

INSPECTION REPORT

ORMSKIRK CE PRIMARY SCHOOL

Ormskirk

LEA area: Lancashire

Unique reference number: 119372

Headteacher: Mr John Rowlands

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 23 – 26 June 2003

Inspection number: 248008

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

School category: Voluntary controlled¹

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Greetby Hill
Ormskirk

Postcode: L39 2DP

Telephone number: 01695 574027

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Appropriate authority: The governing body

Name of chair of governors: Mr Arthur Bessell

Date of previous inspection: February 1998

¹ Because the school is a voluntary controlled Church of England school, the inspection of collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the Diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
25406 Paul Nicholson Registered inspector	Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
19369 Christine Wild Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23221 Lynda Parkinson Team inspector	English Art and design Religious education Equal opportunities	
21372 Ken Hobday Team inspector	Mathematics Music Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?
29188 Gianna Ulyatt Team inspector	The Foundation Stage Geography History	
23262 Philip Martin Team inspector	Science Information and communication technology Design and technology English as an additional language	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ormskirk CE Primary School is a very large primary school situated close to the centre of Ormskirk. It serves a large area with a mixture of social and economic backgrounds. Currently, there are 436 pupils on roll (202 boys and 234 girls) aged from four to 11 years. Ten per cent of pupils are known to be eligible for free school meals, which is below the national average. Five per cent of pupils come from ethnic minority groups. Less than five per cent of pupils do not speak English at home and none is at an early stage of acquiring the English language. The school has identified 15 per cent of pupils as having special educational needs, which is below the national average. Nine pupils have Statements of Special Educational Needs, which is about average. When children enter the school, their attainment varies widely, but overall it is above that expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school where standards by the age of 11 are well above average in English, mathematics and science. Pupils are taught well and so make good progress. The school is well led and managed and provides good value for money.

What the school does well

- It helps pupils by the age of 11 to achieve well above average standards in the core subjects of English, mathematics and science.
- The school successfully promotes positive attitudes and good behaviour within the pupils.
- The overall quality of teaching is good and so pupils make good progress in their learning.
- The headteacher provides clear and committed leadership. He is well supported by governors and staff.
- The school fosters good links with parents, which result in them having very positive views of the school.

What could be improved

- The planning of activities for children in reception classes to provide more opportunities for learning through exploration and more opportunities for outdoor activities.
- Pupils' standards in design and technology in relation to their skills in making products, as these are below national expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school's last inspection in February 1998, the school has made satisfactory progress in addressing the key issues raised at that time. It has successfully raised standards in information and communication technology and addressed the issue of funding the school's swimming pool. Extending the role of the subject co-ordinators has been partly addressed but remains an area for continued development. Since that inspection, the school has been through a period of change. There have been changes in the leadership of the school and a large turnover in teachers. Following the appointment of a new headteacher in September 2001, the staff have worked hard to improve their involvement in the management of the school, the quality of education provided and the quality of resources and accommodation for pupils. In this period of time, the school has made good progress towards its stated aims.

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	B	A	A	A
Mathematics	A	B	B	B
Science	A	A	A	A

Key

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

Children in the reception classes make steady progress overall. They reach the appropriate early learning goals for their age in their creative and physical development and in their knowledge and understanding of the world. Their progress in mathematical development and aspects of communication, language and literacy and personal, social and emotional development is good and many children exceed the early learning goals in these areas of learning.

By the age of seven, pupils achieve well above average standards in English, mathematics and science. In art and design, geography, history, information and communication technology, physical education and religious education, pupils' standards match those expected for their age. Pupils' attainment is better than expected in music but below national expectations in design and technology.

Pupils build on this good start and by the age of 11, they gain good levels of personal achievement. This is confirmed by the school's performance in national tests over recent years which have been improving in line with the national trend. Currently, standards by Year 6 in English, mathematics and science are well above average as more pupils reach both the expected standard, Level 4, and the higher standard, Level 5, than is normally found. By the age of 11, pupils' standards in art and design, geography, information and communication technology, physical education and religious education match those expected for their age. Standards in history are higher than expected but standards in design and technology are below, as pupils have not sufficiently developed their practical making skills. It was not possible to make a judgement on standards in music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are enthusiastic and many show very good levels of interest in their work.
Behaviour, in and out of classrooms	Pupils are well behaved in lessons, at lunch and break times and mainly when moving around the school.
Personal development and relationships	Pupils' personal development is good. Their relationships with each other are very positive and they co-operate well together in lessons.
Attendance	The pupils' attendance rate is above the national average.

The pupils' positive attitudes, good behaviour and strong relationships are important strengths of the school and contribute greatly to their good levels of progress.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and as a result, pupils make good progress in their learning. In the lessons observed, teaching was very good in a fifth, including two examples of excellent teaching. In almost a half of lessons, the teaching was good and, apart from one unsatisfactory lesson, the remaining lessons were satisfactory. Examples of very good teaching were observed in all three areas of the school.

Teaching in reception is at least satisfactory and good in some areas. Consequently, children make steady progress in their learning. In Years 1 to 6, the quality of teaching is good in English, mathematics and science, and as a result, pupils make good progress in these subjects. Overall, teaching is satisfactory in all other subjects with good teaching in music in the infants and in history in the juniors. Strengths in the teaching include the very good management of pupils which results in positive relationships and good behaviour. Lessons are very well planned so that pupils progressively build on their knowledge and understanding gained earlier in their school life. Consequently, teachers meet the needs of all their pupils, including those for whom English is not their home language. In some lessons, teachers' introductions are too long and there are insufficient opportunities for children in reception to learn through exploration and in an outdoor environment. Support staff make an important contribution to pupils' learning but they are not always fully utilised in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum provides a wide range of good quality learning opportunities which are relevant to the pupils' needs.
Provision for pupils with special educational needs	The school makes good provision for these pupils. They make good progress as they benefit from specialist teaching and from effective support during classroom activities.
Provision for pupils with English as an additional language	None of these pupils is at an early stage of acquiring English and so the school makes no specific provision for them. The very few recent arrivals to this country are supported well by their teacher.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall provision for pupils' personal development is good and this results in their positive attitudes and values. Provision is very good for pupils' social development and good for their moral and cultural development. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Staff are caring and sensitive to the needs of their pupils. Sound procedures are in place to ensure the health and welfare of pupils.
How well the school works in partnership with parents	The school has a good partnership with its parents. Parents make a positive contribution to their children's learning both at school and at home.

Strengths in the school's provision include the large number and good range of extra-curricular activities and very good links with other schools and the local college. The school is successful in making sure that it includes all its pupils in everything it offers. It correctly recognises the need to develop its outdoor curriculum for children in reception further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management and a clear vision for the development of the school. He is well supported by the staff who are developing into an effective team with a shared commitment to succeed.
How well the governors fulfil their responsibilities	Governors are supportive and carry out their statutory duties well. They have a sound understanding of the work of the school and play a satisfactory role in shaping its direction.
The school's evaluation of its performance	The school has good procedures for evaluating its performance, including monitoring teaching and learning. It identifies appropriate targets and takes effective action to ensure continued improvement.
The strategic use of resources	The school makes good use of its financial resources, including grants, and satisfactorily applies the principles of best value to its decisions.
The adequacy of staffing, accommodation and learning resources	The school has a sufficient number of suitably trained staff. It has spacious accommodation and, as a result of recent spending, overall learning resources are satisfactory.

The governors and staff have a clear commitment to improvement and a good capacity to succeed. They correctly identify the need to develop the roles of the subject co-ordinators and governors further in order to build on recent improvements in the management of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Six parents attended a meeting with inspectors and 179 (41 per cent) completed questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school is well led and managed and the staff are approachable. • The school has high expectations and it helps children to become mature and responsible. • The teaching is good and children make good progress and are well behaved • The school works closely with parents and keeps them well informed about children's progress. 	<ul style="list-style-type: none"> • The amount of homework, with some parents indicating this was too little and some parents indicating this was too much.

Inspection findings support the very positive views of the parents. Overall, homework was found to have a positive impact on pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since its last inspection (February 1998) the school has gone through a period of change. The number on roll has fallen quite significantly and there has been a large turnover in teachers, including the appointment of a new headteacher in September 2001. The school has worked hard to maintain the good standard of work seen at the time of the last inspection and pupils continue to make good progress. In relation to the findings of the last report, standards have improved in a few subjects, most notably in English and information and communication technology. They have been maintained in others and have declined slightly in a few. Currently, overall standards are above average as pupils achieve well in the core subjects of English, mathematics and science.
2. Children enter reception with a broad range of experiences and abilities but overall their attainment on entry is above average. Children make steady progress in the reception classes as a result of satisfactory and at times good teaching. Most children reach the expected early learning goals² in each of the six nationally recognised areas for learning. In mathematical development and in aspects of communication, language and literacy and personal, social and emotional development, many children exceed the expected goals because of good teaching in these areas. The school has recently improved the quality and range of resources for children in reception as seen in the opening of a new shared activity room and the refurbishment and resourcing of both classrooms. The staff correctly recognise the need to improve the range of learning opportunities further. There are insufficient opportunities for outdoor activities to support the six areas of learning and some activities are not always practical enough to ensure children have sufficient opportunities to explore and find out for themselves.
3. The school's results in National Curriculum tests at the end of Year 2 have been improving in line with the national trend. In 2002, the school's performance in tests for reading, writing and mathematics was well above average and compared very favourably with those of similar schools³. This is because most pupils achieve Level 2, the expected standard for a typical seven-year-old, in each test and between a third and a half go on to achieve the higher standard, Level 3. Teacher assessments indicate a similar picture in science. In 2002, all pupils achieved Level 2 in science and almost half achieved Level 3. This compared very favourably with schools nationally.
4. Inspection findings show a similar pattern in the current Year 2. Overall, standards in English are well above average. Pupils make sound progress in speaking and listening and achieve average standards in these aspects. Progress in reading and writing is good and standards are well above average. Standards in mathematics and science are also well above average. The proportion of pupils in each of these core subjects achieving Level 3 is much higher than is normally found. This represents good progress as pupils benefit from good teaching in these subjects and from well-planned lessons using the national strategies for literacy and numeracy.
5. Pupils in Year 2 achieve the expected standard for their age in information and communication technology which is an improvement since the last inspection. Standards are also in line with national expectations in art and design, geography, history and physical

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: personal, social and emotional development; communication language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, for example, in communication, language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ National benchmark information bands together 'similar' schools based on the proportion of pupils known to be eligible for free school meals.

education. Standards in religious education are in line with the expectations of the locally agreed syllabus for the subject. Pupils make satisfactory progress in all of these subjects. Progress in music is good and, as a result, standards are above national expectations. Standards in design and technology are lower than expected as pupils have not sufficiently developed their skills in making products, required for this subject.

6. Since the last inspection, the school's overall performance in English, mathematics and science in national tests for 11-year-olds has been improving broadly in line with the national trend. Over recent years, the test results have varied, slightly reflecting differences in the individual year groups. In the main, they have been well above average in English, more variable, though at least above average, in mathematics and consistently well above average in science. In 2002, the school's test results were well above average in English and science and above average in mathematics when compared nationally and with similar schools. These results indicate continued good progress through Years 3 to 6. This is because, by the end of Year 6, the proportions of pupils who achieve Level 4, the expected standard for a typical 11-year-old, and Level 5, the higher standard, are higher than those found in the majority of primary schools.
7. The findings of the inspection indicate a similar pattern in the current Year 6. Improvements during this year to the teaching of mathematics have resulted in an improvement in the proportion of pupils achieving Level 5 in the subject. Consequently, standards in the three core subjects by the end of Year 6 are currently well above average. Most pupils achieve the expected level, about a third achieve the higher standard in English and mathematics and a half achieve the higher standard in science. Standards by the end of Year 6 in information and communication technology have improved since the last inspection and are now in line with national expectations. Standards are also in line with national expectations in art and design, geography and physical education. Standards in religious education are in line with the expectations of the locally agreed syllabus for the subject. Pupils make satisfactory progress in all of these subjects. Progress in history is good and as a result, the school has maintained the higher than expected standard seen at the last inspection. Standards in design and technology are lower than expected as pupils have not sufficiently caught up the skills in making products, required for this subject. It was not possible during the inspection to make a judgement on standards in music.
8. Pupils with special educational needs make good progress in relation to their prior attainment, as was the case at the last inspection. They achieve well in relation to the targets of their individual education plans. Confirmation of this good progress is provided by their performance, particularly at the end of Year 2 in 2002 where all pupils achieved the expected level in national tests in mathematics and teacher assessments in science. Several factors contribute to this good progress, including early identification of the needs of individual pupils, appropriate programmes to address those needs and good teaching, both by class teachers and by the specialist part-time support teacher. The progress of the small number of pupils from ethnic minority groups is similar to that of their classmates. Pupils who do not speak English at home make good progress. Most are proficient English speakers and the very few recent arrivals to this country are supported well by their teacher. Higher-attaining pupils make good progress. A common feature in both recent test results at age seven and 11 and in inspection evidence in the core subjects is the good proportion of pupils achieving the higher standard. There are no significant differences between the standards achieved by boys and girls.
9. The use of reading and writing skills in subjects other than English supports the development of pupils' literacy skills well. For example, pupils produce well written accounts in history. They make satisfactory use of their measuring skills in science and in design and technology and their numeracy skills in history, when calculating costs using pre-decimal currency. The use of information and communication technology to support learning in other subjects has improved since the last inspection and is now satisfactory.

10. The school has set realistic targets for pupils to achieve in literacy and numeracy. Since the last inspection, it has successfully raised pupils' standards in English and maintained high standards in mathematics and science. Standards in several of the other subjects have dipped slightly because of the school's focus on literacy and numeracy. As a result of good teaching, pupils' positive attitudes and good learning opportunities, pupils reach good levels of personal achievement. There is a strong commitment amongst the staff to raise standards further.

Pupils' attitudes, values and personal development

11. Overall, pupils' attitudes, behaviour and personal development are good. Relationships between pupils are very good. Parents feel that their children like school and enjoy their lessons. These findings are consistent with those of the last inspection. Attendance is good and has improved since the last inspection.
12. Pupils' attitudes to school are good. Pupils like school. They enjoy lessons, listen carefully and take interest in what is taught. They respond well and the majority of pupils listen to each other and the teachers carefully. They persevere and when involved in practical activities, show great interest. Most pupils with special educational needs have positive attitudes to learning and try hard to succeed. They appreciate the extra support they are given. Other pupils accept them as equal members of the class and often provide unobtrusive support. The large number of extra-curricular activities the school provides are very well supported by the pupils. Through the expectations of the teachers, pupils learn to respect others and how to behave well. In the mornings and after play, pupils enter the classrooms chatting to each other amicably, organise their belongings and as soon as the class teacher instructs them to take their seats, they do so readily and quietly. Parents feel that the ethos of the school has improved in the last two years.
13. The clear expectations of good behaviour and the good role models that the staff provide ensure that most pupils have a clear understanding of how the school requires them to behave. In the classrooms and in assemblies pupils behave well. They quietly take their places and most pupils move around the school in an orderly manner. At lunchtimes, pupils patiently take their turn in the queues and remain seated when eating. However, the noise levels can be excessive. At times, it is almost impossible to carry out a normal level of conversation in the junior dining room because the pupils are too noisy. In the playground, pupils play together well, older pupils volunteer to look after younger ones and the recent purchase of play equipment helps pupils to develop co-operation between each other.
14. Pupils feel that bullying does not take place in the school. They are unable to recall incidents of bullying but know who to approach if they have concerns. No oppressive behaviour or bullying was seen during the inspection.
15. The personal development of pupils is good. They eagerly join in activities, such as sports clubs and raise funds for charities by taking part in non-uniform days. The strong ethos of the school in showing respect and valuing others is apparent in the good response of pupils to the staff. When given the opportunity, pupils accept responsibility willingly. They are supportive of the newly introduced school council and feel that it enables them to have a voice in the school. They sensibly carry out duties. For example, during the inspection, Year 5 pupils met the new intake of children, playing games with them and generally putting them at ease. Older pupils hear younger ones read and take responsibility for operating the overhead projector in assembly.
16. Overall, relationships throughout the school are good. Relationships between pupils, particularly older pupils, are very good and pupils make significant progress in developing social skills. They co-operate well, share equipment and work well in pairs or in groups.

For example, in a physical education lesson, pupils showed good levels of co-operation when organising their games. Pupils are able to reflect and discuss how their behaviour affects others. Relationships between staff and pupils are good. Pupils relate well to adults and they are trusting in the care they receive.

17. The attendance rate of 95.2 per cent in the 2001/02 academic year was above the national average and is good. There were no unauthorised absences in the same academic year which is below the national average. Attendance has remained above the national average for the last three years. Daily classroom registration meets the requirements. Most pupils are punctual but a few pupils arrive late to school. At the last inspection, holidays taken during term time affected the attendance figures. Although overall attendance has improved since then, holidays in term time are increasing. In the 2002/03 academic year, there are a few pupils with unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall and this helps to ensure that pupils' learning is also good. In the lessons observed, teaching in one in every five was very good, including two examples of excellent teaching. In almost a half of lessons, the teaching was good and in a third it was satisfactory. Only one lesson was seen in which the teaching was unsatisfactory. All pupils benefit equally from the quality of teaching. The school has maintained a similar good standard of teaching to that reported in the last inspection.
19. Teaching in the Foundation Stage is satisfactory overall. It is good in mathematical development and in aspects of personal, social and emotional development and communication, language and literacy. Consequently, children in reception make steady progress in their learning. Activities are not always flexible enough for children to make better progress through making their own decisions and choices. Learning through a wide range of outdoor activities is also limited. Teaching and learning in both infants and juniors are good overall.
20. There are a number of positive features in the teaching. Teachers plan well together and so pupils in different classes but the same year group have similar experiences. Teachers' lesson plans are very good and this ensures that the teaching of basic skills is done well. In many subjects, they use nationally recommended guidelines for teaching subjects. As a result, lessons are based on what pupils have already been taught. In music, this is less effective because some teachers lack sufficient confidence to teach the subject. At the beginning of lessons, teachers tell pupils what the lesson will be about. These features enhance pupils' learning because they have a solid foundation and a framework on which to develop their understanding. For example, in a good health education lesson about conflict resolution, the teacher led a useful discussion which reminded pupils about the previous lesson on the subject, helping to set the scene. She followed this by clearly explaining the issues that pupils were going to tackle in the rest of the lesson so pupils knew the purposes of the lesson.
21. Teachers in the main have a good understanding of the subjects they teach. This helps them to plan and teach effective lessons. In a very good mathematics lesson in Year 5, the teacher used the introductory session very well, probing and challenging pupils' knowledge and understanding of multiplication facts at a brisk pace and a stimulating level that kept pupils interested and enthusiastic. Sometimes, however, when the teacher introduces the main theme of the lesson, the discussions are too long and pupils begin to lose interest. Pupils are well behaved but become a little fidgety and this detracts from their quality of learning. However, once pupils are given the chance to work individually they brighten up, begin to enjoy the lesson and make better progress in practising the technique.

22. A strength of teaching throughout the school is the very good management of pupils. This stems from the good relationships between teachers and pupils and pupils' positive attitudes and behaviour. Pupils behave well during lessons, listen carefully and contribute when given the chance. Teachers foster this good behaviour and this makes a positive contribution to pupils' learning. For example, pupils behaved well in a swimming lesson so the teachers could provide individual support, while keeping all pupils active and safe. However, in an unsatisfactory art lesson, pupils did not behave well and the teacher's management strategies were unsuccessful. This meant that not enough pupils made the required progress during the lesson.
23. Teachers successfully match work to what groups of pupils already know in English and mathematics. In a Year 2 literacy lesson, the teacher had planned activities around the theme of pirates that built well on their previous knowledge. Consequently, all pupils, including those for whom English is not their home language, made similar good progress. There are three classes in each year group in Years 4 and 6. Teachers plan and teach different ability groups in mathematics. In other year groups, mathematics is taught within the mixed-ability classes. In both cases, work is well matched to pupils' abilities. However, in some subjects, the work is not so closely matched. In science, for example, although discussions allow all pupils to contribute at a suitable level, there is little difference in the work that is provided for the different ability levels within the class. This sometimes means that the more able are not sufficiently challenged. Generally, teachers round lessons off well. They revisit what pupils have learned, thus helping to reinforce the learning. In some cases, they use these times well to encourage pupils to evaluate how well, as well as what, they have learned during the lesson.
24. Teachers use a range of resources well to make ideas more understandable and enliven lessons, thus aiding learning. In a Year 1 mathematics lesson, the teacher had a wide range of well-prepared resources to help to develop the method of subtraction she was teaching. These included number cards for individual pupils' use as well as materials for displaying ideas and methods to the whole class.
25. The school has successfully implemented the national strategies for teaching literacy and numeracy. Because of this, pupils make good progress in learning English and mathematics, a key feature in their very good attainment in these subjects by the time they leave school. They provide good opportunities for pupils to use literacy skills in other subjects, for example, in history, when writing letters from the point of view of an evacuee. In the teaching of the daily numeracy lesson, the recommended three-part structure to each lesson is well established. However, on occasions, there is insufficient distinction between the style of the initial mental work and the main teaching input that follows. This sometimes makes it difficult for pupils to sustain their attention. There is an appropriately strong emphasis on work in number but insufficient attention is paid to the development of pupils' skills in using and applying the mathematics they learn. Pupils have too few opportunities to develop these skills, for instance, through investigations in which they have to choose the mathematics they use. Teachers sometimes make sound use of mathematics in other subjects, for example, when pupils measure the friction produced by different weights in science.
26. The opening of two computer suites has had a positive impact on the use of information and communications technology in teaching. The quality of teaching is sound and pupils have regular opportunities to learn and practise skills, an improvement since the previous inspection. This has come about because of teachers' increased confidence in using the technology to teach the required skills and the improvement in accommodation and resources. As well as teaching the required information and communication technology skills, teachers increasingly use the technology in teaching in other subjects, for example, researching the topic of reincarnation on the Internet.

27. Pupils with special educational needs make good progress towards their individual targets. Although it was possible only to observe one session in which the specialist teacher for special educational needs taught individuals and groups, it is evident that this teaching is of a very good standard and contributes well to the progress the pupils make. In class, teachers give these pupils tasks well matched to their level of attainment. They make good use of the individual education plans they have written for these pupils. However, in some cases they are insufficiently aware that pupils may learn in a variety of ways. For example, they do not provide pupils, including those with generally lower levels of attainment in a subject, with enough practical activities as an alternative to long periods sitting listening to the teacher. These pupils often receive extra support from teachers or classroom assistants but are at times asked to complete the same activities as other pupils. Teachers make mostly satisfactory use of support staff allocated to help these pupils. Whilst support staff are effective in supporting children during group and individual activities, they are often underused during whole class activities, such as introductory sessions, and are inactive instead of adopting a more pro-active role in meeting pupils' needs.

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

28. The school's curriculum provides a good range of learning opportunities which are relevant to the present and future needs of pupils, although there are a few subjects in which specific aspects receive insufficient attention. The school's provision for pupils' personal development is good overall. Pupils in Years 1 to 6 enjoy a good range of lessons and other activities, most of which are of good quality. The school has maintained the strengths noted at the previous inspection and has taken effective action to eliminate weaknesses. In particular, improvements have occurred in information and communication technology so that the school now provides a satisfactory programme of ICT, which it did not at the time of the last inspection. The curriculum for children in the Foundation Stage is satisfactory. It gives a strong emphasis to personal, social and emotional development, to communication, language and literacy and to mathematical development, but other areas are not developed to the same extent.
29. In each year group, pupils study all the subjects of the National Curriculum and religious education and statutory requirements are fully met. In most subjects, national guidelines are used to plan a relevant programme that ensures pupils steadily build upon their existing skills and understanding. The school has taken good action to enrich its programme with interesting activities. For example, in history, special theme days and visits help to bring the subject alive. A useful introduction to foreign languages is provided as Year 5 pupils learn French and it is intended to extend this programme into Year 6 next year.
30. The National Literacy Strategy guidance has been used to provide well-structured lessons in English. As well as the daily hour-long lesson, small amounts of extra time are devoted to reading and handwriting. The school makes good use of lessons in other subjects to provide relevant opportunities for pupils to use their writing and speaking skills. This has prevented English becoming over dominant in the weekly programme, ensured sufficient time is available for other subjects and maintained a good overall balance. Appropriate use is made of national guidance to plan mathematics lessons but there are some minor weaknesses in the school's programme relating to the development of mental and oral skills at the start of lessons. Although there are satisfactory examples of numeracy skills being employed in other subjects, the school has not sufficiently planned to develop skills in this way. In science, practical and investigative work plays an appropriate part in the well-balanced programme.
31. The programme in personal, social and health education makes a positive impact but lacks a cohesive structure. There is attention to this area in all classes, often of good quality. For example, a very good lesson for Year 6 pupils exploring issues of racism made a good

contribution to preparing them for citizenship. Circle time, in which pupils discuss social and moral issues in a way that values what every pupil says, has been used well to prepare children for responsibilities such as electing and becoming representatives on the newly-formed school council. However, the school correctly recognises that the absence of an overall scheme of work makes it difficult to provide activities that build progressively on pupils' existing understanding. This is already identified as an issue for development in the school's development plan.

32. The school's curriculum is enriched in a number of ways. The range of extra-curricular activities has narrowed since the last inspection but the number of sporting and musical activities for both boys and girls and most year groups remains impressive. The school achieves very good results in competitive events and school performances as a result of the hard work put into these high quality activities by many members of staff. Many visitors come to the school to perform or share their knowledge with the pupils. For example, musicians perform to infant pupils and grandparents talk about their early experiences. Pupils make visits to places of interest, culminating in residential visits to London in Year 5 and to the Lake District in Year 6.
33. Links with other local educational institutions are very good. The school's ample accommodation enables it to provide facilities for a pre-school group and a mothers' and toddlers' group. There is a very effective partnership with the university college in the town. A large number of students visit for periods of school experience and many school staff have received training in mentoring these students, developing their own awareness of good practice as they do so. The school, in partnership with other local schools, has been successful in bidding to become a Networked Learning Community. There are good links with local churches and sporting clubs. During the inspection, a visit by the Salvation Army contributed very well to the programme in religious education. The school has satisfactory links with the local business community.
34. There is a strong commitment to provide equal opportunities for all pupils and to work towards their inclusion in every activity. In most respects, the school achieves good success. All extra-curricular activities are open to pupils of both genders with the exception of cricket, where a mixed club operates as well as separate clubs for boys and girls. Parents unable to afford the cost of their children's extra music tuition are supported through a scheme of free tuition. Pupils and teachers welcome a pupil from a special school who visits weekly, including him fully in the afternoon's programme. Care is taken to ensure that pupils who are withdrawn from the classroom to address their special educational needs do not miss the same subject each time. These pupils are very well integrated into their classes. The school currently makes no special provision for those pupils who do not speak English at home as most are proficient English speakers. The curriculum is accessible to these pupils. In Year 2, the class teacher included work on the home country of the recent arrivals to the class in geography work. This helped to boost their interest and sense of self-esteem.
35. There is good provision for pupils with special educational needs. Most have difficulties with literacy or numeracy and have appropriate extra support within the classroom. An experienced part-time teacher provides a very good standard of teaching for small groups and individual pupils. Class teachers write pupils' individual education plans. In most instances, they are of acceptable quality, clearly identifying the small steps pupils need to take to improve. Occasionally they provide insufficient detail or identify targets, the achievement of which is difficult to measure.
36. Overall, provision for pupils' spiritual, moral, social and cultural development is good. Provision for social development is very good; provision for moral and cultural development is good. The provision for spiritual development is satisfactory.

37. The school makes satisfactory provision for pupils' spiritual development. In assemblies and when teaching personal development, teachers encourage pupils to think about their feelings and relationships. In assembly, for example, pupils are asked to think about the beauty of flowers, or the complexities of a banana and how we must be thankful that we are able to appreciate such gifts. Visits to the school by the local vicar and the occasion when a Salvation Army officer discussed the relation to God of the colours blue, red and yellow, help to promote spirituality. Religious education lessons make a good contribution to spiritual development but in other subjects, teachers do not often look for opportunities to foster spirituality. A good example, however, was seen in an art lesson where pupils expressed wonder at the quality of the work of others and showed their appreciation of the good achievement.
38. Provision for pupils' moral development is good. The expectation of good behaviour permeates the school. Assemblies and personal, social and health education teach pupils to know the difference between right and wrong. Staff speak quietly and firmly to the pupils in discussing misdemeanours. They treat pupils courteously and in return, pupils are expected to show good manners, to help each other and to have respect for other people and property. Pupils are actively encouraged to value the school grounds. The school council is involved in the discussions on how to redevelop the butterfly garden, now the threat of outside vandalism has diminished. The school successfully involves the pupils in promoting care of the environment and a number of recycling projects, for example the collection of ink cartridges, take place annually. The pupils support a number of charities such as Comic Relief and a Shoe Box appeal, which encourages pupils to think of others less fortunate than themselves.
39. The provision for social development is very good, as it was in the last inspection. Values and attitudes promoted by the school have a positive effect on the pupils. The calm, caring manner of the staff provides good role models for the pupils. The school provides many opportunities for pupils to show respect and care for each other. For example, the older pupils care for younger pupils in the playground, reading to them and helping children new to the school to settle in. Residential visits for older pupils enable them to reinforce their social skills and help to foster very good relationships. Teachers encourage pupils to work co-operatively and share resources.
40. The school provides good opportunities for pupils to promote cultural development. Pupils develop good cultural awareness through the curriculum. In art, pupils study abstract paintings and Indian mosaics. In geography, pupils in Year 5 learn how Ormskirk came to be and why Orm settled in the area. Pupils visit places of local and national interest, for example, London and Wigan Pier. However, there is a lack of planning to enable pupils to learn about the traditions and values of other cultures that make up the society of Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Relationships are a strength of the school and the caring environment enables pupils to feel secure and valued. Overall, the school has satisfactory procedures for the care and welfare of its pupils.
42. Child protection procedures and policy are appropriate and the school follows the local area guidelines. The headteacher, deputy headteacher and a governor have received training in child protection. The headteacher provides teaching and support staff with current knowledge. Lunchtime supervisors are aware of the designated person with responsibility for this area. Pupils are given sound opportunities to learn how to protect themselves, as the local police, fire brigade and rail police come to talk to them. The school has developed good relationships with outside agencies that support them when needed.

43. Procedures to ensure pupils' welfare and safety are satisfactory. All lunchtime supervisors have up to date qualifications in first aid. The school nurse, along with the class teachers, provides good support and guidance for pupils in sex and drug awareness education. Fire precautions are adequate and regular testing of fire and electrical equipment takes place. A detailed health and safety policy is in place and the school has a health and safety committee, which includes governors. Concerns highlighted in the last inspection regarding vandalism of the school have been addressed. The safety of pupils at lunchtime in the playground and on arriving and leaving school is an issue the school is trying to solve. Cars driven into the grounds of the school pose a threat to the safety of the pupils.
44. Procedures for monitoring and improving attendance are satisfactory. Registration takes place at the beginning of the morning and afternoon sessions. Registers comply with the statutory requirements. The Education Welfare Officer reviews pupils' attendance and works supportively with the school in improving attendance. First day contact with parents, who have not provided a reason for absence to ensure the school knows the whereabouts of its pupils, is not in place, although the school enquires of pupils who may be a concern. A computerised registration system is due to be installed in the next academic year to enable a more detailed monitoring of attendance to take place. A number of parents take their children out of school for holidays in term time. A few of the holidays are over ten days in length. The number of unauthorised absences has increased in the current academic year. Pupils who arrive at school late enter the school via the administrative office which enables the school to monitor the pupils and be aware of persistent lateness.
45. The procedures for monitoring and supporting pupils' personal development are good. Detailed records are kept of behaviour, attitudes and welfare of the pupils. The procedures for monitoring and promoting good behaviour are good. The school creates an expectation of good behaviour. Positive relationships contribute to the ethos of good behaviour and enable pupils to be in a harmonious environment. Most pupils behave well, but occasionally on the corridors, instances of unacceptable behaviour, such as pushing, can be seen. The pupils are well supervised and any incidents are soon addressed. Certificates are awarded in assemblies for good behaviour and positive attitudes and points are given in the classroom to encourage pupils to behave. The school keeps detailed records in pupils' personal development files of unacceptable behaviour. Procedures to eliminate oppressive behaviour are successful and oppressive behaviour very rarely takes place. In the majority of lessons, teachers' expectations of good behaviour and the careful control and management of the pupils ensure pupils are well behaved.
46. Overall, procedures for assessing pupils' attainment and progress are satisfactory. Pupils' learning in English and mathematics is carefully and thoroughly assessed each term through a variety of school and national tests. These good procedures successfully support the good progress pupils make in these two core subjects by ensuring that there is a consistent approach to assessing pupils as they move up through the year groups. In science, procedures are in place but do not record enough details about pupils' learning. In religious education, geography, history and music, pupils' learning is suitably assessed at regular intervals. The school is aware that assessment procedures in other foundation subjects need to be addressed. Pupils' learning in the Foundation Stage is satisfactorily assessed in all six areas of learning and systems used by the school match the new national profiles.
47. The school analyses tests in English and mathematics and is now beginning to use the information to set clear and measurable targets for pupils. Test results are being used to track the progress made by individuals and by whole classes. For pupils with learning difficulties, including those with special educational needs, the system works effectively. Their specific needs are quickly established. Helpful support programmes and targeted individual education plans are devised which enable these pupils to learn productively. Increasingly, responding well to recent legislation, the school is seeking the views of these

pupils themselves about how the school helps them to overcome difficulties. The school collects portfolios of pupils' work in English, mathematics and science to reflect standards throughout the school. Each pupil has a useful record of achievement which contains samples of work and remains with the pupil throughout his or her time in the school.

48. Teachers are now beginning to build assessment opportunities into their planning. They are steadily making better use of the information they glean from observations and test analysis to inform the next steps in planning and teaching. For example, teachers found some weaknesses in the ability of certain pupils to sustain concentration during mental mathematics tests. They quickly identified where the difficulties were and adjusted their teaching to overcome learning problems.
49. Most pupils whose mother tongue is not English are competent English speakers. There are no specific systems for assessing pupils' standards of attainment if they are not. However, the school makes use of the local education authority's support service for these pupils should it be required. The school analyses results of individual pupils, including those from different ethnic minority groups but has only recently started to build up a picture of how well the different groups perform over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Overall, the school's partnership with parents is good. Parents' views of the school, as expressed in the pre-inspection meeting with inspectors and in the parents' questionnaires, are very positive. Parents are very happy with the school's provision. Most parents feel that their children make good progress in school, that the teaching is good, that the school is well led and that they are comfortable approaching the school with concerns.
51. The school's links with parents are good. The school has developed good relationships with parents. They feel welcome in the school and many take the opportunity to speak to teachers at the start of the school day. Parents are supportive of the parents and friends association which raise funds through social events, organised by staff. Useful opportunities to learn about the curriculum are available and parents have appreciated literacy and numeracy courses run for them. A few parents and grandparents help in lessons in areas such as hearing pupils read and in teaching pupils to sew. The school values this important contribution to pupils' learning and tries to recruit more parents to help in this way.
52. The quality of information provided for parents is good. The school provides informative weekly newsletters with general information and details of forthcoming events. New parents value the meeting held in the summer term prior to their children starting school. At the meetings held at the beginning of each year, parents become acquainted with their children's new teacher and hear what is to be taught during the year and how they can help. The information is verbally communicated so that parents therefore have to remember what has been said if they want to help their children learn. The school provides three formal opportunities a year for parents to discuss their children's progress and pupils' targets are available. Attendance at the meetings is good. Pupils' annual progress reports are detailed and are of a good quality. In most classes, they provide parents with a clear view of their children's achievements and areas for development. However, they do not always give a clear indication of how the pupil compares with the national expectations for his or her age. The prospectus and the governors' annual reports to parents are detailed documents which give a good overview of the work of the school and governors. Both documents meet the statutory requirements.
53. The contribution of parents to children's learning at school and at home is good. All parents have signed the home/school agreement. Parents support reading and record the

passages read with their children in homework diaries. They are able to comment on their progress which successfully assists the teachers in understanding parents' views.

54. The school provides parents of children with special education needs with good information on their progress. It actively seeks to involve parents of these pupils in helping their children to improve. Parents are invited to, and usually attend, the meetings at which school staff discuss their children's progress. The special educational needs co-ordinator makes herself available to parents on the afternoon when she is released from class teaching to discuss any problems they are experiencing. Parents readily accept their part in meeting the needs that have been identified. However, the help they are asked to provide tends to be confined to a narrow range of activities, such as listening to their child read, which most parents undertake anyhow, rather than more specific tasks. They are insufficiently involved in the initial stages of the formulation of the individual education plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is currently well led and managed. At the time of the last inspection, the school had effective leadership and overall was well managed. A key issue for the school at that time was to extend the role of the subject co-ordinators to include monitoring of teaching and learning in the classrooms. Since then the school has been through a period of change. It has seen a significant fall in its number on roll due to changes in demography and a large turnover in teachers, due mainly to promotion. After a period with an acting headteacher, a new headteacher was appointed in September 2001 who, through strong leadership and good management, has made significant improvements leading to the very positive views of parents.
56. The school benefits from good leadership. It has a clear mission statement which states that its aim is to provide a happy, caring and stimulating environment where children develop their academic and physical abilities. The headteacher has a clear vision for the development of the school and, under his leadership, is making good progress towards achieving its aims. He provides positive leadership and a sense of purpose and direction for the school, where teamwork and shared commitment are developing successfully. In a relatively short time, he has won the support and confidence of governors, pupils and parents who recognise and appreciate how well the school is led and managed.
57. The school is well managed. The headteacher is well supported by the able deputy head teacher. Over the last two years, the school has given prominence to developing the roles and involvement of teachers in the management of the school. Many subjects, including literacy and numeracy, are well managed by subject co-ordinators. This is having a positive impact on developing the curriculum and improving the quality of teaching and learning, particularly in the core subjects and in information and communication technology. This is an improvement on the position noted at the last inspection. The school correctly recognises the need to develop the roles of the senior management team further, to provide support to more strategic, whole-school issues, such as the intended development of personal, social and health education. The roles of the co-ordinators in several of the non-core subjects are also identified as requiring continued development to improve their monitoring and evaluation of teaching and learning further.
58. The governing body is supportive of the school. It successfully fulfils its statutory duties by ensuring all legally required documents and policies are in place, including a very good special educational needs policy and a detailed annual report to parents. The governing body meets regularly and has an appropriate structure that includes committees for finance, staffing and curriculum. Governors have a good positive approach to ensuring the school improves by questioning policy and practice as an important part of their role. They have a sound understanding of the work of the school and play a satisfactory role in shaping its direction. They receive useful information from the headteacher and staff. Some are

frequent visitors to the school and a few help on a regular basis. There are annual days for governors to visit the school but these are not always well attended and this limits their first-hand understanding of the work of the school. There is no programme of focused visits to help develop their understanding of the school's priorities or to help monitor and evaluate the success of their decisions. Governors carefully monitor the budget and satisfactorily apply the principles of 'best value' to their decision making.

59. The school successfully fulfils its statutory duties relating to pupils with special educational needs. It places an appropriately high priority on this aspect of its work. For example, it adds money to the extra grants allocated for these pupils to provide a better service. It has appointed a special educational needs co-ordinator with very good expertise and experience and given her sufficient time to undertake her duties. The governing body monitors this area well through a member with a similarly high level of expertise. Computer technology is used effectively to keep records and provide individual education plans. The 'Focused Learning Room' provides a suitable base for individual and group teaching. There are sufficient support assistants for the number of pupils but some require further training to increase their effectiveness. The school has initiated a training programme for this purpose. The literacy co-ordinator currently has responsibility for co-ordinating the provision for pupils for whom English is an additional language. There are no formal procedures yet for monitoring and implementing this support. However, these pupils are competent English speakers, are well supported in classrooms and they make similar progress to their classmates.
60. The school has developed good procedures for monitoring the effectiveness of its work and for taking effective action. There are good procedures for monitoring and evaluating teaching. The headteacher, deputy headteacher and other senior members of staff regularly observe lessons. Not all subject co-ordinators have had an opportunity to monitor teaching directly and so their understanding of teaching and learning in classes other than their own remains limited. However, they monitor planning well and in many cases analyse pupils' previous work. The school has introduced appropriate procedures for performance management. Overall, the school's monitoring of its own performance is good and has a positive impact on improving the quality of education provided. The school's development plan is detailed, of a good quality and provides a large number of appropriate targets for school improvement. The targets are carefully costed and have identified success criteria, the majority of which are specific enough against which to measure success and are related closely enough to pupils' standards. However, the current plan does not contain a brief overview to help governors clearly identify whole-school priorities for improvement and to provide a focus for their monitoring and evaluating of the school's progress.
61. The school uses its finances well to support its priorities, including improving resources and much-needed refurbishment of the accommodation. The school makes effective use of grants to support, for example, the current building work. The school has, however, a large surplus, though some of this is allocated to outstanding payments for the recently opened infant computer room and to take account of the ongoing reduction in pupil numbers. The governing body regularly monitors spending and is improving its understanding of how money is allocated within its budget. The school benefits from an efficient and well-run office. A recent audit by the local authority found that there was a good level of financial control provided by the school's efficient administrative staff. The school makes good use of new technology in its administration.
62. The number of teaching and support staff is sufficient to meet the demands of the curriculum. The teaching staff, as a whole, have good knowledge and expertise to meet the needs of the school and most staff have a responsibility to lead a subject or area. The new headteacher has been in place for the last two years. Staff turnover in the last two years has resulted in seven teachers leaving the school. Six have been appointed. The school

has eleven classroom assistants to support the pupils and staff, one special educational needs assistant and two trained nursery assistants.

63. Overall, the adequacy of resources is satisfactory. However, there are areas of the school where the quantity and quality of resourcing is good. In the two years prior to the inspection, the school has significantly improved its resources in English, music, information and communication technology, art and design, design and technology, science and the Foundation Stage. The school is beginning to refurbish the library. £1000 has been spent in each of the previous two years on replacing books. Information and communication technology has recently benefited from the installation of two computer suites. In English, science, art and design and music, resources are good. In all other subjects, the resources are satisfactory, apart from geography and religious education where resources are barely sufficient and in design and technology where there are there insufficient construction kits or tools for older pupils. Resources in the Foundation Stage are sufficient to support the curriculum. Satisfactory use is made of the locality as a resource and visits to nearby places of interest enrich the curriculum.
64. Accommodation is spacious and is more than adequate for the delivery of the curriculum. The recent fall in pupil numbers has created extra space which has been used well to create the two new information and communication technology classrooms. The school has extensive grounds that are well tended and the erection of fencing and other security measures has ensured a reduction in vandalism. It has two playgrounds and a butterfly garden which, although it has now fallen into neglect, is the focus of the school council for improvement. The school is fortunate in having its own swimming pool which has a positive impact on standards in swimming. The school's buildings are clean and well maintained. The school has recently undergone extensive refurbishment and is currently in the process of replacing the toilet accommodation. The school has designated dining areas for both Key Stages 1 and 2. The junior library is limited in its effectiveness as it is situated in the foyer which is the main thoroughfare for staff and children accessing the hall. The school plans to move this in the near future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To further improve the good quality of education provided, the governors, headteacher and staff should now:

(1) improve the educational experiences for children in reception by:

- improving the planning of activities so that it more closely reflects the six nationally recognised areas of learning for young children;
- providing more opportunities for children to explore and find out for themselves;
- improving the range of outdoor activities in all six areas of learning;
(paragraphs 2, 19, 66-72)

(2) raise pupils' standards in design and technology by the ages of seven and 11 by:

- ensuring the skills, particularly making skills, that pupils are to learn are clearly identified, taught and assessed;
- improving the range and quality of resources available;
- implementing the current development plan for the subject.
(paragraphs 5, 7, 105-109)

In addition to the key issues above, the governors, headteacher and staff may also wish to consider the following minor issues, which are already included in the school's development plan, for inclusion in the school's action plan. They are indicated by the following paragraphs:

Area to develop	Paragraph/s
The role of the subject co-ordinators in monitoring and evaluating teaching and learning within their subject.	57, 82, 128, 142
The role of the governors in learning about and evaluating the work of the school through a regular pattern of focused visits.	58
Procedures for assessing pupils' progress and the use of assessment data in planning for the future in those subjects where procedures are not fully in place.	46, 98, 104, 108, 124, 135
The use of support staff to maximise their impact on pupils' learning.	26, 66, 80, 93, 102
Ways of improving the safety of pupils on the playground on arriving and leaving school because of the threat to their safety posed by cars driving in the school grounds.	43

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	11	32	25	1	0	0
Percentage	3	16	45	35	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	436
Number of full-time pupils known to be eligible for free school meals	44

FTE means full-time equivalent.

Special educational needs	Y1 – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	36	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	22
	Girls	34	34	36
	Total	54	53	58
Percentage of pupils at NC level 2 or above	School	93 (93)	100 (94)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	22
	Girls	35	36	36
	Total	54	58	58
Percentage of pupils at NC level 2 or above	School	93 (93)	100 (94)	100 (94)
	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	48	41	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	37	46
	Girls	40	36	39
	Total	83	73	85
Percentage of pupils at NC level 4 or above	School	93 (80)	82 (77)	96 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	41	46
	Girls	41	37	41
	Total	82	78	87
Percentage of pupils at NC level 4 or above	School	92 (83)	88 (80)	98 (94)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	413	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	7	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.9
Number of pupils per qualified teacher	23.1
Average class size	27.3

Education support staff: YR– Y6

Total number of education support staff	14
Total aggregate hours worked per week	212

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	939,155
Total expenditure	876,598
Expenditure per pupil	1,902
Balance brought forward from previous year	117,223
Balance carried forward to next year	179,780

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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 41%

Number of questionnaires sent out	438
Number of questionnaires returned	179

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	58	38	2	1	1
Behaviour in the school is good.	51	47	1	0	1
My child gets the right amount of work to do at home.	40	47	10	2	1
The teaching is good.	57	40	1	1	1
I am kept well informed about how my child is getting on.	40	53	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	1	0	1
The school expects my child to work hard and achieve his or her best.	61	37	2	0	0
The school works closely with parents.	44	46	7	0	3
The school is well led and managed.	73	26	0	0	1
The school is helping my child become mature and responsible.	62	35	1	0	2
The school provides an interesting range of activities outside lessons.	42	44	5	2	7

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

66. The school admits children into two reception classes in September in the academic year in which they will be five years of age. At the time of the inspection, there were 56 children of reception age attending the school. Children enter the school with a broad range of experiences and abilities. Overall, their attainment on entry is above average. They make steady progress in reception classes and the majority reaches or exceeds the early learning goals by the end of the Foundation Stage. Teaching is satisfactory overall and good in mathematical development and in aspects of personal, social and emotional development and communication, language and literacy. Staff are very caring and enjoy working with young children. They plan a satisfactory range of learning opportunities with clearly defined objectives. However, some activities are not always practical enough to ensure children have enough chances to explore and find out for themselves. Teachers do not always use support staff enough, so at times children operate in groups that are too big. This means they do not get enough chances to be actively involved in discussions.
67. The school has worked hard to improve the quality and range of resources and the way indoor accommodation is used. The school has rightly identified the need to plan a better range of outdoor activities in the six areas, throughout the year, to further improve learning opportunities. Staff satisfactorily observe children throughout the year and have recently reviewed procedures for monitoring children's progress in all six areas of learning. They are beginning to analyse assessments so that gaps in learning can be more easily identified and addressed.

Personal, social and emotional development

68. Children enter the school with well-developed personal and social skills. Teaching is sound overall with some good features and children achieve at a steady rate with the majority reaching good standards by the end of the reception year. Children show high levels of concentration in all they do. They majority manage to dress and undress for physical activity. Children have some opportunities to make choices when they work in the shared area. However, staff sometimes miss opportunities to interact in play so chances to extend learning are missed. Children show greater levels of interest and excitement in their learning when activities are practical. For example, in a mathematics lesson, children were well motivated to count beyond 20 as they bounced and caught a large ball. Relationships are good throughout the Foundation Stage. Adults are good role models and teach children how to play together. Many children have established friendships, sharing equipment and taking turns. For example, they play estimation games very well in groups of six. Behaviour is very good. Adults have high expectations and make sure that children are sure about boundaries. They follow rules and routines well, lining up sensibly when moving around the building. Staff praise children and listen carefully to what they have to say. This helps children develop self-esteem. Children are confident and many happily talk with adults. Teachers are very skilled at helping children express their feelings. For example, most easily talk about their ideas to the class. At Christmas and during assemblies, children learn about their own cultures and beliefs and staff occasionally plan activities to help them gain enjoyment from beliefs other than their own.

Communication, language and literacy

69. Standards in this area of learning are good and the majority reaches the early learning goals and exceeds them in some aspects, including early reading skills. Teaching is satisfactory overall with some good features and children achieve steadily, although opportunities for independent writing are less well developed. Staff give a great deal of attention to helping children develop their listening skills and this has a significant impact on their learning. The majority of children speak well when they come to school. However,

opportunities to further improve their speaking skills are sometimes limited. There is not enough time allocated for children to work in small groups so they can be encouraged to talk more freely about their work. For example, teachers plan circle time well but because this takes place with the whole class, children have to wait a long time to offer their ideas. Resources have recently improved and there are well planned role-play scenarios such as the *pet shop* where children can speak to each other. However, staff interaction is limited here. Teachers place good emphasis on early reading skills. They plan interesting games with dice to encourage children to identify letters and sounds in simple words. All children show interest in books and know how to handle them correctly. The majority are learning to read and over half are fluent at the accepted level for five-year-olds. Teachers value books and help children to make up their own books by cutting out extracts from stories they know. Handwriting skills are good because teachers spend a great deal of time teaching children to write using joined-up letters. All children express their ideas in drawings but independent writing is not as well developed as it could be. There are not enough incidental opportunities planned through play for children to attempt writing for themselves and to use their good knowledge of letter sounds and their skills in letter formation.

Mathematical development

70. Teaching in mathematics is good and the majority of children achieve well. Most reach and many exceed the early learning goals for this area of learning. Teachers place very good emphasis on number skills and mental work. Learning in mathematics is fun. Teachers sing with the children when they add and take away numbers. They display numbers very well and encourage children to refer to them. When the teacher asks them which number is two more than 19, children quickly find the number, count on and sing the answer. Teachers plan interesting games outdoors where children have to count as they throw quoits onto a stand, before the timer runs out. They use small dinosaurs when learning to count larger numbers. They estimate first and then count to check. The size of the numbers used with groups of children match the stage of development so all make good progress. Children write numbers clearly and know how to calculate using the symbols of addition, subtraction and equals. During free play, they experiment with solid wooden shapes and learn properties through direct, practical experiences. They fit flat shapes into spaces in different ways, developing an understanding of points and edges. Children successfully learn what comes next in repeating patterns and draw the second half of a symmetrical pattern.

Knowledge and understanding of the world

71. Teaching is generally sound and children achieve at a steady pace, reaching a satisfactory standard. The school has recently improved the range of resources to support this area of learning but staff do not plan enough opportunities for children to explore and investigate for themselves. Teachers ensure children find out about features of living things and plan experiments to find out, for example, the best materials to use for *teddy's umbrella*. However, there are missed opportunities to use the area outdoors to fully promote scientific questioning. Staff sometimes play alongside children with construction equipment and help them to build models. They satisfactorily learn how to fit pieces together to make buildings, such as a *cylinder city*. Children learn to use the computer and the range of games to support learning is increasing. Staff make good use of toys from the past and the present to help children understand the passing of time. However, in lessons, there is sometimes too much information given and not enough time allocated for children to explore for themselves. Children's awareness of their own culture is broadened suitably through celebrations as they occur throughout the year.

Physical development

72. Teaching is sound and children achieve steadily with most reaching the expected level for this age group. Throughout the week, children have suitable opportunities to learn during playtimes. For example, they master the art of throwing and catching and walking on stilts. In lessons, they learn to control their body and to balance well. However, in the outdoor

play area, more could be done to stimulate children's imagination through physical activity. Indoors, children have good use of the school hall and equipment is challenging. Teachers encourage children to climb and balance and to weave their body over, under and through apparatus. Teachers praise children and help them improve in confidence. They use children's good examples as role models for the class. Children develop a satisfactory awareness of a healthy lifestyle when they drink milk each day and have healthy snacks. However, teachers sometimes miss opportunities to emphasise the impact and importance of physical activity on the body. Children are satisfactorily developing their fine finger skills. Most control a pencil well but do not have enough access to tools, such as paintbrushes, glue spreaders and very small equipment to further improve their co-ordination. Teachers help children, as they play, to learn how to pour liquid and sand carefully from small jugs into containers.

Creative development

73. Teaching in creative development is satisfactory and children make steady progress, achieving at the level expected for their age. The shared room has a good range of creative materials but adults do not encourage children to experiment for themselves. Very few children paint spontaneously or use the collage resources available. Staff direct children too much. For example, when dyeing fabric, they issued clear instructions so the element of creativity was lost. Adults value children's work and display it well. The teaching of music is good and children sing a range of songs well. They explore sounds that instruments make and listen to short extracts of classical music. Many make good comparisons about the mood of the music as they listen. Children play with imagination in the *baker's shop* but these good opportunities do not extend to the area outdoors.

ENGLISH

74. Standards are well above average, both at the end of Year 2 and at the end of Year 6. This is supported by the school's test results and inspection evidence. Pupils, including those with special educational needs, make good progress throughout the school. This is as a result of good teaching overall. The quality of teaching ranges from excellent to satisfactory.
75. Standards in speaking and listening are above those expected by the age of seven and eleven. Pupils in all classes are attentive and listen carefully to instructions. They are confident when speaking in front of the class or in groups. Pupils' listening skills are, in the main, better than their speaking skills. There are frequently good opportunities for them to speak informally in pairs to discuss or plan work in class lessons and pupils collaborate well. Pupils communicate in grammatical sentences and use a good range of vocabulary to express themselves. They are sometimes given very good opportunities to speak in larger groups. Three classes asked well-expressed questions at the end of a talk by a visiting Salvation Army Major. However, opportunities are limited to develop their understanding of the need for using different tones, language and vocabulary when speaking in different situations.
76. In reading, standards are well above those expected. Most younger pupils make good progress and develop their knowledge of sounds of the alphabet. Throughout the school, pupils develop their skills of sounding out and building up words to work out unknown ones. They also develop other strategies, such as using context, to support their reading and their good understanding of texts. For example, many pupils listen to themselves read and correct their own mistakes. However, pupils' vocal expression while reading is very variable. The majority understands and talks about the plots in their stories and about the characters. They have clear preferences for the kinds of books they like to read. They talk about authors and illustrators but the number of authors they discuss and compare is not wide ranging.

77. Pupils in both the infants and juniors successfully learn how to use a contents page, a glossary and an index in literacy lessons. A minority of pupils remembers other library skills such as how to use the 'Dewey system' from work they do in mathematics. A substantial amount of resources has been ploughed into the reorganisation, updating and improvement of the infant and junior libraries. The library co-ordinator has put a great deal of thought into the effective reorganisation and into running a weekly library club. Junior pupils have the opportunity to use the library at lunchtimes for browsing. Class teachers borrow collections of books for pupils to use in the classroom when researching topics. However, frequent and regular opportunities, for junior pupils particularly, to use the library actively in order to consistently reinforce their library skills are limited. Both the infant and junior pupils use the library in lesson times but this is very dependent on the availability of parents to act as librarians.
78. Standards in writing are well above those expected by the end of both the infant and junior departments. The school has worked very hard to raise standards in writing. Lower ability pupils are well supported and the attainment of the higher ability pupils is clearly above that of the average pupils. The range of writing is wide and varied. There are many good examples on display of writing used in other subjects such as art, science and religious education. This reflects the vitality of the teaching. Pupils write their own thoughtful poems which can be very poignant, such as one about the *Water of Life* written by a Year 6 pupil. Vocabulary and language are rich in similes and metaphors. For example, some writing displayed said, '*The mermaid cuts, knife-like through the murky water*', and '*The seamen slip into a vortex of thought and deep trance*'. Handwriting is mostly clear and easy to read throughout the school. The teaching of information communication technology and the teaching of English support each other well in some lessons, such as the one in Year 2 where pupils wrote a story and skilfully used the icons to edit their work. There is some carelessness in spelling when copying incorrectly from the board or notices or through rushing work and not thinking.
79. The superb marking assessments which teachers make at the end each piece of writing ensure that teachers plan the next pieces of work carefully. This system has had a very positive effect on pupils' standards of achievement. There are targets for pupils to work towards in the front of their workbooks. The marking assessments have a direct bearing on these targets. The system of writing and setting targets has been reviewed recently with the intention of making these targets clearer.
80. The management of pupils is a strength of the teaching and relationships are good. This results in pupils' behaviour and attitudes being good and in turn they concentrate well and put a lot of effort into their work. Many pupils have a good work ethic and their pride in their work is evident. Most teachers question pupils well to make them think hard. The more effective lessons have high expectations and challenge pupils' thinking. Pupils respond best to the active lessons. Teachers have good subject knowledge and as a result, pupils' acquisition of basic skills is good. Support assistants are used well to support pupils with special educational needs but are not always well deployed during the introductions to lessons.
81. In the best lessons, pupils have a very clear idea of what they have to do. In the infants they are given interesting and varied work and in the juniors they are given passages to read which inspire them. In these lessons, teachers use praise honestly and accurately to encourage pupils. Teachers value what pupils say. For example, in a Year 5 lesson, the teacher said, '*That's interesting, tell us more about that*'. In very good and excellent lessons, the introduction, the independent and group work and the final part of the lesson are well balanced and there are constant references and reminders of the lesson objectives. Most of all, the teacher's input and the contributions by the pupils are evenly balanced so that the speed of the lesson is brisk and invigorating for pupils and therefore they find lessons active and challenging. Methods and strategies in the best lessons are

varied. For example, in a Year 2 lesson in which pupils were asked to find out the meaning of new words, the teacher briskly changed her methods, organisation and resources as the lesson went on so that she matched their differing ways of learning. As a result, the pupils were thoroughly engaged and interested. In the less effective lessons where there is no sense of urgency, pupils become restless or waste time and do not produce as much work.

82. The school has worked very hard to improve the subject in differing ways and there has been a good improvement. There are a number of initiatives to help parents understand and to support their children's achievements. The staff has attended a goodly amount of training to improve the quality of teaching. All staff complete evaluation sheets each half term which the two co-ordinators use to help them monitor the progress of the teaching of English. Pupils' learning in English is carefully and thoroughly assessed through good procedures, including a variety of school and national tests. The role of the co-ordinators is developing and they are able to monitor English more closely than previously, although there is a need for more observation of the teaching in the juniors. Many extra resources have been allocated to the teaching of English by the school over the last two years. This is a big improvement. The co-ordinators of English have worked very hard to use the large amount of money and the extra resources wisely. This is having a very positive impact on standards which have improved since the previous inspection.

MATHEMATICS

83. Pupils reach standards that are well above average, both at the end of Year 2 and at the end of Year 6. Inspection evidence indicates that the current Year 2 pupils have achieved similar standards to those achieved in the 2002 national test for seven-year-olds. In the national tests for Year 6 pupils in 2002, the results were above the national average. The current Year 6 has achieved higher standards, well above the national average because of recent initiatives to improve the quality of teaching. Standards are better than they were at the last inspection in Year 2 and have been maintained at the same high level in Year 6. There is no significant difference between the results for boys and girls.
84. Pupils in Year 2, including those with special educational needs in the subject, have made good progress since they left the reception class, when their attainment was above average. Similarly, all Year 6 pupils have made good progress since Year 2. The most important factor in achieving this progress has been the consistently good quality of teaching. Other contributory factors include lessons that are planned effectively using national guidance, careful analysis of areas of weakness revealed through the programme of testing and the good programme of monitoring by the subject co-ordinators and senior staff.
85. Pupils in Year 2 make good progress in their knowledge of number. They have a clear understanding of the value of each digit in a two-digit number, and most in a three-digit number. They can identify odd and even numbers and carry out simple division sums using cubes. They know pairs of numbers that add to twenty and recognise multiples of two, five and ten. Higher attaining pupils progress well and know the multiplication tables for these numbers and some know the three and four times tables as well. These pupils can calculate a half or a quarter of a number and double two-digit numbers. They are beginning to use a variety of strategies to find answers, for example, to sums such as $24 + 19$. Lower attaining pupils confidently add single digit numbers. Their progress in understanding the four rules of number is good. However, sometimes it is limited because they are not given enough practical experience.
86. Pupils in Year 2 gain good levels of achievement in the area of shape, space and measures. They recognise coins and identify the ones they need to make amounts below one pound. They read simple times, such as *o'clock* or *quarter past* and some can write these in digital format. Lower attaining pupils compare weights by using a balance and

most other pupils use standard measures to measure objects. Pupils know the names and features of the most common two- and three-dimensional shapes.

87. Pupils continue to make good progress in the junior classes. In number work, standards are well above average because of good teaching. Many pupils in Year 6 have high levels of numeracy skills, manipulating numbers with ease. They successfully use inverse operations to check their work, although they use estimation less often to provide an approximate answer. Pupils know all their multiplication tables, add and subtract decimals and calculate fractional quantities, such as four-sevenths of 546. They work with co-ordinates that include negative numbers and have begun to solve simple algebraic problems. Some lower attaining pupils, whilst competently carrying out basic operations, do not thoroughly understand place value, which slows their further progress.
88. Pupils in Year 6 have a good understanding of space and shape. They understand the language of probability and interpret a range of graphs accurately. Lower attaining pupils make good progress and can read a timetable well. Those with higher levels of attainment achieve well and understand how to use their knowledge of rotational symmetry to calculate a perimeter more efficiently.
89. Through Years 3 to 6, pupils make satisfactory progress in using and applying mathematics. The programme of study does not always give sufficient emphasis to teaching pupils how to select the mathematics they need to solve problems. They learn to solve problems that use a single mathematical process, but have little experience of investigations requiring them to choose the process they use. Because a high proportion of their work is completed on worksheets or individual whiteboards, pupils do not have enough practice in organising and setting out their written work clearly.
90. The overall standard of teaching is good, as at the last inspection. An unusual feature is that, in Years 4 and 6, pupils are placed in three sets according to their ability in the subject. This enables teachers to teach pupils with a similar range of ability and to meet their needs more precisely. The sets containing pupils with lower attainment are smaller, thus allowing more individual attention. In the other age groups, pupils are taught in their usual classes. The effect of having a wider range of ability in these classes appears to be offset by skilful teaching. Indeed, the best teaching was observed in Years 3 and 5, although there is good teaching in all the junior year groups.
91. Teachers have established positive relationships with pupils and they try to make lessons interesting. As a result, pupils enjoy the subject - many claim it to be their favourite - and behave very well. Lessons are well planned to include a logical sequence of activities. Basic skills are taught well, with clear explanations of new processes and good use of a variety of resources. In a good Year 1 lesson, for example, the teacher led an effective question and answer session and used many resources, helping pupils to visualise the process of adding ten or nine. However, there is occasionally a lack of variation in style between adjacent parts of a lesson so that some pupils lose interest. Homework is used well to consolidate skills, particularly in Years 3 to 6.
92. In the best lessons, there is sufficient time for pupils to undertake practical activities and to record their results carefully, as in a very good Year 3 lesson introducing division with remainders. Teachers set challenging targets for pupils to achieve, ask probing questions to ensure the work is thoroughly understood and ensure each pupil's work is well matched to his or her ability. A very good Year 5 lesson contained all these positive elements. Pupils remained engrossed in their work and appreciated the progress they had made in the lesson.
93. There are comparatively few weaker features of teaching. In most classes, the initial mental work is brisk and purposeful. In a few classes, however, teachers talk too much and

the pace becomes too slow so pupils sit for too long on the carpet, causing restlessness or inattention. In a number of lessons, support staff are underused, particularly in the initial part of the lesson. The marking of pupils' work is satisfactory overall. However, sometimes it is superficial, giving pupils little idea of what they have learnt or need to do to improve. In a few instances, lower attaining pupils are given exactly the same tasks as other pupils and struggle to complete their work. Teachers make insufficient use of computers, particularly in work on data handling.

94. The subject is effectively managed by two co-ordinators whose role in monitoring teaching and pupils' work is well developed. As both co-ordinators are relatively new, they have not yet built up a comprehensive picture of strengths and weaknesses in the subject. There are good arrangements to assess the progress of individual pupils. Pupils use mathematical skills satisfactorily in other subjects. For example, they use their knowledge of nets of three-dimensional shapes in making packaging in design and technology in Year 3 and work in pounds, shillings and pence in history in Year 6.

SCIENCE

95. Standards in science are well above those expected of pupils at the end of Year 2 and Year 6. Pupils make good progress as they go through the school. This represents a good improvement since the last inspection when attainment at the end of Year 2 was average. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from backgrounds in which English is not the mother tongue also make good progress.
96. The quality of teaching is good, resulting in a good quality of learning. An analysis of the work that pupils have done this year confirms that pupils are making good progress in each year group. They cover the requirements of the National Curriculum in a good degree of depth. This, coupled with the good teaching and positive attitudes, helps to ensure good progress. Teachers plan lessons that develop pupils' understanding well. Teachers foster and capitalise on pupils' good behaviour. This also helps pupils to make good progress. They plan activities that are well matched to the purposes of the lesson. In a good Year 2 lesson, the teacher planned a series of activities that effectively helped pupils to investigate the conditions that seeds need to start growing. At the same time, she led the discussion towards developing the idea of fair testing. By the end of the lesson, pupils knew that they should try to keep most conditions of their investigation the same, changing only that which they were testing, for example, the amount of water. Teachers place due emphasis on teaching scientific enquiry skills and this helps pupils to learn these as well as the scientific knowledge required. In a good Year 6 lesson, the teacher led pupils in formulating testable questions such as, *'Are flower stems longer in plants found in short or in long grass?'* This was particularly successful when the discussion was brisk and focused. In another instance, the discussion was overlong, continuing beyond the point when pupils had clearly shown they could formulate this type of question. Although teachers usually demand and receive a good level of work, this is not always matched closely enough to the different ability levels found in each class. This means that in some lessons, pupils do not always make the best possible progress.
97. Pupils enjoy their work and take part thoughtfully. Year 6 pupils, for example, suggest good ideas for testing how well roots anchored a plant. They work neatly in their books, developing recording skills well. Teachers use worksheets carefully. Those for younger pupils guide their thinking well. As pupils get older, the worksheets allow for an increasing degree of independence in recording, thus helping pupils to effectively develop their recording skills.
98. The subject is led and managed well. Pupils have some good opportunities to use their literacy skills in recording their investigations and in writing about what they know. They

satisfactorily use some mathematical skills, for example recording numerical findings of how much an elastic band stretches when loaded with weights or when taking and recording pulse rates. Pupils in Year 4 use their understanding of circuits to make the lamps they create in design and technology work. There is a good range of resources which is well organised. Teachers are beginning to use information and communication technology in teaching science, for example, in constructing line graphs of the temperature of water as it cools. However, the school is still in the early stages of collecting information about how and where the technology can be used most effectively. There are procedures for recording how pupils have performed but these do not provide enough information about what individual pupils need to do to improve. These procedures are still underused in planning and setting targets for pupils' attainment or in planning work for different ability groups in the class.

ART AND DESIGN

99. By the end of Year 2, standards of attainment are in line with national expectations, which is similar to the findings of the last inspection. By the end of Year 6, standards are well in line with those expected of pupils in these age groups but this is slightly lower than the standards reported at the time of the last inspection. Pupils make increasingly sound progress, including those with special educational needs. Teaching is sound overall with lessons ranging from very good to one unsatisfactory lesson.
100. In Year 1, teachers satisfactorily develop pupils' knowledge of colour and textures. This is soundly built on in Year 2, where pupils use line and patterns to create observational drawings linked to nature. The pupils then use these drawings as starting points for designs to create striking collages which indicate that they have achieved the expected skills for their age. Some pupils are able to use space and materials in proportion and relation to the background but others cannot do this. They make main features, such as insects, too small but fill in the background with grass or leaves. Pupils have a good sense of colour and its effect.
101. In the junior classes, the wide range of artwork produced is impressive. Pupils gain appropriate knowledge of artists from different times and cultures and their associated skills. They create and represent textures with increasing accuracy. In Years 3 and 4, pupils increase their knowledge of the effects of colour and media. They satisfactorily learn to apply colour for different effects. For example, they use pastels in pictures of faces in the style of Picasso to portray relationships and pastels, chalk and paint in aboriginal style art. In Year 5, they learn to use line and tone and to use different media to depict shade and tone. Information communication technology is used satisfactorily in art. The pupils' two-dimensional work is much more prolific and stronger than their three-dimensional work. Models of figures in motion and small, carefully moulded clay pots show increasing skill in shape and form. By the time pupils reach Year 6, they use their knowledge of information and communication technology processes, including digital cameras, to make images and communicate visual ideas effectively.
102. There has been very good investment in resources during recent times. This is having a positive effect on the quality of teaching. In the better lessons, teachers give very clear, interesting explanations to pupils about the task and what is expected of them. As a result, pupils become absorbed in their work and try hard to achieve the best standards they can. In a Year 2 lesson, the teacher showed the pupils samples of work done by pupils previously. The pupils were amazed at some of the work and expressed their appreciation of the skills. This inspired them to work hard themselves. Teachers use good questioning skills and the interaction between teacher and pupils reveals good relationships. Pupils with special educational needs are well supported by classroom assistants in the second part of lessons when they are working actively. During lesson introductions, support assistants' roles are underdeveloped. In less effective lessons, the introductions and

explanations by the teachers take too long and pupils lose interest. Class management then becomes difficult. In these cases, there are missed opportunities for using sketchbooks more often to break down the task into smaller steps.

103. Artists in residence come to work with pupils throughout the school. Other subjects are integrated with art. The artist in residence used pupils' writing to create beautiful mosaic tiles with all pupils contributing to a piece of the work. These are well displayed in the main corridor. There is a great deal of artwork attractively displayed around school, stimulating interest and showing the wide range of work planned.
104. The co-ordinator is very knowledgeable and her energy and enthusiasm for the subject is having a positive impact on the quality of teaching. She correctly recognises the need to complete the planned development of procedures to assess pupils' progress. Teachers' subject knowledge is satisfactory although some of the work in the infants is does not closely match the pupils' needs. The co-ordinator has worked hard to produce a booklet for staff to give them guidance on developing art and on assessment. She has attended in-service training but there has not been any for other staff. The co-ordinator has worked hard to review and buy the appropriate resources to give the subject interest and vitality. She has produced resources herself to supplement and add to those already available for pupils and staff. Staff evaluations of the subject are effective in helping the co-ordinator to monitor the subject.

DESIGN AND TECHNOLOGY

105. By the end of Years 2 and 6, standards in design and technology are below those expected nationally. At the time of the last inspection, standards were reported to be at the expected level so this suggests a decline in standards. Although pupils' designing and evaluating skills are satisfactory, their skills in making products are below what they should be at the end of Year 2 and Year 6. There have been a number of recent improvements in design and technology provision. These include the adoption of national guidelines for teaching. Consequently, all pupils, including those with special educational needs, are now making sound progress and younger pupils in both the infants and juniors have satisfactory skills for their age. Pupils complete projects that enable them to apply and improve their skills of designing, making, evaluating and changing the things that they make. However, those currently in Year 2 and Year 6 have not caught up sufficiently to bring their attainment in line with what it should be at those ages. Pupils who do not speak English at home also make sound progress.
106. Teaching in the infant classes is sound, so pupils experience a satisfactory quality of learning. Teachers follow the national guidelines but sometimes do not adapt them so that they suit the pupils at school. Consequently, some parts of lessons, for example, discussions about which meals might be suitable for different seasons, go on too long. Year 1 pupils look at why salads are an appropriate summertime dish and successfully process vegetables, using techniques such as cutting and grating. Older infant pupils make delightful hand puppets and evaluate their final products, suggesting that it would be better to sew them together, rather than glue them. Year 1 pupils make and assemble pictures with moving parts. This enables them to practise a number of cutting and joining techniques successfully. Older pupils make cards with pop-up features. However, current Year 2 pupils have not covered a sufficiently wide range of techniques with different materials.
107. Junior pupils also make sound progress because of the satisfactory quality of teaching. Teachers offer a sufficiently wide range of activities with a suitable range of materials. They have a sound knowledge of what is required and plan lessons that satisfactorily develop the necessary skills. For example, they soundly develop cutting and sticking skills. Year 4 pupils thought carefully about packaging and made drawings to show the features of

commercial packaging, gaining ideas to make their own. They drew careful plans based on the nets of three-dimensional shapes, a good link with mathematics. Pupils extended the design process by making mock-ups of their intended product, thus finding out what might work well and what might need to be improved. Year 5 pupils examined slippers with a good deal of attention to detail. Amongst other criteria, they looked at how they were put together and what made them suitable for their buyers. Pupils were then well placed to draw their own plans. Year 6 pupils designed fairground rides and drew simple plans of how they were going to make these, including cogs to make them work. Some pupils used construction kits to create mock-ups, but these did not always bear a relation to the intended products. They used simple joining techniques to make the basic frames, demonstrating satisfactory measuring and cutting skills and examined how movement could be transferred, using simple pulleys.

108. Pupils' attitudes to the subject are good. This has a positive impact on their learning. They are interested and generally take a good deal of care. One Year 4 pupil demonstrated a good deal of perseverance when trying to cut and fit the base for her cylindrical sweet container.
109. The subject is soundly led. The co-ordinator regularly monitors plans and pupils' work. She has a clear understanding of what is done well and where developments need to be made. She has produced a good action plan for implementation next term which contains the necessary elements to improve provision further and raise standards. It also includes the development of procedures for finding out how well, and what, pupils are learning. However, these procedures do not exist at the moment and therefore are unsatisfactory. Resources are barely adequate and some are in need of refurbishment. There are sufficient construction kits for younger pupils but a shortage of more technical ones and tools for older pupils. Both literacy and numeracy skills are satisfactorily used in written descriptions and measurements. The school has recently bought the necessary equipment to control mechanisms. There are some good examples of the use of information and communications technology in the subject. For example, Year 5 pupils planned the layout of a bedroom and worked out the cost of furnishing it. Year 6 pupils reported on how they had constructed a wigwam using suitable desktop publishing skills to combine text and graphics. Year 4 teachers make useful links with the work pupils have been doing in science when they make lamps.

GEOGRAPHY

110. Pupils' attainment is at the level expected by the end of Years 2 and 6. Teaching is satisfactory and pupils, including those with special educational needs, achieve at a steady rate. This represents a slight dip in attainment since the last inspection when standards were reported to be above national expectations by Year 6.
111. Pupils present their work neatly, with carefully drawn pictures and diagrams. Infant pupils satisfactorily learn about traffic and the problems it can cause. Teachers help them begin early mapping skills through planned orienteering sessions in the school grounds and by looking at the island map linked to *Katy Morag* stories. Junior pupils build up relevant mapping skills and see similarities and differences in the way maps are produced. They find out about important landmarks in Ormskirk and are helped to write directions from home to school. Older pupils satisfactorily improve their skills and locate the shortest route between Ormskirk and nearby Southport.
112. Teachers' good quality planning ensures pupils, including those with special educational needs, make steady progress in their knowledge and understanding of places. Younger pupils learn how settlements develop and older pupils satisfactorily compare the market town of Ormskirk with the seaside resort of Southport. Older pupils consider traffic and other problems in greater detail by drawing up appropriate reasons for requesting a bypass

around their town. Pupils find out about countries far away, such as India, and compare weather and lifestyles. Pupils in Year 6 learn about mountains and rivers and gain a sound understanding on their impact on human life. They consider environmental issues such as man destroying mountainous areas and spoiling the habitats of wildlife. Pupils make suitable use of the Internet to research topics such as mountains.

113. In lessons, teachers make sure that pupils know what they are going to learn and how this links to previous lessons. This makes learning meaningful to pupils. Plans are detailed and support teaching well. In good lessons, everyday resources are used well. For example, pupils in Year 6 swirled pieces of chalk in water to find out about the abrasive impact that moving water has on rocks. Teachers know the value of helping pupils to understand new ideas and they encourage them to think beyond the factual. For example, they carefully look at the school's nature area and consider changes that would improve the school environment. In class, teachers encourage pupils well and consequently they are very enthusiastic and learn sound geographical skills at the same time. For example, pupils were keen to produce a plan using symbols to represent various items including benches and flowers, while at the same time they made good progress in developing their mapping skills. When teaching is satisfactory, there is too little interaction and pupils are not given enough opportunities to use geographical language in focused discussions. Pupils are sometimes expected to sit and listen for very long periods of time. This slows down chances to reinforce learning.
114. Subject leadership is good and the quality of teaching and learning is now carefully checked by examining the work that pupils do. Plans have been reviewed to match national initiatives so that all elements of the subject are taught in a careful sequence. In addition, pupils' work is now satisfactorily assessed to enable teachers to measure how well pupils are learning. Teachers' planning and pupils' work are examined at the end of topics. Teachers also have good opportunities to evaluate the work they do in geography and send their comments to the subject leader. Strengths and points for development are discussed at meetings and in-service training has been planned to address teaching needs. Resources in school are limited and teachers have to improvise to support the curriculum. The use of computer programs to support the subject is beginning to develop. The school enhances pupils' geographical learning through weekly orienteering classes. These take place after school and give pupils good chances to develop mapping skills in an interesting and practical way.

HISTORY

115. Pupils achieve well and reach standards above those normally expected by the end of Year 6 because of good teaching in the junior classes. This matches the judgement of the previous inspection. Standards at the end of Year 2 are at the expected level and the quality of teaching and learning in the infant classes is satisfactory.
116. Teachers in general are enthusiastic in their approach and pupils produce neat and careful work. It is well illustrated with diagrams and drawings which help further their understanding. Pupils, including those with special educational needs, build well on their previous knowledge and learn to investigate the reasons for change. For example, infant pupils handle artefacts such as irons from the early 1900s and discuss and satisfactorily explain what they are and what they were used for. They compare life in the Victorian era with life today through interesting topics. Pupils in the juniors develop useful research skills as they find out about the legacy left by great civilisations such as the Greeks and Romans. Through well-planned topics, which include the lives of famous people, pupils learn successfully about the differences in food, clothing and homes. The school plans real-life experiences for pupils. For example, pupils in Year 6 held a 'slave auction' so they began to understand how life was for the less fortunate who lived in Ancient Greece and Rome. Younger pupils find out about the early settlers and invaders who came to Britain and older

pupils improve their skills well when they examine old maps to see how the town of Ormskirk developed and grew.

117. Teaching is good overall and staff work hard to make history lessons a worthwhile experience for pupils. For example, in Year 3, the teacher dressed as a 'Roman soldier' and answered questions about his lifestyle. Teachers who work in Year 6 planned an evacuation day to help their pupils understand how it felt to be separated from parents in wartime. Pupils had the chance to dress up and play the games children used to play during wartime. Teachers provided pupils with good practical activities such as making ration books, identity cards and war posters, encouraging people to *Dig for Britain* and to *Evacuate Now*. Teachers work hard to enrich the curriculum and make history come alive for pupils. They invited a 'Viking Invader' to school to show the clothing, food and skills they used. Year 5 pupils have visited London to see old buildings and find out how the city has grown. They have produced very good topic work about the city which involves a great deal of historical research using books, newspapers and the Internet. Year 2 pupils spoke enthusiastically about their experiences of a Victorian day at Wigan Pier. They found out what it was like for young children during that era and were glad they were not alive then. Year 3 classes visited Chester to meet a 'Roman soldier' and experienced the life of the 'gladiator'.
118. The subject is well led and the quality of teaching and learning is now carefully checked. Satisfactory strategies for monitoring of pupils' learning have been implemented so that teachers now assess pupils' knowledge, skills and understanding at the end of each topic. The school has a portfolio of past work in history to help the subject leader and teachers when making judgements. Teachers' planning is also examined and there are good opportunities for them to evaluate their own role in the teaching of history. They send their comments to the subject leader and strengths and points for development are discussed at meetings. Resources are sufficient to support teaching and the school supplements these by borrowing artefacts from a local centre.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in information and communication technology are similar to those expected from pupils nationally at the end of Years 2 and 6. Pupils make satisfactory progress as they move through the school. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from homes in which English is not the mother tongue also make sound progress. This represents a good degree of improvement since the last inspection when attainment was below what it should have been.
120. The quality of teaching is sound overall with some good features. Teachers plan lessons with clear purposes and use suitable methods to reach these objectives. Teachers' knowledge of how to use and teach the subject is sound overall and in some cases good. Teachers have recently completed a national training programme aimed at improving teachers' knowledge and understanding of how to use the technology in teaching. Other reasons for the rise in standards are the improvement in resources and the good leadership and management provided by the subject co-ordinators. The installation of two computer suites since the last inspection has greatly helped improve standards. This ensures that pupils have regular access to better resources so that they learn and practise on at least a weekly basis and sometimes more often.
121. Teachers plan lessons well so that pupils develop an adequate range of skills. Year 1 pupils turn the computers on and start the programs they will be using without difficulty. Year 2 pupils, for example, quickly found a branching database program because they had used other parts of the program before. The teacher provided clear explanations and demonstrations using an interactive whiteboard. As a result, pupils could clearly see the

sequence of instructions and this helped them to work independently when it came time for them to use the program in pairs. In a very good lesson in Year 2, the teacher used a range of resources to explain the need to provide careful instructions when making a car move to different places on a grid. The pupils were immediately interested and amused by the teachers' initial introduction when she attempted to eat a banana, using instructions in the wrong order. Teaching continues to be sound, and sometimes good, in Years 3 to 6. Teachers in the juniors have a sound knowledge of the subject and structure effective lessons that encourage the development of a suitable range of skills. A Year 5 teacher clearly demonstrated how computer equipment could be used to measure sound levels. This caused a coughing fit among the pupils as they watched the effect of the noise on the clearly displayed graph. Year 6 teachers used a control simulation program well when teaching pupils how to enter a sequence of instructions to make things happen on screen, for example, making a lighthouse flash at different intervals. Pupils enjoyed this work and concentrated well. Generally, they work well together in pairs, although a very few pupils in the younger classes reduce their own quality of learning and that of their partner by monopolising the keyboard or mouse. Teachers round lessons off soundly, reminding pupils of the skills they have learned and asking them to evaluate their work. For example, Year 6 pupils recognised that they needed to slow down the rate at which their traffic lights changed.

122. An analysis of pupils' work shows that they are satisfactorily covering the National Curriculum at an appropriate pace. Teachers are identifying when and where information and communication technology can be used effectively to support teaching and learning in other subjects as a useful aspect of their curriculum monitoring. Year 2 pupils create different kinds of graphs and consider which are easiest to read and this is a good link with numeracy. Year 6 pupils use the Internet to find out about reincarnation in religious education and use satisfactory word processing skills to report their findings. This also provides sound opportunities to develop their literacy skills. Pupils produce grey scale pictures in the style of Escher as they look at different techniques and artists as part of their art studies.
123. An important factor leading to improvements in the subject is the good leadership and management provided by the two subject co-ordinators. They are very knowledgeable about how the subject should be taught and provide useful support for teachers. However, there are no assessment procedures yet, so there is not enough information to help to plan further lessons and match work to individual pupil's ability. The resources and accommodation for teaching the subject are satisfactory overall. There are a satisfactory number of desktop machines, recently augmented by the purchase of a number of laptops.

MUSIC

124. Pupils in Year 2 achieve standards above those expected for pupils of this age. This is an improvement on standards at the previous inspection, which were average. There was insufficient evidence to make a judgement about standards at the end of the school or of teaching in Years 3 to 6. Only one junior lesson was observed, in Year 4, and little written or recorded work by Year 6 pupils was available for examination.
125. In Year 1, pupils' singing skills are at a typical level for their age but their ability to reproduce rhythmic patterns is better than expected. The good progress made by all pupils, including those with special educational needs, continues through Year 2. By the age of seven, pupils in larger groups, for example in assemblies, sing tunefully and when songs are familiar, with enthusiasm. In one of the Year 2 classes, they pitched notes accurately as they copied phrases sung by their teacher. Pupils' ability to clap a steady beat or regular rhythm depends upon support to maintain a constant tempo, but they know the names of most of the percussion instruments they use.

126. The overall standard of teaching in Years 1 and 2 is good although there is variation in the depth of teachers' subject knowledge. The expertise of one of the co-ordinators, who teaches a reception class, is used well in assemblies and hymn practices to develop pupils' singing skills. Teachers organise activities well to develop pupils' skills progressively and provide a good lead to singing. They work hard to ensure that all pupils are fully included in each activity. For example, in a good Year 1 lesson, the teacher gave some quick extra practice to one pupil who found a clapping rhythm difficult, to enable him to keep in time with the rest of the class. Pupils are not often asked to evaluate the quality of their work and occasionally there is insufficient practice of new skills. This limits the improvement pupils are able to make.
127. From discussions with Year 6 pupils, it is evident that the programme of study is reasonably balanced between elements of the subject. The time allocation is adequate and pupils acquire average levels of musical knowledge. There are good additional opportunities for most pupils to increase their skills. Regular concerts in school involve large numbers of pupils. Infant and junior choirs perform to groups such as senior citizens. There are opportunities to learn to play the recorder with school staff or a range of other instruments with visiting teachers. Nevertheless, opportunities are missed in assemblies, for example, to use music to create a suitable atmosphere or for pupils to appreciate different types of music. In whole-school and junior assemblies, a large number of pupils fail to participate fully in singing.
128. The two experienced and able music co-ordinators satisfactorily monitor the subject. They know some areas of strength and weakness, including the lack of confidence of some teaching staff, but they have had limited opportunities to monitor teaching and learning by direct observation. There are satisfactory procedures for assessing pupils' progress. The school possesses good instrumental resources, with many unusual examples from a range of cultures.

PHYSICAL EDUCATION

129. Overall standards in physical education are similar to those expected of pupils nationally at the end of Years 2 and 6. At the time of the last inspection, standards were reported to be above the expected level so this suggests a slight decline in standards. However, pupils make at least satisfactory progress as they move through the school and in some lessons and in some activities progress is good because the quality of teaching is satisfactory overall and at times good. Pupils with special educational needs and those who come from homes in which English is not the mother tongue are given sufficient help in lessons to enable them to make similar progress to their classmates. There is no difference in the standards between girls and boys.
130. Throughout the school, pupils understand that exercise is good for them. They know that it makes their heart beat faster because all teachers highlight this during appropriate warm-up exercises that involve stretching, curling and quick movements. Pupils in the infants have positive attitudes and usually they are well behaved in lessons because of the good relations between pupils and staff and the teachers' expectations of behaviour. Pupils make satisfactory progress in developing their knowledge and skills. For example, pupils in Year 2 developed satisfactory control and co-ordination in games lessons as they learned to throw and catch a small ball and to strike it with a bat. In dance, pupils in Year 1 explored simple actions as when moving to music. They successfully used strong and wobbly movements to represent *Mr Strong* and *Mr Jelly* as they moved to well chosen music. The teacher's insistence on clear movements and her helpful demonstrations resulted in younger pupils making good progress in improving the performance of their dance.

131. Pupils continue to make sound progress in the junior classes. In gymnastics, pupils demonstrated satisfactory co-ordination as they held a balanced shape through which their partner had to twist and curl. Pupils satisfactorily develop their skills in games. They are given good opportunities to practise appropriate skills for their age that develop their control of a ball as well as their throwing, batting and fielding skills. Pupils work well together as they organise and play in small-sided games. For example, pupils in Year 4 threw overarm with increasing accuracy while pupils in Year 6 improved their fielding techniques by dropping onto one knee to block a ball and by picking up a moving ball. They develop the use of these skills in small-sided games of tip-and-run and in rounders.
132. The school operates a full programme for swimming. Pupils attend the school's learner pool for a series of weekly lessons in Years 3 and 4 and a local swimming pool for a series of weekly lessons during Years 5 and 6. As a result of good teaching, younger pupils enjoy their lessons, develop their confidence in water and learn to swim on their front and back. The school's records show that in the current Year 6, most pupils have reached the expected standard for an 11-year-old by swimming 25 metres unaided and using a range of recognised strokes and personal survival skills. Pupils in Year 5, who have benefited from more regular opportunities to swim, have already achieved a similar standard. Pupils in Years 3 to 5 are making good progress in swimming and achieve a good standard for their age. Pupils in Year 6 are given the opportunity to take part in an annual residential course that includes an appropriate range of outdoor and adventurous activities, including problem solving tasks. The school also provides regular opportunities to develop pupils' interest in these types of activities through, for example, introducing orienteering into its curriculum which links physical education and geography skills.
133. Teachers have at least a satisfactory understanding of the subject and some have a good knowledge. They make good use of the school's detailed scheme of work that ensures all aspects of the subject are taught. The use of a specialist teacher at the school's pool ensures that swimming is taught well. Teachers begin lessons with an appropriate warm-up, have a good awareness of safety and finish lessons with a cool down. They make good use of praise. They have very good relationships with their pupils and they manage them well. Consequently, pupils are well behaved and show interest in their lessons. When available, teachers make good use of support staff to ensure those pupils with special educational needs maintain their concentration throughout the lesson and understand the instructions. Pupils who speak languages other than English at home are well integrated into lessons and make similar progress to other pupils.
134. In lessons that are good or better, the pace of the lesson is brisk, little time is wasted in long explanations and queuing for activities is kept to a minimum. The teachers' good subject knowledge and high expectations result in a clear focus on what pupils need to do to improve. For example, these strengths were clearly seen in the swimming lessons observed. In lessons that are satisfactory, pupils are managed well and are kept physically active but not enough attention is given to how pupils can develop their performance through developing basic skills. Teachers do not give pupils sufficient opportunities to develop their skills. The pace, particularly in longer lessons or when instructions take too long, is at times slow.
135. Pupils' personal and social development is promoted well through the subject. Teachers successfully encourage pupils to work co-operatively in pairs or in small teams. The large number of extra-curricular sporting activities that take place makes a positive contribution to pupils' social development. The subject is soundly managed and the co-ordinators have a clear idea of how to develop the subject, including the intended introduction of procedures to assess pupils' progress and monitor the quality of teaching and learning at first hand. Resources are adequate and of a satisfactory quality. Accommodation is very spacious as the school has two good-sized halls, an indoor learner pool and expansive outdoor areas of hard and grassed surfaces.

RELIGIOUS EDUCATION

136. By the end of Years 2 and 6, pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus. At the time of the last inspection, standards were reported to be above the expected level so this suggests a slight decline in standards. However, progress is satisfactory for all pupils, including those with special educational needs.
137. In the infant classes, pupils give simple descriptions and explanations of artefacts, stories and events concerning Christianity and other religions such as Judaism and Hinduism. They make simple comparisons between Christian and Hindu dress. By the end of Year 2, they are able to make satisfactory comparisons between important Christian and Jewish symbols and artefacts. They can retell the Christmas stories in great detail and write simple, thoughtful prayers. Pupils show appropriate concern for the environment and for others.
138. In the junior classes, pupils satisfactorily learn to make informed responses to peoples' values and commitments. They have a sound understanding of the rules and customs of different religions. For example, they know of the importance of the five pillars of Islam and the importance of the family shrine in Hinduism. They satisfactorily compare and differentiate between Christianity and other world religions to prepare them for today's multicultural society. By the time they are in Year 6, pupils have a sound knowledge of stories from the Bible. They know a number of the Old Testament stories, such as the story of Moses and its significance. They also know a good number of stories from the New Testament, such as the importance of John the Baptist. Teachers ensure pupils have a sound understanding of the significance of Christian values and knowledge about how a belief in Jesus could change lives. Pupils study appropriate themes such as loneliness and the importance of family life and friends. On the occasion of a visit by a Salvation Army officer, pupils demonstrated sound historical knowledge about the Salvation Army. They also displayed good factual knowledge of some of its symbols and beliefs and of its traditional activities. Pupils thoroughly enjoyed the talk and took pleasure in looking at the artefacts brought along, including a hundred-year-old drum. At the end of the talk, they asked very well thought out questions which demanded careful answers.
139. The quality of teaching ranges from very good to satisfactory and is sound overall. In the more effective lessons, there are very good opportunities for pupils to collaborate actively in groups and to think and make decisions for themselves when discussing important issues. For example, in a lesson concerning the significance of water in baptism, pupils had a very fruitful and mature discussion in pairs, about if and when people should be baptised as babies or as adults. One boy had considered very carefully when he said that he thought people should be baptised only when they were older so that they could make their own choice. He then added that probably when he had children, he would most likely have them baptised as babies because that is the tradition.
140. Teachers' subject knowledge is satisfactory. Work in pupils' books, especially in those belonging to junior pupils, is lively, well illustrated, and well presented. It represents real, solid, hard work on the part of pupils. Basic procedures for assessing pupils' progress are in place. The effective and attractive display around school lends very good support to the teaching of the subject.
141. The ethos of this church school permeates the atmosphere in religious education lessons. There is a strong connection with the associated church and clergy contribute to the teaching. For example, clergy demonstrate to pupils how baptisms are carried out. There are no regular visits to other places of worship or religious interest to add interest and

reinforce learning. Sometimes, there are visitors to the school to supplement the curriculum, such as a local bishop and a major from the Salvation Army.

142. The co-ordinator has a very clear picture of the development of the subject and what needs to happen next. Staff evaluations of religious education are helpful to the co-ordinator in assessing the needs of the subject. Resources are minimal and this area needs to be addressed. The role of the co-ordinator is not fully developed. The co-ordinator monitors planning but does not observe teaching in other classes.