, few are ready to proceed to working competently with $\frac{2}{3}$ or $\frac{3}{4}$. Pupils make good progress in the course of lessons when the teacher sets tasks which are challenging enough to maintain their focus and extend their understanding. For example, Year 4 pupils converting pence into pounds and pence clarify their thinking well when they have to explain to others how they arrived at their answers. However, pupils quickly lose confidence and their learning is limited when tasks are too difficult. For example, most lower attaining Year 5 pupils make little progress in calculating the lengths of a shape's sides when given the perimeter. By the end of Year 6, many pupils accurately use written methods of addition, subtraction, multiplication and division. They have experience of drawing and measuring angles and have a grasp of basic symmetry. Teachers plan useful links with other subjects so that pupils have additional opportunities to practise their skills. For example, Year 6 pupils present the results of their scientific experiments on block graphs. However, pupils do not consistently extend their understanding by explaining the conclusions demonstrated by the graphs.
85. Teaching is satisfactory overall and most pupils make sound progress because:
- teachers have a sound knowledge and understanding of the subject, which is satisfactorily supported by a termly staff meeting with the local authority adviser;
 - teachers praise pupils' efforts and value all contributions. This helps to improve levels of confidence and performance among all pupils, whatever their ability;
 - pupils have positive attitudes to their work in mathematics. Almost all pupils concentrate on their tasks and present their work carefully;
 - teachers manage whole-class lessons well because they sustain very good relationships with pupils and the school behaviour policy is clearly understood by all pupils. Consequently, pupils behave sensibly, follow instructions and respond positively to the adults who help them;
 - teachers plan regular opportunities for pupils to use their information and communication technology skills to reinforce and extend their mathematical understanding. They work with interest on a satisfactory range of carefully selected computer programs.
86. There are examples of good teaching in all phases of the school. This is most marked in Years 3 to 6, where there is also some very good teaching. Pupils achieve well in these lessons because:
- teachers use the National Numeracy Strategy well. They begin with a very lively, short session of mental agility work. This boosts pupils' confidence, promotes their numeracy skills and is beginning to improve the speed and accuracy of their thinking;
 - there are regular opportunities for pupils to solve number problems and to explain their thinking, which reinforce their understanding of mathematical principles;
 - teachers direct their questions well to ensure that pupils of differing levels of attainment are involved and challenged;
 - teaching and support staff work together effectively. Trained classroom assistants and special needs support staff know what is expected of them and this enables them to support teaching and learning successfully. Most notably, this enables the school to provide additional support for pupils with special educational needs and so meet their specific needs very effectively.
87. The co-ordinator and subject management team recognise the need to drive up standards in mathematics. In response, the school has recently introduced a range of initiatives. These include a whole school framework of numeracy targets and improved procedures for assessing pupils' learning and directing additional support to identified individuals and groups of pupils. In addition, the school has begun to analyse test results in order to identify areas of strength and weakness in pupils' knowledge, skills and understanding. However, these arrangements are not fully in place and their impact is not yet being felt.

SCIENCE

88. Standards are below the national average by the end of Years 2 and 6. However, most pupils make sound progress as they move through the school. This is because:
- the quality of teaching and learning is at least satisfactory throughout the school;
 - planning indicates that all required areas of the curriculum are covered, with investigative science, a weakness at the time of the last inspection, now given good emphasis as a means of bringing the subject to life and promoting effective learning for pupils;
 - the subject has a high profile in school; displays in classrooms help to motivate pupils, raise their awareness of science, reinforce learning and aid understanding;
 - visits, such as to Cuerdon Valley Park, help to enrich pupils' learning;
 - pupils record investigations in their own words to an agreed framework, which aids understanding and contributes to the development of literacy skills;
 - the school has begun to analyse performance data to help identify and overcome specific weaknesses;
 - resources are better than they were and are used well to improve pupils' learning.
89. By the end of Year 2, pupils recognise and name external parts of the body and learn that pushes and pulls are examples of forces. They start to make simple predictions, for example, about which cylindrical object will travel the furthest from the top of a ramp. By the end of Year 6, pupils learn that all materials are made of matter and exist as a solid, liquid or gas. They investigate the amounts of air in different soils, but to levels below national requirements, and discover through experimentation how condensation occurs. Pupils understand that scientific ideas are based on evidence, but they do not present observations and measurements in enough different ways and many lack confidence in carrying out scientific investigations without support.
90. Teaching and learning are satisfactory, with good teaching seen in some classes during the inspection. Teachers have secure subject knowledge. This allows them to present information clearly and accurately and to pose searching questions that extend pupils' understanding. They use resources effectively to illustrate and reinforce pupils' learning. Teachers are enthusiastic about the subject and this fires pupils' interest and adds to their enjoyment and the amount of effort that they make. Most teachers have good relationships with their pupils. They work hard to create a positive working atmosphere by using praise and encouragement effectively. There are, however, weaknesses in teaching that restrict pupils' progress in some lessons. For example, teachers do not systematically assess pupils' work. As a result, higher attaining pupils are often not challenged enough because work is very rarely matched to their abilities and prior learning. This is especially prevalent in Years 1 and 2, where no pupils reach the above average National Curriculum Level 3. Similarly, some teachers do not mark pupils' work carefully enough, rarely suggesting to them what is the next step in their learning. Most teachers organise and manage their lessons well. Nevertheless, the pace of lessons is sometimes too slow, with pupils being inactive for too long before they commence work. Furthermore, teachers sometimes over-direct scientific investigations, which prevents pupils from planning, implementing, recording and evaluating for themselves in different ways.
91. Pupils' attitudes to learning are satisfactory overall and are sometimes good and very good in response to effective teaching. Most pupils show interest in their work. They are attentive to the teacher and persevere with the tasks that they are given. Pupils' attitudes are best when teachers involve them in carefully structured scientific investigations. They follow instructions well and use resources and other equipment sensibly. Most pupils behave well. However, teachers control pupils who display challenging behaviour effectively and ensure that they too maintain concentration and involvement and that their behaviour does not impinge on the learning of others.

92. The curriculum in science is satisfactory, but the school's current planning, based on national guidelines, does not match units of work closely enough to pupils' previous experience and learning. This means that pupils' learning does not always build on what has gone before and this affects the progress that some pupils make. Monitoring is not rigorous or systematic, which impairs the effectiveness of subject leaders.

ART AND DESIGN

93. During the inspection, the school's timetable arrangements meant that it was only possible to inspect one art and design lesson. Consequently, there is insufficient evidence to make judgements about standards, the overall quality of teaching and learning or about pupils' response to the subject. Teachers' planning for art and design indicates that all elements of the National Curriculum receive appropriate attention. The school portfolio of completed work suggests that teachers introduce pupils to a suitable range of media and techniques, including the use of paint, pastel, crayon, pencil, printing, collage and computer art in a variety of two- and three-dimensional projects. It also indicates that projects in art contribute satisfactorily to pupils' cultural development, through their focus on the works of great artists. However, there were no examples of non-western influences in this aspect of the work.
94. In the one lesson that was seen, teaching was good. The teacher used her knowledge and understanding of art and design effectively to help pupils improve their technique and the quality of their finished work. She successfully managed the behaviour of a small number of potentially disruptive pupils, maintaining a positive atmosphere that helped all in the class to persevere with the task and to make a reasonable effort to improve. Nevertheless, pupils' work in this lesson was below the standard normally expected of pupils in Year 6. Their observational drawings were immature. Elements of their compositions were poorly proportioned, there was little accurate representation of detail and techniques for using lines and shading to create specific effects were weak.
95. The co-ordinator is leading the subject satisfactorily, but her role in raising standards is inhibited by the low priority currently assigned to the subject and the consequent low levels of funding and time that the school allocates. She has up-graded the school's resources, is developing the use of the school's art studio and has begun to evaluate the quality of teaching and learning as part of the school's rolling programme of monitoring by subject co-ordinators. There are no whole-school procedures for assessing and recording pupils' attainments in art and design. While some teachers do plan for pupils of differing abilities, their planning does not identify what individual pupils need to learn next and this reduces the progress that some pupils make.

DESIGN AND TECHNOLOGY

96. Throughout the school, pupils are working at the standard expected for their age in those aspects of design and technology seen during the inspection. Teachers' planning shows that all aspects of the design and technology curriculum receive suitable emphasis. Work in sketchbooks, the three lessons observed and pupils' completed work confirm that the skills of investigating, designing, planning, making and evaluating all form a regular part of design and technology projects.
97. Most projects begin with an investigation. Pupils gain an understanding of how things work and are made in order to collect ideas and information for their own work. For instance, in the Year 2 project on 'wind up' toys, pupils looked at a working model in order to understand how winding mechanisms provide power. Similarly, pupils in Years 5 and 6 looked at real slippers in order to identify the features of a slipper that 'works' well. Designs and plans produced by pupils in Years 1 and 2 usually take the form of simple drawings of what the finished product might look like. However, as pupils move through the school, their designs and plans become more detailed and thorough. In Year 3, designs for monster heads show where the moving parts will be, while Years 5 and 6 slipper designs present the materials to be used and indicate 'fitness for purpose'. In

another Years 5 and 6 project, plans for biscuit making include materials, exact quantities and step by step instructions. There was little making seen during the inspection, but, where making took place, pupils tended to be following instructions rather than finding their own solutions to the problems that occurred. This was the case when pupils in Year 1 made cotton reel cars and when pupils in Year 4 made Christingles. By Year 6, pupils evaluate their work, identifying what did or did not work and how their projects could be improved.

98. There is not enough evidence to make an overall judgement about the quality of teaching. However, teaching is satisfactory in Years 1 and 2 and in the few lessons observed in the junior classes teaching was never less than satisfactory. Teachers had planned their lessons carefully, ensuring that tools and materials were readily available so that lessons could proceed at a good pace. However, when making was taking place, some teachers tended to over-direct the process, giving pupils few opportunities to make choices or to show initiative in their work and this diminished the quality of pupils' learning. In Years 3 and 4, teachers knew what they wanted pupils to achieve and broke this into small manageable steps, presenting information clearly and questioning pupils carefully to ensure that they knew exactly what was expected of them. Teachers and teaching assistants gave good support to pupils with special educational needs. This enabled these pupils to contribute their ideas and take a full part in the lessons. Teachers encouraged pupils to use a good range of correct vocabulary both in speaking and in writing about their work. For example, pupils in Year 3 described how pneumatic mechanisms would work in their monster models. Pupils' written work confirms this, for example, when pupils in Year 4 describe the layout of text and graphics in their designs for greetings cards. These opportunities serve to reinforce and extend pupils' literacy skills, but would be even more effective if spelling errors in written work were corrected and discussed more regularly. There were fewer examples of links with numeracy. For example, pupils' plans do not show exact measurements and dimensions.
99. Pupils in Years 1 and 2 respond well to their work in design and technology. They work co-operatively together, happily sharing equipment and materials. They work with a will and enjoy talking about their work. Pupils in both year groups behave well during design and technology lessons. There is not enough evidence to evaluate the attitudes of pupils in Years 3 to 6. However, in the Year 3 lesson on monster heads, pupils were interested and enthusiastic and responded well to their teacher, who readily channelled their enthusiasm into productive work.
100. The curriculum for design and technology is sound. It is based on the current national guidelines and is extended by after-school clubs for craft, sewing and food technology and by educational visits such as that to a local superstore. However, teachers are not matching curriculum guidelines to pupils' abilities and prior attainment. Teachers are not finding out exactly what pupils know, understand and can do and there is no clear means of tracking pupils' progress from year to year. While the support for lower attaining pupils is good, planning does not ensure that higher attaining pupils always make the progress that they should. The subject leader is doing a satisfactory job in maintaining resources and supporting colleagues, but has no opportunities to systematically observe teaching and evaluate aspects of learning. This reduces her effectiveness in building on the strengths and addressing areas of weakness that exist in the current arrangements.

GEOGRAPHY

101. Standards in geography are below national levels by the end of Years 2 and 6. However, progress is satisfactory in some areas of the subject as pupils move through the school. This is because:
- the subject is appropriately represented within the school's curriculum, and teachers check to ensure that there is coverage of what is required;

- the leadership and management of the subject is satisfactory, and there are clear plans for its continued development;
 - the locality is used well to develop important skills and to bring geography to life.
 - teachers place emphasis on developing pupils' literacy skills to help them to acquire geographical knowledge and understanding.
102. However, weaknesses exist that prevent pupils from making the best possible progress. The curriculum is not structured carefully enough to ensure that work carefully builds on previous learning. Geography is not taught regularly enough in some classes, resulting in gaps in pupils' knowledge. There is no systematic monitoring of planning, pupils' work or teaching and learning to help the co-ordinator gain the best possible overview of the subject. Work is rarely matched to pupils' precise needs to ensure that all make the best possible progress.
103. Pupils make some progress in the development of mapping skills and gradually acquire geographical knowledge and understanding as they move through the school, but to levels below national expectations. By the end of Year 2, pupils are starting to demonstrate an awareness of localities beyond their own, such as through Barnaby Bear's travels to other places both at home and abroad. In work on rivers, Year 4 pupils learn about the water cycle. By the end of Year 6, pupils develop a geographical vocabulary, such as source, flood plain and tributary in work on rivers. They find out about erosion and deposition in work on changing coastlines and learn how caves are formed. They write letters to imaginary counsellors about pollution in the local area and this exercise makes a worthwhile contribution to pupils' moral and social development.
104. Teaching and learning in geography are satisfactory. Good features include teachers' effective choice and use of resources, such as when pupils use atlases to locate different geographical features. Teachers make good use of their secure subject knowledge in order to prepare their lessons well and to ask searching questions that develop and extend understanding. Pupils make at least satisfactory progress because these features, along with teachers' regular use of encouragement, ensure that pupils are interested and involved in lessons and that they show good attitudes to learning.

HISTORY

105. Standards in history are below national expectations by the end of Years 2 and 6. However, pupils make sound progress in developing their knowledge and understanding of some events and changes in the past and in their understanding of the passage of time as they move through the school. This is because:
- planning shows that history is securely represented within the curriculum;
 - the subject is soundly led and there are clear plans for its continued development;
 - there is a consistent approach to recording coverage of requirements;
 - tidily stored and easily accessed resources are sufficient to help extend pupils' learning.
106. By the end of Year 2, pupils are showing a developing understanding of the passage of time. For example, Year 2 pupils sequence events in the lives of people they know from birth to old age and are starting to distinguish between past lives and their own. Year 3 pupils complete a timeline from the Roman invasion to the present, showing a developing awareness of chronology. Year 4 pupils start to understand why invaders such as the Romans settled in England. By the end of Year 6, pupils show understanding of events and changes they have studied, but to levels which are below national standards. They find out about aspects of life before and after the Second World War, although most work lacks depth.

107. Weaknesses exist that prevent pupils from making the best possible progress. The scheme of work is not structured carefully enough to enable pupils to build carefully on what they already know. For example, pupils in Years 3 and 4 complete the same work on the Romans. Subject leaders do not have the opportunity to observe teaching and so do not have the necessary grasp of the subject's strengths and weaknesses to help them move the subject forward. Teachers are not using assessment information to plan for pupils of differing abilities. Consequently, able pupils usually complete the same work as other pupils, which does not challenge them enough or extend their understanding.
108. Teaching and learning are satisfactory throughout the school. Teachers have secure subject knowledge, which they use as the basis of effective questioning. They are enthusiastic about the subject and this enthusiasm engages pupils' interest and motivates them to learn. They give clear instructions to ensure that everybody knows what they are expected to do and this aids learning. Other good features include the effective use of praise to build pupils' confidence and keep them involved and the good use of resources to help improve understanding. Teachers develop skills of written English by giving pupils opportunities for writing about historical events and change and increasingly link other subjects naturally to history to aid learning. Weaker features of teaching seen during the inspection include activities which are too heavily directed by the teacher, giving pupils little scope for choice and initiative, and work which has little historical focus, such as colouring and copying activities. Pupils' attitudes to learning were good in the lessons seen. This was because pupils were engaged in practical tasks that clearly interested them.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in information and communication technology (ICT) are in line with national expectations for pupils aged 7 and 11 years. This is consistent with the findings of the last inspection. Pupils of all abilities enjoy their ICT lessons and are making good progress. They are gaining confidence and competence across a wide range of skills.
110. Teachers' planning and examples of pupils' work show that teachers teach all strands of the national curriculum for ICT and that they use computers and other devices to support pupils' learning in other subjects. Pupils use various computer programs to help with their work in English. For example, pupils with special educational needs consolidate their learning about words and pupils in Year 4 reinforce their understanding of character. Older pupils use word processing skills to good effect when they import graphics as illustrations for expressive and instructional writing when they 'publish' their work. Pupils in Years 4, 5 and 6 use databases effectively to present, interpret and manipulate data in mathematics and geography. They use the Internet and CD ROMs confidently to gain information for their work in science, history and geography. Pupils in Year 1 learn to control the movement of programmable robots with reasonable accuracy and pupils in Year 6 communicate using the Internet. In music, pupils in Years 5 and 6 use tape recorders in order to evaluate and develop their compositions and the electronic keyboard is used when pupils are working on the beat and when varying their accompaniments to musical patterns. Throughout the school, drawing and painting programs are used effectively to enhance pupils' learning in art. In those lessons where the computer is well used to support pupils' learning, teachers select programs that match the content of their lessons as well as the learning needs of pupils, including the careful selection of software that is pitched at a suitable level for pupils with special educational needs.
111. The quality of teaching and learning in ICT lessons is satisfactory. Following well-designed staff training, teachers have improved their subject knowledge and so teach this subject confidently. As a result, pupils respond well to their teaching, showing good levels of interest and concentration. Teachers give clear demonstrations when introducing new skills to pupils who, in turn, listen attentively while eagerly waiting for their turn to practise or to use new skills at the computer. Pupils work sensibly and co-operate effectively when sharing the use of a computer. They make good progress during lessons because teachers have good class and behaviour management skills, work at a brisk pace with precise learning objectives and set tasks to consolidate and extend learning. However, teaching and learning were unsatisfactory in one lesson, when the teacher attempted to teach ICT skills without having access to the necessary computers to do so effectively.
112. The leadership and management of the subject are satisfactory. The subject leader has good subject knowledge. Together with colleagues, the subject leader has recently drawn up a clear and detailed scheme of work for the teaching of ICT. This scheme of work covers all of the aspects of ICT required by the National Curriculum and is accompanied by a well-designed tracking and assessment framework. The tracking document enables teachers to ensure that all pupils get their fair share of teaching and the chance to practise their skills on the school's limited number of computers. The assessment sheets are to be used to note the achievements of individual pupils. However, these recently introduced procedures for the assessment of pupils' achievements are not yet consistently in use throughout the school and, consequently, assessment information is not used effectively to direct curricular planning or lesson planning. The subject leader has identified the strengths and weaknesses in the subject and these are reflected satisfactorily in the ICT action plan. This includes the purchase of additional laptop computers and, since the number of computers currently available for the teaching of ICT is unsatisfactory, this is an important move towards improving standards in the subject.

MUSIC

113. Pupils aged 7 and 11 achieve satisfactory standards in music. The quality of teaching and learning has improved since the last inspection because teachers are now working from a

more comprehensive scheme of work. This ensures that they cover the different elements of the music curriculum and has increased their subject knowledge and given them more confidence when teaching music.

114. By the age of 7, pupils sing expressively, and produce musical patterns in response to illustrations and stories, using their voices and untuned percussion instruments. They sing tunefully and play simple instruments, showing an awareness of the beat and a sense of the shape and pattern of their music. These pupils listen to music and show a growing awareness of the ways in which pitch, dynamics and tempo are combined to convey contrasting moods. By the age of 11, pupils perform their own compositions, read from a diagrammatic score and select from a range of percussion instruments in order to play parts with a good sense of rhythm, pattern and mood. When discussing their own compositions to explore the effects of variations when playing repeating patterns, pupils are encouraged to use a range of correct musical terms.
115. The teaching of music is good and, as a result, pupils learn well. Teachers plan their lessons well. They know exactly what they expect pupils to learn so that lessons can proceed at a brisk pace that keeps pupils interested and involved. They ensure that all pupils participate when performing, composing and evaluating their music. Pupils with special educational needs and pupils who speak English as an additional language are well catered for, especially when teachers adapt the language of their teaching to ensure that they can join in fully with the oral and aural parts of their lessons. Those pupils who play instruments are given particular roles when music is performed. This reinforces the learning of the more able musicians and adds to the pupils' experience and to the quality of small group and whole class performances. Consequently, all pupils respond with enthusiasm when playing or evaluating their music and make good progress.
116. Music plays a vital role in the life of the school. The school's music curriculum is enriched by visits from musical groups and professional musicians, who perform and explain the instruments and the music they play to the pupils. This brings the subject to life and adds significantly to the quality of pupils' learning and enjoyment of the subject. Their enjoyment is clear to see when pupils listen to and perform music, for example, in class and in music assemblies with the whole school community and contributes well to the social, moral, spiritual and cultural education that the school provides. The school arranges guitar and recorder lessons as extra-curricular activities for pupils who show interest. As another extra-curricular activity, the performing arts club involves a maximum of 30 Year 5 and Year 6 pupils in weekly after-school meetings to extend their experience and enjoyment of drama, dance and music and to prepare for public performances.
117. The leadership and management of the subject are satisfactory. The subject leader has good subject knowledge and is aware of the strengths and weaknesses of the subject. Since September 2001 the subject leader has checked on the quality of the school's current arrangements for the teaching of music by reviewing plans and by observing lessons. As a result, the new scheme of work was purchased and staff training sessions have been held to improve teachers' confidence. However, at the time of the inspection formal assessment procedures were not in place. All resources have been upgraded to match the requirements of the new scheme. They are adequate for the teaching of the subject, but tape recorders are not of a sufficiently high quality for pupils to recognise subtle changes of timbre when listening to performances of their own compositions.

PHYSICAL EDUCATION

118. Pupils throughout the school reach the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum receive appropriate attention. There are good opportunities for pupils to experience outdoor and adventurous activities conducted on the school site and during a residential educational visit. The school extends the basic curriculum by providing a good range of after-school sporting activities, coaching and competitive events. Most pupils of all levels of attainment throughout the school make satisfactory progress in the areas covered.
119. In Year 1 most pupils respond to their teachers' instructions quickly. They are aware of their own space and of the space needed by others and, as a result, most work safely individually, in pairs and in small groups. They respond well to the stimulus of music, keeping time with the beat and altering the pace and direction of their movement when the music changes. Higher attaining pupils are beginning to tell a simple 'story' through short sequences of movement. By Year 3, pupils' movements are much more expressive. They move dramatically, reflect the mood of the music in their actions and use poses and moments of stillness to good effect. Pupils in Year 4 throw and catch a ball with reasonable accuracy. Higher attaining pupils pass and receive a ball briskly, entering into the competitive spirit of a passing game and showing a basic understanding of tactics. Most pupils in Years 5 and 6 prepare for exercise safely, although Year 5 pupils do not yet move and set up apparatus independently. In their gymnastic sequences, pupils in Years 5 and 6 work with satisfactory precision and control and pupils in Year 6 evaluate the work of others in the class constructively in order to help them to improve. Pupils throughout the school understand the importance of exercise and the effects that it has on the body.
120. The majority of pupils respond well to the teaching of physical education. They enjoy their work and join in energetically. They are animated, yet give their attention when required to do so. This was seen to good effect in a Year 3 dance lesson and allowed the teacher to make good use of the available time. Older pupils make constructive comments about the performance of others and respond positively to suggestions given by teachers or by their classmates.
121. The teaching of physical education is sound. Teachers' planning identifies suitable objectives and when they are shared with pupils they give a clear focus to teaching and learning that improves pupils' progress. Teachers give clear explanations and they monitor pupils' response satisfactorily. This ensures that all pupils are able to work confidently and to make progress as, for example, in the Year 1 dance lesson. In most classes, teachers manage their pupils effectively and have successfully established positive patterns of behaviour and response by using an appropriate balance of praise and challenge. This was certainly the case in the Year 4 games lesson where the teacher kept the lessons proceeding briskly and effectively maintained the pace of learning as well as pupils' interest and involvement. Teachers are mainly successful in controlling poor behaviour when it occurs. They use the school's discipline policy effectively, employing strategies such as the 'time out' to settle and reintegrate disaffected pupils. This usually works well but, despite the teachers' best efforts, there are times when the quality of learning of individuals and of the whole class is diminished. Nevertheless, a strength of teaching in physical education is the extent to which it successfully includes all pupils. On almost all occasions, pupils with learning and behavioural difficulties take a full part in lessons and make sound progress alongside others in the class. There are, however, no whole-school procedures for assessing and recording pupils' attainments in physical education. While some teachers do plan for pupils of differing abilities, their planning does not identify what individual pupils need to learn next and this reduces the progress that some pupils make.
122. The subject co-ordinator is doing a good job. She has worked hard to integrate the school's existing planning with the new national guidelines, to provide on-going training and support for staff and to maintain and extend the school's resources. However, her effectiveness is reduced because the subject is currently designated as 'low priority'. This

means that the co-ordinator does not get the time to observe lessons in order to identify strengths and weaknesses in teaching and learning.

RELIGIOUS EDUCATION

123. Pupils attain standards consistent with the requirements of the locally agreed syllabus. Teachers ensure that pupils with special educational needs are included in all classroom activities. They receive the help that they need and they progress well. Pupils for whom English is an additional language respond well to encouragement and support so that they make good improvement in their learning. Higher attaining pupils are not identified in planning nor given challenging tasks to enable them to achieve to their full potential, for example, in discussion or written work.
124. Younger pupils make sound progress in developing self-awareness through topics such as 'Ourselves'. They learn about Christianity and are familiar with a small number of Bible stories, including the Old Testament account of Noah. By the end of Year 2, pupils know major feasts of the Christian calendar, including Christmas and Easter. They explain that Jesus was 'special' and recall episodes in his life, such as the 'Feeding of the Five Thousand'. Teachers' planning and work in pupils' books indicates that they are introduced to Islam and Judaism. However, this work is not reinforced enough and pupils retain little of what they learned.
125. In Year 3, pupils make sound progress in understanding the symbolism of 'light' in Christianity and why Jesus is described as 'the light of the world'. They know that other world faiths celebrate 'light' in festivals, including Hanukkah in Judaism and Divali in Hinduism. Pupils in Years 4 and 5 make sound progress in extending their knowledge of seasons of the Christian year, such as Advent. By the end of Year 6, pupils know that the Bible is an important book for Christians and know stories from both the Old and New Testaments. They are familiar with events in the life of Jesus and recall accounts of him healing the sick, telling stories and teaching. They also have a more detailed knowledge of the daily life, customs and holy writings of major world religions, notably Islam.
126. Pupils make good progress in confidently exploring their feelings and responses to situations. For example, when discussing gifts from God, Year 1 pupils eagerly talk about presents that they have received. Pupils in Year 5 discuss the story of creation and use this as a basis for considering moral issues, including 'trust' and 'loss of trust'. These activities make a valuable contribution to the promotion of pupils' spiritual, moral, social and cultural development.
127. The quality of teaching is satisfactory. Good teaching was observed when pupils successfully reinforced their learning through practical activities. For example, pupils made good progress in learning about Christmas customs when they each made their own Christingle. There are sufficient resources to support work about Christianity and world religions, but pupils do not use their information and communication technology skills to extend their learning. Throughout the school, pupils are interested in the subject and readily talk about their current topics. Although there is little written work in this subject, the work pupils do is carefully completed and neatly presented. Teachers use questioning well to extend pupils' thinking and to check their understanding in lessons. However, there are no procedures in place for assessing pupils' progress through topics as a basis for planning and preparation of further work. This is recognised as an area for development by the co-ordinator and subject management team. They are committed to bringing about improvements and have identified specific staff training needs as a means of raising standards in the subject.